

**YESHIVA GEDOLAH
ZICHRON LEYMA**

**2035 Vauxhall Road
Union, NJ 07083
(908) 587-0502**

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Catalog

2024-2025

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Title IX

Yeshiva Gedolah Zichron Leyma prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at: [Policies & Forms | Zichron Leyma \(yzl.edu\)](#).

INTRODUCTION TO YESHIVA GEDOLAH ZICHRON LEYMA

The inception of Yeshiva Gedolah Zichron Leyma dates back to the fall of 1998 in Brooklyn, New York, with a small core of idealistic, postgraduate students. The Yeshiva focused on elucidating the profundity of Talmudic study and disseminating its teaching in an environment that fosters confidence and independent thinking. The Yeshiva also aimed for learning achievement, enhanced by a vigilant focus on character perfection and an awareness of responsibility for self and community. There was a strong focus on encouraging the students to explore the depth of Talmud, coded law, ethics and philosophy, as well as to establish and achieve realistic goals, to maintain an interactive discourse with other students in an effort to clarify their thinking. With this strong foundation, the Yeshiva grew and was soon transplanted to Linden, New Jersey. There, in an environment removed from the hub of the city, so that students' hours could be exclusively dedicated to their studies, the Yeshiva has continued to successfully foster its growth in an expanded manner.

MISSION STATEMENT

Yeshiva Gedolah Zichron Leyma has established certain and specific goals to facilitate the implementation of its mission.

- To provide an intensive and rigorous program of classical Talmudic studies, which are a composite of Talmud, Bible, Jewish Law and Tradition, Ethics and Philosophy, and constitute the foundation of all Jewish learning and scholarship.
- To teach students how to study Talmud independently together with a body of interpretive literature that spans more than 12 centuries of scholarship, which results, as a by-product, in the development of the intellectual skills needed for all other facets of their lives.
- To provide practical Rabbinic studies and to encourage their synthesis in theory and in practice.
- To maximize each student's learning potential, recognizing that every student has individual capacities and learning needs. For a Talmudic studies program to be truly successful, the level of instruction must be geared to the individual student.
- To provide students with the intellectual, ethical and moral framework for sustaining the Torah lifestyle required in Orthodox Judaism and for becoming productive members of the Orthodox Jewish community.

The purpose of Yeshiva Gedolah Zichron Leyma is to provide a course of uncompromising dedication to Torah Study.

The specific purposes are:

- Teaching the student the skills that enable him to learn Talmud and its related fields, independently and at an advanced level
- Providing the student with a college-level understanding of large areas of Talmud and related study topics
- Training the student to develop study goals and positive study habits
- Ingraining a sense of accomplishment in student learning
- Facilitating students' continuous use of the skills and knowledge learned after graduation and thus developing productive members of their community and society

CAMPUS AND FACILITIES

The yeshiva has moved to a more spacious new building in Union, New Jersey, which is intended for use exclusively by the yeshiva. The campus consists of two adjoining buildings- one for the learning facilities, and one for the dormitory. The main building contains a spacious, well-lit bais medrash (study hall), an auxiliary study room for quieter study or independent research, and a large and comprehensive library. It also contains the dining hall, in which the students take their meals.

The dormitory building is adjacent to the main building, thereby allowing the student to have constant, close access to their studying needs.

Yeshiva Gedolah Zichron Leyma's facilities are fully handicap accessible.

STUDENT COUNSELING

Counseling services with both skill and dedication is available to all students of the Yeshiva. The Rosh Yeshiva generally provides such assistance, but the student may approach any member of the faculty with whom he has developed a relationship over the course of the academic year. Although these matters can usually be resolved in this fashion, the Yeshiva has contact with professional counselors in the community and will consult them as needed. In addition, the Rosh Yeshiva will provide referrals to competent mental health professionals should the need arise.

TUTORING

Yeshiva Gedolah Zichron Leyma believes that qualified tutors should be available to students during school hours. With a daily schedule that is filled through the evening, it would be impractical - and too difficult - for students to obtain support after school hours. We therefore are in touch (when necessary) with a pool of advanced Talmudic

students (graduate level and beyond) who are eager to share their knowledge and skills with our undergraduate students. Most of these students are graduates or have graduated similar postsecondary programs. These tutors - or "Chavrusas" as they are referred to in school - pair with students during regular sessions, and offer their guidance as they cover the required material together. We have seen much success through this intervention, and some students have built enduring relationships with their Chavrusa mentors. The suggestion to employ a Chavrusa tutor is broached to the parents, who generally pay the tutor for his services. There are some students who would benefit from such an arrangement, but their parents cannot afford the cost of a tutor in addition to tuition. In such cases, the Yeshiva may cover some expenses in support of low-income students.

MEDICAL SERVICES

In the event that a student isn't feeling well, a designated student or the office can provide regular first aid as necessary. There are several urgent cares within a short distance of the yeshiva if a doctor is needed. Local Union County Hatzolah is available for any emergency that may arise, at 908-659-9550. There are several hospitals that can be utilized by the Union County Hatzolah in the event of a medical emergency.

LIBRARY

The library at Yeshiva Gedolah Zichron Leyma contains approximately 4,500 volumes. The library is open to the public and is often visited by local Rabbis as well as other community members. The texts are arranged according to topic i.e. Talmud, Jewish Legal Codes, Ethics, Philosophy and Bible.

TEXTBOOK INFORMATION

Yeshiva Gedolah Zichron Leyma offers a highly specialized program of study in Talmud and related subjects. All textbooks are readily available for use on open stacks in the study hall and school library. Students who wish to purchase their own copies of the texts studied may purchase them on their own.

Many students prefer to have their own Gemarah and Kovetz Miforshim, which cost between \$35 and \$55 each, depending on the publisher and edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

ACCREDITATION AND LICENSURE

Yeshiva Gedolah Zichron Leyma is licensed by the Office of the Secretary of Higher Education of New Jersey to offer a Bachelor of Talmudic Studies Degree and an Associate of Talmudic Studies Degree.

Yeshiva Gedolah Zichron Leyma is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS) and approved to offer a Bachelor of Talmudic Studies Degree and an Associate of Talmudic Studies Degree.

The AARTS Handbook is available upon request by contacting the organization via mail: 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, email: office@aarts-schools.org, or telephone: (212) 363-1991.

Copies of the NJ Licensure Letter and Letter of Accreditation can be viewed in the office during regular business hours.

ADMISSION REQUIREMENTS

Generally, students applying to Yeshiva Gedolah Zichron Leyma must meet one of the following requirements:

1. Have graduated high school and provide evidence of high school graduation
2. Have completed homeschooling at the secondary level as defined by state law and provide documentation of homeschooling
3. Meet one of the recognized equivalents. Recognized equivalents include:
 - a. GED/TASC/HiSET
 - b. Successful completion of an associate's degree program;
 - c. Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
 - d. Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

Yeshiva Gedolah Zichron Leyma does not utilize an Ability to Benefit test for admitting students.

Applicants to Yeshiva Gedolah Zichron Leyma must also meet the following minimum qualifications.

Talmud: Completion of at least 150 folio pages of the Talmud.

Bible: Competence in the Pentateuch and Commentaries.

Language: The ability to read and write classical Hebrew; a working knowledge of the Aramaic language of the Talmud.

Code of Law: Competence in the laws and customs in the Code of Law (Orach Chaim) and personal commitment to their observance.

The first step in the application process is to arrange for a personal interview with the Dean. At the time of the interview, a member of the faculty will administer a thorough examination in Talmudic studies. The Admissions Office will also request transcripts of previous advanced study in other institutions and recommendations from faculty members at their previous schools of attendance.

The selection of applicants will be based upon their intellectual ability, academic preparation and personal ethical development (yiras Shomayim.) If accepted for enrollment, the applicant will then be asked to complete an admission form.

Admission to Yeshiva Gedolah Zichron Leyma is open to male members of the Orthodox Jewish faith without regard to color, race, national origin or handicap.

In order to initiate the application process, we encourage qualified students to contact the yeshiva at:

Yeshiva Gedolah Zichron Leyma
2035 Vauxhall Road
Union, New Jersey 07083
(908) 587-0502

TRANSFER CREDITS

Credits may be granted, at the discretion, of the Yeshiva for courses taken at another postsecondary institution of Talmudic Studies providing the following stipulations are met:

- The credits transferred must be based on course work similar in content, style and academic rigor to the one offered at the Yeshiva.
- The student must have achieved a grade that would have enabled him to pass a similar course at the Yeshiva.
- All credits must be properly documented.

Knowledge and experiences and prior enrollment in courses related to the field of Talmudic Studies may be eligible for credit for prior learning experience and is assessed at the time the student is admitted to Yeshiva Gedolah Zichron Leyma.

Criteria for the awarding of credit by examination are as follows:

30 credits - The student has a basic understanding of the text and the commentary of Rashi

60 credits- The student has a good understanding of the text and Rashi, Tosfos and Rishonim

90 credits - The students has a good understanding of the text with Rashi and Tosfos and Rishonim and is able to analyze the text of the Rishonim

Yeshiva Gedolah Zichron Leyma does not have any articulation agreements with regard to whether we will accept credits from other institutions nor with regard to whether other institutions accept our credits. Before enrolling in our institution, please be sure that your attendance at our institution will help you reach your educational goals.

Please be advised that the transferability of credits and acceptance of the degree earned at Yeshiva Gedolah Zichron Leyma are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degree earned at this institution are not accepted at the institution to which a student seeks to transfer, he may be required to repeat some or all of the coursework at that institution.

NON-DISCRIMINATION POLICY

NOTICE OF NON-DISCRIMINATION

Qualified men of the Orthodox Jewish faith are eligible for admission to Yeshiva Gedolah Zichron Leyma. Yeshiva Gedolah Zichron Leyma does not discriminate on the basis of race, color, national origin, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rabbi Eli Lang
2035 Vauxhall Road
Union, NJ 07083
(908)587-0502 Ext: 1

The institution is also an equal opportunity employer and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1992.

Beyond equal access, opportunity and accommodation, Yeshiva Gedolah Zichron Leyma is committed to the understanding, sensitivity, patience, encouragement and support that are so vital to guaranteeing to all qualified students, the same educational experience and environment as well as the equal opportunity to learn and study at the institution.

Yeshiva Gedolah Zichron Leyma does not have a program for students with intellectual disabilities. Yeshiva Gedolah Zichron Leyma provides reasonable academic accommodations for students with intellectual disabilities.

ACADEMIC CALENDAR

For the current academic calendar, please refer to the yearly supplement of the catalog.

COST OF ATTENDANCE

For the current schedule of the cost of attendance, please refer to the yearly supplement of the catalog.

FINANCIAL AID

Yeshiva Gedolah Zichron Leyma utilizes the services of Higher Education Solutions, a financial aid consulting firm with many years of experience in the field. The institution offers a variety of federal financial aid programs to its students. Higher Education Solutions oversees the administration of the programs.

Any student who has difficulty meeting his educational costs at Yeshiva Gedolah Zichron Leyma may contact Rabbi Eli Lang at the financial aid office. The office is open during regular business hours, and can provide information about the available financial aid options.

These options may include a “financial aid package” comprised of grants and scholarships. This package consists of the amount of federal aid and any scholarships that are offered to an eligible student by the institution to help pay for his education. The institution may also offer a deferred payment plan, which allows the student to spread out the cost of tuition over a period of time.

Federal grants are need based, and do not need to be repaid. Similar to grants, institutional scholarships are need based and do not need to be repaid. These programs are explained in detail below.

FEDERAL FINANCIAL AID

In order to qualify for federal financial aid programs, a student must:

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress in college or career school;
- provide consent and approval to have his federal tax information transferred directly into his 2024–25 *Free Application for Federal Student Aid* (FAFSA) form, if applying for aid for July 1, 2024, to June 30, 2025;
- sign the certification statement on the FAFSA form stating that he is not in default on a federal student loan, does not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show he is qualified to obtain a college or career school education by:

- ❖ having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
- ❖ completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
- ❖ enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

APPLYING FOR FEDERAL FINANCIAL AID

To apply for financial aid, a prospective student should complete a FAFSA form, which is available at the financial aid office. The completed application should then be mailed to the designated address. Alternatively, the student can submit the application through FAFSA on the Web at <https://studentaid.gov/h/apply-for-aid/fafsa>.

In addition to the FAFSA form, the student may be required to supply additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

Awards are made for one academic year at a time, and are not automatically renewable. Students must reapply each year before the application deadline, as noted below.

FEDERAL FINANCIAL AID NEED

Eligibility for Title IV federal programs is based on a process called need analysis. Need analysis is the process of assessing the amount of assistance a student will require to supplement the resources expected to be available from the student and his parents, if applicable.

The student's need is calculated based on the formulas developed by the Department of Education. Need is determined by subtracting the contributions expected from the student and his parents, if applicable, from the total cost of attendance (COA). The total financial aid awarded to a student usually cannot exceed the student's need.

To calculate need, a determination is first made as to whether the student is dependent or independent of his parents, as determined by the answers to specific questions on the FAFSA. The student is advised to read the FAFSA instructions carefully before answering any questions, and to consult with the institution's financial aid staff if needed.

Once dependency is determined, the student's contribution is assessed. For an independent student, the student's contribution is based on his (and his spouse's) income as reported on his tax return, and assets, as applicable. Certain allowances are allocated against his income, such as income protection allowance (IPA), which is a living allowance based on family size, taxes paid and other relevant factors.

For a dependent student, his contribution is based on his income, as reported on his tax return, and assets, as applicable. Certain allowances such as an IPA and other relevant factors, as previously described, are allocated against his income. A parental contribution is also assessed, based on his parents' income, as reported on their tax return, and their assets, as applicable. Allowances are allocated against his parents' income, as detailed above

The parental contribution, where applicable, is added to the student contribution, to yield the Student Aid Index (SAI).

The student's budget or cost of education is calculated based on the COA plus a standard allowance for living expenses, which depends on whether the student lives on campus, with his parents, or has other arrangements. The SAI is then subtracted from the student's total budget. The result is known as the student's "need".

Under certain circumstances, based on poverty guidelines, the student may automatically be eligible for a maximum or minimum Pell grant (max or min Pell).

Professional Judgment

In addition to the financial aid "need" process described above, there are additional circumstances that may be considered under a process known as professional judgment (PJ). There are two categories of PJ, special circumstances and unusual circumstances.

To initiate a PJ request for special circumstances, the student and/or his parent must submit documentation of these circumstances to the financial aid office. Among other changes that could impact the student's ability to pay for college, special circumstances might include a change in employment status, income or assets, medical expenses not covered by insurance, or severe disability of the student or other member of his household. These expenses can be taken into account by the financial aid staff to adjust the data elements in the COA or in the SAI calculation. This process can be initiated at the parent's or student's request after the student's initial eligibility has been determined, and verification has been completed, if applicable.

The category of unusual circumstances refers to conditions that justify a financial aid administrator (FAA) adjusting a student's dependency status based on a unique situation, more commonly referred to as a dependency override. Examples of unusual circumstances could include human trafficking, refugee or asylee status, parental abandonment or incarceration. If a student indicates they have unusual circumstances, the FAFSA Processing System (FPS) will consider the student to be provisionally independent and will allow them to fill out the FAFSA form as an independent student. The student will then submit any supporting documentation to the financial aid office for review. The FAA will assess the documentation and determine if the student's circumstances make him eligible for a dependency override.

A student may have both a special circumstance **and** an unusual circumstance. Financial aid administrators may make adjustments that are appropriate to each student's situation with appropriate documentation.

Unaccompanied Homeless Youth

For the 2024-25 award year, a student is independent if, at any time on or after July 1, 2023, the student was determined to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless. A student may self-report his independence due to homelessness by indicating on the FAFSA form that they have a determination from one of the following entities:

- a local educational agency homeless liaison (or designee), as designated by the *McKinney-Vento Homeless Assistance Act* (42 U.S.C. 11432(g)(1)(J)(ii));
- the director (or designee) of an emergency or transitional shelter, street outreach program, homeless youth drop-in center, or other program serving individuals who are experiencing homelessness;
- the director (or designee) of a Federal TRIO program or a Gaining Early Awareness and Readiness for Undergraduate program (GEAR UP) grant; or
- an FAA at another institution who documented the student's circumstance in the same or a prior award year.

If a student indicates on his FAFSA he is unaccompanied and homeless, or at risk of being homeless (without a designation from a specified entity), the FPS will allow him to complete the form without parent information. The institution's FAA will review the student's circumstances and make a case-by-case determination of homeless youth status based upon a written statement from or a documented interview with the student.

If a student is determined to be independent due to his unaccompanied homeless youth status, the institution will presume him to be independent for each subsequent award year at the same institution, unless the student informs the school that his circumstances have changed, or the school has conflicting information.

FEDERAL APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2025, students may be required to submit their application earlier, as the application must be processed, and a valid SAI received while the student is still enrolled. Students are urged to submit their applications as early as possible. Late submissions may delay the processing of a student's application. More important, the funds for some programs are limited and will be distributed with priority given to those students who submit their application in a timely fashion.

Only in specific situations may a student update or be required to update certain types of information that he has entered on his application, such as dependency status and household size. Any such changes should be discussed with the financial aid office.

FEDERAL AID PROGRAMS

FEDERAL PELL GRANT PROGRAM

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an "entitlement" which means that each eligible student who attends an eligible institution and applies on time may receive a Federal Pell Grant. The maximum grant for a fully eligible student is \$7395 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the SAI, which is generated by a federally mandated formula, as explained above.

Financial aid disbursements in the Federal Pell Grant Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives half of his scheduled award during the first semester and the other half during the second semester.

With the availability of Year-Round Pell, students can receive Federal Pell Grant funds for up to 150% of their Pell Grant Scheduled Award for an award year. An eligible student may receive a Federal Pell Grant for the summer semester, even if he received 100% of his scheduled Federal Pell Grant award during the fall and spring semesters.

Students whose paperwork is completed during the second or third semester may be paid retroactively for previous semesters in the same academic year.

The amount of Federal Pell Grant funds a student may receive over his lifetime is limited by federal law to 600%. If a student's lifetime eligibility used (LEU) equals 600%, the student can no longer receive Pell Grant funding.

Payments from the Federal Pell Program will either be made by credit to the student's tuition account or by direct disbursement to the student. Students will be informed in writing of the expected amount of these payments. Students may inspect their tuition records during regular business hours at the business office.

THE CAMPUS-BASED PROGRAMS

The Campus-Based Programs are a group of programs funded under Title IV. The campus-based program in which the institution participates is:

- FSEOG - Federal Supplemental Educational Opportunity Grants

In these programs, fixed sums are allocated to each school based on various factors, including its size. The institution analyzes the need of all eligible financial aid applicants whose paperwork is completed in a timely manner, and determines an equitable distribution of the funds available through the packaging process. Students who apply after the initial packaging deadlines, (as posted in the school), may be too late to receive any funds from these programs.

The Federal Supplemental Education Opportunity Grant is a campus-based grant program available to undergraduate students. Awards, when available, can range from \$100 to \$4,000 per award year.

Financial aid disbursements in the FSEOG Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives one half of his scheduled award during the first semester and the other half during the second semester. Students who complete their paperwork during the second semester may be paid retroactively for the first semester. However, students should keep in mind the strong likelihood that there may be limited FSEOG funds available by that time. FSEOG must be packaged and disbursed while the student is enrolled. Payments from the FSEOG program will be made by credit to the student's tuition account.

Generally, the funds are matched 25% non-federal funds to 75% federal funds. However, if in a particular academic year, the institution is granted a waiver of the nonfederal share requirement, the institution may choose not to provide the nonfederal match.

Students will be informed of the expected amounts of these payments in writing and may inspect their tuition records during regular hours at the business office.

FEDERAL STUDENT LOANS

The Federal Direct Loan program offers loans to students, which must be paid back with interest, to help cover their education related expenses. There are two categories of direct loans - subsidized, where the government pays the interest that accrues while the student is in school and unsubsidized - where the student is responsible for the interest that accrues while he is in school. Loans are only given to students who demonstrate willingness to repay. Direct PLUS loans are unsubsidized direct loans which are given to the parents of an eligible student who would like to help pay for the student's expenses in this manner.

Although the school is eligible to participate in the federal loan programs, the school discourages students and parents from taking out loans. The institution encourages its students to apply for the federal, and institutional financial aid grant programs before considering the option of student loans and makes every effort to assist students with their direct educational needs. Students who are considering taking out loans should contact the financial aid office for a detailed list of eligibility requirements, available loan amounts, and sample repayment schedules.

INSTITUTIONAL SCHOLARSHIPS

Institutional scholarships may be available to students who have exhausted all other avenues of assistance and are still unable to pay their direct educational charges.

Students and their parents, if applicable, are expected to contribute towards the student's education, based upon their ability to pay, as determined by formulas explained above. Students who apply for other types of financial aid will automatically be considered for institutional scholarships. Students who do not apply for other financial aid programs may contact the financial aid office to apply for institutional scholarships.

WITHDRAWAL, INSTITUTIONAL REFUND AND RETURN TO TITLE IV POLICIES

For the current refund and withdrawal policies, please refer to the yearly supplement of the catalog.

ACADEMIC REGULATIONS

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

All matriculated students pursuing an approved program at Yeshiva Gedolah Zichron Leyma are required to maintain satisfactory academic progress, which in this institution is defined as being in good academic standing as detailed below.

The SAP standards are the same for all matriculated students, regardless of whether or not they are receiving Title IV federal financial aid. Satisfactory academic progress has two principal components: a qualitative standard and a quantitative standard. The institution will use standard rounding procedures for evaluating both the qualitative and quantitative standards. Satisfactory academic progress is always evaluated on a cumulative basis.

At the end of each semester, both the qualitative and quantitative standards are reviewed. A report is then generated which indicates whether the student is meeting SAP requirements.

If a student is readmitted to the school, the student's academic file is evaluated to determine whether he is meeting satisfactory academic progress requirements.

A comprehensive explanation of the qualitative and quantitative standards at Yeshiva Gedolah Zichron Leyma is provided below.

- **Qualitative Standard**

A student must achieve a cumulative grade point average (GPA) of 2.0 (the equivalent of a "C" average) or better. Every student is evaluated at the end of each semester to ensure that he is maintaining a minimum cumulative GPA of 2.0.

Grade point averages will be calculated according to the following numerical equivalents:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D	1.0
B	3.0	I (Incomplete)	not included in calculation of GPA
B-	2.7	W(Withdrawn)	not included in calculation of GPA
C+	2.3	F (Fail)	0.0

Courses with a grade of incomplete or withdrawn do not affect the GPA. However, courses with a grade of fail, whether earned or unearned, are included in the GPA calculation. If a student receives failing grades for all of his courses, the student will generally be considered as having unofficially withdrawn unless there is evidence that he completed the semester.

- **Quantitative Standard**

- **Maximum Timeframe - measured in credit hours**

A student must make sufficient progress through the academic program to complete the program with a maximum attempted credit ceiling equivalent to 150% of the published length of the program in credit hours.

- **Pace of Completion**

A student must earn 67% of the cumulative credits he attempts. To assess progress, the student's cumulative credits earned are divided by the cumulative credits attempted. This calculation will determine if he is advancing through the academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he is determined to be meeting the pace element.

WHEN SAP IS NOT MET

WARNING

If a student fails to meet the SAP standards, he will be notified, and granted a warning period which will last one semester. The student will also be notified that he may appeal the lack of satisfactory academic progress at any point in the process. During this warning period, a designated faculty member may counsel the student and assist him in improving his academic performance. Additionally, the student may be provided with various student services including tutoring, scheduling accommodation, or other academic assistance. If, after this warning period, SAP standards are still not met, he will be subject to academic discipline which may include expulsion or suspension from the institution.

Federal Financial Aid Warning

If a student falls below the satisfactory progress standards, he will be notified, and granted a financial aid warning period of one semester, during which time

he maintains federal financial aid eligibility. Additionally, the student will be notified that he has the option of appealing his lack of SAP to be granted a financial aid probationary period. During the warning period, the student may receive the academic counseling and student services described above. If satisfactory progress standards are still not met after this period, the student will be notified that he is no longer eligible for financial aid.

APPEALS PROCESS

A student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for an appeal include the death of a relative, an injury or illness of the student, or other special circumstances. In the appeal, the student must describe why he failed to make satisfactory academic progress, and what has changed in his situation that will allow him to demonstrate satisfactory academic progress at the next evaluation. The appeal, along with any applicable documentation, must be submitted in writing to the registrar's office. A senior faculty member will consider all information provided by the student and consult with other faculty members, if necessary, to reach a decision.

If the appeal is accepted, the senior faculty member will determine whether the student will be able to meet the standard SAP requirements of the institution by the end of a one semester probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, he will be placed on academic probation as described below. However, if it is determined that the student will not be able to meet the standard SAP requirements by the end of the probationary period, he will be placed on academic probation with a customized study plan, as described below. A student on academic probation, with or without a study plan, will continue to be eligible for Federal Financial Aid.

If the appeal is not accepted, the student will be subject to academic discipline, which may include expulsion or suspension from the institution. He will also be ineligible for federal financial aid until he reestablishes eligibility as described below in the section entitled "Reinstatement." The final decision, academic probation with or without a study plan or denial of the appeal, will be conveyed to the student in writing.

ACADEMIC PROBATION

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that he can meet the standard SAP requirements after a probationary period, the student will be placed on academic probation. Academic probation is a one semester probation period at the end of which the student must meet the SAP standards of the

institution. Upon request, the institution may provide various student services including academic counseling, tutoring, scheduling accommodation, or other academic assistance. A student on academic probation will continue to be eligible for Federal Financial Aid.

ACADEMIC PROBATION WITH A STUDY PLAN

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that he will not be able to meet the standard SAP requirements after a probationary period, he will be placed on academic probation with a study plan. This study plan will include customized SAP standards which will enable the student to meet the SAP requirements, as well as other academic provisions to assist him in meeting those standards. The plan will ensure that the student can meet the school's satisfactory progress standards by a specific time, though an academic plan could take the student all the way through successful program completion. A senior faculty member will develop a study plan in conjunction with the student and other faculty, as needed. A student on academic probation with a study plan will continue to be eligible for Federal Financial Aid.

A student must appeal to change his plan. He must explain what has happened to make the change necessary and how he will be able to make academic progress.

REEVALUATION AFTER A PROBATIONARY PERIOD

At the end of the probationary period, the student's satisfactory academic progress will be reevaluated. If the student is meeting the standard SAP requirements of the institution, or the satisfactory academic progress standards of his study plan, he will be considered to be meeting SAP.

If the student's academic performance fails to meet the academic progress standards of the institution, or the provisions of his study plan, the student will be notified that he no longer meets SAP standards. The student will be ineligible to receive Title IV aid, and he will be subject to academic discipline which may include expulsion or suspension from the institution.

REINSTATEMENT FOR FEDERAL FINANCIAL AID

A student who became ineligible for federal financial aid because he was not meeting satisfactory academic progress standards may reestablish eligibility by meeting institutional SAP standards. At the start of each semester, the financial aid office will

receive notification of every student's status. If the student is meeting institutional SAP standards, he will also be notified that he is once again eligible to receive Title IV aid.

INCOMPLETES

A student who has not completed all the required course work for a particular course may have, at the discretion of the instructor, additional time up to six months to complete the work. A temporary grade of incomplete will then be assigned.

Courses with a grade of incomplete will be included in the student's number of credits attempted but not completed. As long as the incomplete grade remains on the transcript, the grade will not be included in the student's GPA. The incomplete grade will be replaced with the student's earned grade at the conclusion of the period of time given for the work to be completed. If the required work is not completed on time, the student will receive a grade based on the work previously completed.

WITHDRAWALS FROM A COURSE

A student who withdraws from a course will have the course grade recorded as withdrawn. A grade of withdrawn will not be included in his GPA, however, the course will be counted towards the number of credits attempted but not completed.

TRANSFER CREDITS AND SATISFACTORY PROGRESS

Transfer credits are not included in the GPA calculation; however, they are counted toward both the number of credits attempted and credits earned by the student.

REPETITIONS

All repeated courses are counted in the number of the student's attempted credits, and are included in the student's GPA, including failing grades. A student repeating a course must remain within the time frame required for SAP standards.

A repeated course in which the student has already received a passing grade is counted towards the student's enrollment status only the first time the course is retaken. A repeated course in which the student received a failing grade is always counted towards the student's enrollment, regardless of how many times he repeats that course in an attempt to pass.

CHANGE OF MAJOR

If a student switches his major, any credits and grades that are not applicable to the new major will not be considered in the determination of SAP.

REMEDIAL COURSES

Yeshiva Gedolah Zichron Leyma does not offer any ESL or remedial courses.

GROUNDINGS FOR DISMISSAL

Students are expected to keep the hours of Yeshiva Gedolah Zichron Leyma's course and study schedule, and attend all lectures. They must also complete regular oral and/or written exams.

Students who fail to adhere to Yeshiva Gedolah Zichron Leyma's regulations may be placed on probation. If improvement is not seen, the Rosh Yeshiva will notify the student that he may be dismissed from the school.

Students who persistently violate Yeshiva Gedolah Zichron Leyma's rules of conduct and discipline may also be dismissed from Yeshiva Gedolah Zichron Leyma.

It should be noted that dismissals are extremely rare as every effort is made to accept students of high character and diligence.

GRADING SYSTEM

The grading system followed at Yeshiva Gedolah Zichron Leyma is based on a combination of criteria. These include a combination of evaluation by instructors of the student's classroom participation and performance, oral examinations and written tests.

Rather than deriving grades from a precise numerical average, Yeshiva Gedolah Zichron Leyma employs a grading system that is used by other institutions of higher education.

Essentially, this system provides for the following course grades:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D	1.0

B	3.0	I (Incomplete)	not included in calculation of GPA
B-	2.7	W(Withdrawn)	not included in calculation of GPA
C+	2.3	F (Fail)	0.0

The grade point average (GPA) is established by multiplying the grade point equivalent of each course with a valid grade by the number of credits that course yields. The products are then added together, and the sum is divided by the total number of credits from all the courses.

Courses with a grade of incomplete or withdrawn do not affect the GPA. However, courses with a grade of fail, whether earned or unearned, are included in the GPA calculation. If a student receives failing grades for all of his courses, the student will generally be considered as having unofficially withdrawn unless there is evidence that he completed the semester.

Sample GPA Calculation:

A-	6 (credits)	x	3.7	= 22.2
B+	4 (credits)	x	3.3	= 13.2
C	1 (credits)	x	2	= 2
A	1 (credits)	x	4	= 4
	12 (credits)			41.4

Divided by 12 credits for the semester = 3.45 GPA

ATTENDANCE

Attendance is expected at all regularly scheduled classes. Excessive unexcused absences may be grounds for grade reductions, loss of course credit, dismissal, or other disciplinary action.

LEAVE OF ABSENCE

Under specific circumstances, a student may be granted an approved leave of absence for Title IV purposes. To request a leave of absence, the student must follow the procedures listed below:

The student must submit a request for a leave of absence in writing to one of the Roshei HaYeshiva. The request must include the reason for which the student is requesting a leave of absence, and must be signed and dated. The request will be reviewed by the Rosh HaYeshiva within ten days of submission. The request and the determination will

be forwarded to the registrar's office and placed in the student's academic file. Notification will also be sent to the student and the financial aid office.

The student must submit the request and receive approval prior to beginning the leave of absence. The exception would be unusual circumstances when it is impossible for the student to do so, i.e. if the student was in a car accident or other unforeseen emergency/disaster. If unforeseen circumstances prevent a student from providing a prior written request, the institution may grant the student's request for a leave of absence. In this case the institution will document its decision and collect the written request at a later date.

A student will only be granted a leave of absence if it can be reasonably expected that he will return from the leave of absence on time. The leave of absence, together with any additional leaves of absence, must not exceed a total of 180 days in a 12 month period. Yeshiva Gedolah Zichron Leyma will not assess the student any additional institutional charges or award the student any additional Title IV aid during this time period. Upon the student's return from the leave of absence, the student must resume his coursework at the same point in the academic program that he began prior to the leave of absence.

Students on an approved leave of absence will not be considered withdrawn from the institution and no refund calculations will be made for Title IV financial aid received. Students who do not resume attendance at the institution at or before the end of a leave of absence will be considered withdrawn from the institution as of the initial start date of the leave of absence and refunds will be calculated accordingly.

NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's education records within 45 days after the day Yeshiva Gedolah Zichron Leyma receives a request for access. a student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. The written request should also specify the purpose of the disclosure and the parties to whom the disclosure may be made. The request must be signed and dated.

If, after reviewing the request, the school decides not to amend the record as requested, Yeshiva Gedolah Zichron Leyma will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student at that time.

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

Yeshiva Gedolah Zichron Leyma discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official may include a person employed by the school in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

Yeshiva Gedolah Zichron Leyma also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yeshiva Gedolah Zichron Leyma to comply with the requirements of FERPA.

Students may file a complaint with the Student Privacy Policy Office (SPPO) at <https://studentprivacy.ed.gov/file-a-complaint>. Complaint forms may also be accessed at [Family Educational Rights and Privacy Act Complaint Form](#) and emailed to FERPA.Complaints@ed.gov, or mailed to the following address:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to maintain a record of any disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- to other school officials, including teachers, within Yeshiva Gedolah Zichron Leyma whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- to officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- to authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their

- authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
 - to organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
 - to accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
 - to either parent of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
 - to comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
 - to appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
 - The information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11)) name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, videos, dormitory building/room numbers, seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

Note: Students have the right to restrict the sharing of directory information. Students who wish to make such a request must contact the registrar's office, and submit the request in writing within 90 days from the beginning of the semester. Once a student requests that the school not disclose directory information, this hold on sharing directory information will remain in place until revoked by the student in writing. Requests cannot be put into effect retroactively.

- to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- to the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- to parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

COPYRIGHT INFRINGEMENT POLICY

As per 34 CFR 668.43(a)(10), students of Yeshiva Gedolah Zichron Leyma are hereby apprised that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the student to civil and criminal liabilities.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at <https://copyright.gov>.

Legal Alternatives for Downloading or Otherwise Acquiring Copyrighted Materials

- Purchasing the material in a legal manner
- Securing permission for use from the copyright owner
- Linking directly to materials on other sites, rather than copying and pasting
- Sourcing materials from the public domain
- Lawfully using protected materials after a fair use analysis

Students are reminded that using free content is not always copyright infringement, and purchased content can contain copyrighted work. Be sure that any content you purchase is from a legal and trustworthy source.

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Yeshiva Gedolah Zichron Leyma. Yeshiva Gedolah Zichron Leyma does not have an institutional information technology system for the students' use.

PLACEMENT DISCLAIMER

Yeshiva Gedolah Zichron Leyma is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

COMPLAINT POLICY

Internal Complaint Policy

Any student who has a complaint may submit it in writing to one of the Roshei Yeshiva. The complaint will be investigated, and the student will be informed of the resolution of his complaint, in writing, within 30 days. No person directly involved in the complaint issue will make the final determination.

AARTS Complaint Procedure

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), the agency that accredits Yeshiva Gedolah Zichron Leyma, by writing to 2329 Nostrand Ave., M-200, Brooklyn, NY 11210, with the title: Student Complaint - Yeshiva Gedolah Zichron Leyma. AARTS can also be contacted at telephone: 212.363.1991 or fax: 212.533.5335.

NJ State Complaint Policy

For all types of complaints concerning colleges and universities, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of the Secretary of Higher Education (OSHE) will not review a complaint until all grievance procedures at the institution have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted.

Please do not send a complaint to OSHE until you have read all of the information below. This will assure that you are sending your complaint to the appropriate agency/office.

OSHE handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of OSHE, with the exceptions noted below.

- OSHE does not handle anonymous complaints.
- OSHE does not intervene in matters concerning an individual's grades or examination results as these are the prerogative of the college's faculty.
- OSHE does not intervene in matters concerning tuition & fee refunds.
- OSHE does not intervene in matters concerning student conduct violations.
- OSHE does not intervene in human resources matters.
- OSHE does not handle complaints concerning actions that occurred more than two years ago.
- OSHE does not intervene in matters that are or have been in litigation.

Residents of other states and territories who are seeking information about filing a complaint about a New Jersey institution operating outside of New Jersey under the State Authorization Reciprocity Agreement (SARA), as well as New Jersey residents seeking information about filing a complaint about an out-of-state institution operating under SARA can find more information by viewing the [SARA Agreement](#).

New Jersey residents who are seeking information about filing a complaint in regard to an out-of-state institution that is not operating under SARA, can file a complaint with New Jersey Office of the Attorney General, Division of Consumer Affairs (contact information below).

For complaints about:

- **New Jersey student financial aid matters (e.g. student loans, grants, scholarships, TAG, NJ STARS, etc.),** contact:
[Higher Education Student Assistance Authority \(HESAA\)](#)
800-792-8670 or 609-584-4480
- **Civil rights complaints** involving discrimination based on race, color, national origin, age, disability and sex, including sexual harassment, should be filed with:

Office for Civil Rights (OCR) – Enforcement Office
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005 – 2500
Telephone: 646-428-3900
FAX: 646-428-3843
TDD: 877-521-2172
Email - OCR.NewYork@ed.gov

Or:
New Jersey Office of the Attorney General
[Division on Civil Rights](#)

- **Consumer fraud** on the part of a NJ institution should be filed with:
New Jersey Office of the Attorney General
[Division of Consumer Affairs](#)

Complainants should be aware that OSHE does not conduct a judicial investigation and, with the exception of complaints brought by non-New Jersey residents under SARA, has no legal authority to require a college or university to comply with a complainant's request. If you have reviewed these instructions and still feel your issue falls under the purview of the Office of the Secretary of Higher Education, then complete and submit the [OSHE Complaint Form](#).

AVAILABILITY OF FULL TIME EMPLOYEE

Yeshiva Gedolah Zichron Leyma has designated Rabbi Eli Lang, Financial Aid Administrator, as the full-time employee available to assist enrolled or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, and any other required disclosures or information, as required by Title 34 of the Code of Federal Regulations, sections 668.42, 668.43, 668.45 and 668.46. He can be reached in the office during regular business hours or by calling (908)587-0502 Ext: 1.

BOARD OF DIRECTORS

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Rabbi Yechiel Broad
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Rabbi Avrohom Greenberg
Rabbi Elimelech Jundef

ACADEMIC PROGRAMS

Yeshiva Gedolah Zichron Leyma offers an undergraduate program of study comprised of 120 credits leading to a Bachelor of Talmudic Studies Degree. Yeshiva Gedolah Zichron Leyma also offers an Associate of Talmudic Studies Degree upon the completion of 60 credits. In addition, to earn an Associate of Talmudic Studies Degree, a student must successfully complete core courses in Talmud totaling 56 credits. In order to graduate, students must achieve a minimum cumulative GPA of 2.0. There is only one major available, Talmud.

Students must successfully complete a total of 120 credits to qualify for the Bachelor of Talmudic Studies degree. The bulk of credits are earned in the study of Talmud, which constitutes the primary area of scholarship in the daily schedule. The remaining credits are earned in the Departments of Legal Codes/Halacha and Ethics/Mussar.

The following is a further breakdown of the components by level and semester:

Introductory Level

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Legal Codes/Halacha	1 credit	1 credit	
Ethics/Mussar	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Total:	<u>12 credits</u>	<u>24 credits</u>	<u>33 credits</u>

Beginning Level

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Legal Codes/Halacha	1 credit	1 credit	
Ethics/Mussar	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Total:	<u>45 credits</u>	<u>57 credits</u>	<u>66 credits</u>

Intermediate Level

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Legal Codes/Halacha	1 credit	1 credit	
Ethics/Mussar	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Total:	<u>78 credits</u>	<u>90 credits</u>	<u>99 credits</u>

Senior Level

	<u>Fall</u>	<u>Spring</u>
Talmud Intensive	5 credits	5 credits
Talmud Research	5 credits	5 credits
Legal Codes/Halacha	1 credit	1 credit
Ethics/Mussar	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>111 credits</u>	<u>123 credits</u>

FREQUENCY OF COURSE OFFERINGS

Students enrolled at Yeshiva Gedolah Zichron Leyma generally take the maximum number of courses offered each term at their grade level and progress toward their degrees in the time frame outlined in the sample curriculum. Course offerings for each semester take into account the needs of all the students, and courses are offered with enough frequency to enable students to graduate within the normal time frames.

TEXTBOOKS AND REQUIRED MATERIALS

All required texts can be found in the library and are available at all times for student use. However, students may acquire personal copies if they wish. No other materials are required.

COURSE NUMBERING SYSTEM

Courses are given letter and number designations using the following system:

- The first letter refers to the department, e.g. (T) Talmud; (C) Legal Codes; (E) Ethics.
- The first digit refers to the year of study (1-4).
- In the Talmud courses the second digit indicates the intensity of the course; intensive (1), or research (2), and the third and fourth digits refer to the Tractate being studied.
- In the Legal Codes and Ethics courses the second and third digits are always 01.
- The letters following the numbers indicate the semester; FA indicates the Fall Semester; SP indicates the Spring Semester and SU indicates the Summer Semester.

DEPARTMENT OF TALMUD

The Talmud Department comprises the main body of the academic program. In order to facilitate greater interaction and the sharing of learning skills among the students, the entire Yeshiva generally studies the same tractate, with each year proceeding at the depth appropriate to its level and developing the skills needed to progress to the next level.

The student acquires in his Talmudic studies a strong information base of Talmudic concepts as well as a wide content knowledge of the numerous case studies that drive the discourse in each of the tractates covered in the curriculum.

A brief summary of the Tractates of the Talmud is provided for the convenience of the reader unfamiliar with Talmudic study. It should be understood, however, that these short descriptions do not reflect the depth, detail, and complexity of the study involved. Tractates are listed in their Talmudic sequence not necessarily in the order of study.

TEXT LISTINGS

(02) Shabbos - Study of Shabbos and its laws and customs; an in-depth review of all regulations and restrictions related to specific prohibited labors.

(03) Succah - Laws of the Festival of Booths, construction of Booths and their requirements. The four symbolic species (Lulov, Esrog, Hadassim, Arovos).

(14) Nedarim – Laws of object-related vows and resultant obligations, annulment of vows, involvement of parent and spouse in the making vow.

(15) Kesubos – The marriage contract; obligations and commitments incurred therein, specifically in relation to financial considerations and obligations made prior to marriage. Family structure; the status, role and rights of women in society.

(16) Yevamos – Study of Levirate marriage and Chalitza, consanguinity. General anthropological structure of Jewish society, permitted marriage partners etc. Privileges and obligations of Kohanim. Legal procedures involved in determining the death of an individual; the Agunah.

(19) Gittin – Traditional divorce with emphasis on Get (divorce document); technical aspects regulating its legality. Review of legal documents and methods of establishing authenticity of signatures; related regulations.

(20) Kiddushin – Process of marriage and related regulations and obligations. Comparative study of modes of legal status employed elsewhere. Marriage by proxy and conditional marriage.

(21) Bava Kama – Talmudic Civil Law, Part I. Compensation for injury or loss, rectification and liability through injury or misuse, damages by the defendant, personally or by any agencies. Misappropriation is also reviewed in its broad sense, whether through violence or theft.

(22) Bava Metzia – Talmudic Civil Law, Part II. Dealing primarily with claims related to joint transactions, from finding lost articles to wage agreements. Considerations relating to trade and industry, usury, labor conditions and responsibilities, deposits and tenancy, interest.

(23) Bava Basra – Talmudic Civil Law, Part III. Claims of right of way, claims and rights of partners, neighbors, purchasers, vendors and heirs, legal forms of acquisition of partners, seller's liability for value of his wares and deeds in terms of consumer protection. Deeds and legal documents relating to business are also treated.

(25) Makkos – Severe judicial punishments and transgressions resulting therein. False and contradictory testimony and the treatment of affected witnesses in such proceedings. Incarceration in Arei Miklat for involuntary manslaughter.

(26) Shevuos – Laws of personal vows, oaths before the court, the status of single witness, partial admittance of responsibility. Guarding, borrowing and another's property. Temple ritual laws and remedies for those who violate them.

These tractates, or Masechtos, form the framework for the course of study, because they are “universal Masechtos,”. The lines of inquiry initiated on their pages launch students into further study of conceptually related texts in other tractates. Thus, while the specific tractates remain the principal points of scholarly departure, their texts are diverse and varied, leading the developing scholar to an ever-expanding exposure to Talmud law. Because these texts are paradigmatic, the study of these Masechtos equips the student with the concepts, forms of argument, and critical precedents that constitute much of the conceptual armature of the developing Talmudist.

TALMUD INTENSIVE

The objective of the Talmud Intensive courses at Yeshiva Gedolah Zichron Leyma is to teach students *how* to learn. Thus, the Yeshiva views its most important learning outcome as the graduate's ability to pursue advanced Talmudic learning on his own after completing formal Talmudic studies. These basic skills enable one to continue the study of the Talmud throughout one's life.

To this end, the Yeshiva has developed important instructional aides that will assist students in acquiring the skill sets necessary for this achievement. Each day at the Yeshiva, students receive a detailed bibliography of sources that will be used in the day's lecture. Those text citations that may not be readily available to students are reproduced in their entirety. These detailed reference sheets allow students to prepare on their own for the daily *Shiur* (lecture)

In the lecture, following the morning study session, the *Maggid Shiur* (instructor) reviews and analyzes the various citations with the students. Although the student has already prepared the source material with his *Chavrusa* (study-partner), he has not embarked on a serious analysis of how the various references interact with each other or what principles and conclusions can be considered from the totality of the references. This is the role of the *Shiur*, to transform the collection of references into a cohesive presentation. Students are then able to return to their previous learning and revisit the material contrasting the way they originally approached the material in light of the *Shiur's* presentation.

These daily drills in the systematic study of source reference material, and subsequent application of critical thinking and logic to develop important concepts and principles, enable students to acquire the important skills of independent Talmudic learning. This

practice is a vital element in the process of furthering the intellectual growth and stimulation of our students. This intensive process is called *Talmud B'Iyun* and it emphasizes depth and skills, rather than breadth of the instructional material. The pace of developing important concepts and principles enables the students to acquire the important skills of independent Talmudic learning. This practice is a vital element in the process of furthering the intellectual growth of the students.

The lecture covers all the materials studied by the students with their Chavusas during the morning learning session. The school operates on the premise that when a student is exposed to an unwieldy quantity of new material, he is unlikely to absorb much of the information. For this reason, there are no major surprises for the students during this class; the references have already been prepared. The lecture's primary purposes are to tie together seemingly disparate texts and opinions, and to elucidate the underlying principles which may not be apparent in the text. Student feedback shows a very high level of intellectual satisfaction with this particular approach. It inspires a deep passion for learning and probing into the subject material.

Course Descriptions - Talmud Intensive

Introductory Talmud Intensive T11##FA 5 credits

The introductory course assists the student make the transition from high school to the post-secondary Beth Medrash. The students begin to study with a *Chavrusa* (study partner) and prepare for the *Shiur* (lecture) independently. The student begins to learn how to apply the methodology of Talmudic discourse and to properly understand the texts.

No prerequisites.

Introductory Talmud Intensive T11##SP 5 credits

In this course there is a strong emphasis on the proper understanding of the language of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists).

Prerequisite: Introductory Talmud Intensive T11##FA

Introductory Talmud Intensive T11##SU 4 credits

In this course the student starts to build a mental collection of what will be a vast selection of case law. The students continue to study the methodology of Talmudic discourse to understand the texts. There is still a strong emphasis on the proper understanding of Rashi; and the Tosafists.

Prerequisite: Introductory Talmud Intensive T11##SP

Beginning Talmud Intensive **T21##FA** **5 credits**
In this course the student begins to familiarize himself with the bibliography of Talmudic literature which explains the *Sevarah* behind the case law. *Sevarah* is the underlying principle and primary logic of the law, is of paramount importance when analyzing a Talmudic discussion. However, generally, the Talmud does not explain the reasoning behind the decisions given or positions taken.
Prerequisite: Introductory Talmud Intensive T11##SU

Beginning Talmud Intensive **T21##SP** **5 credits**
In this course the student continues to familiarize himself with the bibliography of Talmudic literature and becomes more familiar with the major commentaries which explain the *Sevarah* of the *sugya* (Talmudic topic). This clarifies and explains the deeper meaning and reasoning behind the cryptic words of the Talmud.
Prerequisite: Beginning Talmud Intensive T21##FA

Beginning Talmud Intensive **T21##SU** **4 credits**
In this course the student's study some of the major *Rishonim* (commentators of the medieval era) such as the works of the Ritva, Rashba, Rosh and Ran. These early commentaries are of paramount importance and are generally studied to acquire a better understanding of the Talmud.
Prerequisite: Beginning Talmud Intensive T21##SP

Intermediate Talmud Intensive **T31##FA** **5 credits**
In this course while continuing to develop their knowledge base of Talmudic case law, students begin to appreciate the creativity inherent in a deep understanding of the Talmud. They begin to reconstruct the hypotheses rejected by the commentaries and understand why they were dismissed.
Prerequisite: Beginning Talmud Intensive T21##SU

Intermediate Talmud Intensive **T31##SP** **5 credits**
In this course the students further expand their base knowledge of Talmudic case law. As they continue to understand the Talmud on a deeper level the students advance in their ability to reconstruct the hypotheses rejected by the commentaries, with a new understanding of why they were dismissed.
Prerequisite: Intermediate Talmud Intensive T31##FA

Intermediate Talmud Intensive **T31##SU** **4 credits**
In this course a familiarity with the major *Acharonim* (later commentators; circa 1500 to the present) is developed, as students begin to study the works of the Maharsha, Rabbi Akiva Eiger, the Maharam, the P'nei Yehoshua and among others.
Prerequisite: Intermediate Talmud Intensive T31##SP

Senior Talmud Intensive**T41##FA****5 credits**

On this level the students are presented with a wide variety of opinions and must understand the intellectual bases for each one. They also begin to study the contrasts between each opinion.

Prerequisite: Intermediate Talmud Intensive T31##SU

Senior Talmud Intensive**T41##SP****5 credits**

The student's capacity for creative thinking is further developed by studying different opinions of the *Rishonim* and explaining the intellectual bases for each one. They study the contrasts between each opinion and offer their own hypotheses on how to address the difficulties. The instructor will then reconcile the difficulties demonstrating exactly how they differ.

Prerequisite: Senior Talmud Intensive T41##FA

Senior Talmud Intensive**T41##SU****4 credits**

As the students prepare to move on to graduate programs the difficulties in Talmudic thought not addressed in earlier courses must be dealt with. There is an emphasis on independent study and *Chavrusas* match wits to hone each other's independently derived thesis of the understanding of the *Rishonim* and *Achronim*.

Prerequisite: Senior Talmud Intensive T41##SP

Talmud Research

The second major block of Talmud courses aims to apply the skills acquired in the Talmud Intensive class; and to help the student become familiar with a larger body of Talmudic case law. As such the purpose of the Talmud Research courses is to impart to the student a broader understanding of the Talmud. This is important, because the Talmud is a very large work. While the skills necessary for "learning how to learn" are imparted mainly during the Talmud Intensive classes, the pace of the Talmud Intensive classes does not provide the student with adequate exposure to the breadth of case law contained in many other sections of the Talmud. Therefore, the Talmud Research classes are designed to effectively expose the students to additional sections of the Talmud, while at the same time honing the skills that they acquire in the Talmud Intensive sessions. (In this sense, the two Talmud classes are complementary in nature.)

As noted, the afternoon sessions focus of the Talmud study is in applying some of the same skills learned in the Talmud Intensive sessions. Here, too, students are expected to review various citations to the Talmud and the major commentaries on the Talmud. The basic difference in methodology between the two approaches to Talmud study lies in the fact that the learning is taking place in a guided self-study format. This means a faculty member oversees the students' learning and is available for questions and direction. The

Beginning Talmud Research **T22##SU** **3 credits**

In this course the students while expanding their Talmudic knowledge continue to focus on an in-depth understanding of the texts. They begin honing their analytic and textual skills and avoid superficiality during the intellectual give-and-take of *Chavrusa* study.

Prerequisite: Beginning Talmud Research *T22##SP*

Intermediate Talmud Research **T32##FA** **4 credits**

On this level the student becomes increasingly familiar with the major commentaries and consults them regularly. Intellectual creativity is encouraged, and independent study leads to an understanding of the interactions between the texts and their commentators.

Prerequisite: Beginning Talmud Research *T22##SU*

Intermediate Talmud Research **T32##SP** **4 credits**

In this course the students learn to reconstruct the hypotheses rejected by the commentaries. Intellectual creativity is further developed, and independent study leads to a deeper understanding of the text and the commentators.

Prerequisite: Intermediate Talmud Research *T32##FA*

Intermediate Talmud Research **T32## SU** **3 credits**

In this course the student becomes increasingly familiar with the major *Acharonim* (later commentators; circa 1500 to the present) and consults them regularly. This adds an additional component to the independent study and leads to a clearer understanding of the text.

Prerequisite: Intermediate Talmud Research *T32##SP*

Senior Talmud Research **T42##FA** **4 credits**

On this level the student begins to become independent of faculty assistance and is capable of coming up with original interpretations of his own.

Prerequisite: Intermediate Talmud Research *T32##SU*

Senior Talmud Research **T42##SP** **4 credits**

In this course the student continues to become increasingly independent of faculty assistance. Stress is placed upon consistency of the student's interpretation with the major commentaries, and contrasts that are invariable when a novel interpretation is developed.

Prerequisite: Senior Talmud Research *T42##FA*

Senior Talmud Research **T42##SU** **3 credits**

The students now study with minimal guidance and faculty assistance. They study a variety of opinions and must understand the intellectual bases for each one. The

student's original interpretations must be consistent with the interpretation of the major commentaries. Emphasis is placed on the students preparing to move on to a graduate program.

Prerequisite: Senior Talmud Research

T42##SP

DEPARTMENT OF LEGAL CODES (Halacha)

Jewish Legal Codes referred to, as *Halacha* is an integral part of Yeshiva Gedolah Zichron Leyma's curriculum. The Talmud discusses case law however it does not necessarily present the final ruling, nor does it comprehensively address modern day applications of the Law (Halacha). Thus, it is extremely important for students in a postsecondary Yeshiva to devote part of their time to Legal Codes.

The Rosh Yeshiva, a Rabbinical Court Judge delivers a daily Halacha lecture. In addition, the Friday lecture following the first Talmud session covers subjects in Halacha, rather than Talmud. The students are invited to make suggestions regarding topics or to spontaneously raise questions that will be covered during this session. This class is very popular with the students given the wide range of topics that are discussed and the level of student participation. These topics in Halacha are not only discussed in depth, but equally important, their practical applications and ramifications are emphasized. Becoming more knowledgeable in the practical aspects of Halacha enables the students to participate in the day-to-day laws and practices of our community.

The topics discussed in these lectures are complex and detailed. Some Halachic topics that were previously studied include the laws of *Brochos* (Blessings), *Hilchos Basar B'chalav* (laws regarding the prohibition of eating meat together with dairy), *Hilchos Ta'aruvos* (laws regarding the mixtures of non-kosher and kosher foods), and the laws of Shabbos, as well as other advanced topics in Jewish law.

The *Shulchan Aruch* or book of Legal Codes constitutes the final culmination of Talmudic debate epitomized in legal decisions. While the study of Halachic Law is a specialty requiring extensive study in specialized institutions, Yeshiva Gedolah Zichron Leyma's Halacha program exposes students to the texts at the undergraduate level.

Over the duration of the academic program, an important body of *Halacha* is studied. The principal text used in these courses is the six-volume commentary on the *Orach Chaim* section of the *Shulchan Aruch*, the Mishnah Berurah. The Mishnah Berurah a 20th century classic written by Harav Yisroel Meir Kagan of Radun is a brilliant compendium of the major Halachic literature of the last 200 years.

The curriculum follows the lifecycle events and seasonal events the students experience during the academic year, e.g. before Passover, the laws pertaining to that holiday are learned. At other times, the laws of Shabbos – a very relevant, yet difficult area of *Halacha* – are studied with an emphasis on practical application. The laws of Shabbos are varied and complex and consist of the single largest segment of the *Orach Chaim* section of the Code of Jewish Law. Additionally, as noted the Friday lecture is devoted to Halacha covering a wide range of Halachic topics in depth and on a practical level.

Among the subjects covered in the Halacha curriculum are the laws of the:

- The laws of the High Holy Days
- The laws of Aseres Y'mei T'shuva
- The laws of Sukkos
- The laws of the holiday of Chanukah
- The laws of the holiday of Purim
- The laws of Passover
- The laws of the Omer period
- The laws of the holiday of Shavuos
- The laws of Prayer/Brochoas
- The laws of Shabbos

COURSE DESCRIPTIONS - LEGAL CODES

Introductory Legal Codes C101FA

1 credit

On the Introductory level the student is introduced to studying *Shulchan Aruch Orach Chaim* with the commentary of the Mishnah Berurah on a basic level. The commentary of the Mishnah Berurah is unique, since it combines practical Halacha with ethical concepts.

No prerequisite

Introductory Legal Codes C101SP

1 credit

As the students familiarize themselves with the usage of the wording of the *Shulchan Aruch* and Mishnah Berurah, they begin to have a deeper understanding of the nuances of Halacha.

Prerequisite: Introductory Legal Codes C101FA

Beginning Legal Codes C201FA

1 credit

On this level the student is already familiar with the style of writing of the Mishnah Berurah. The student now studies the Mishnah Berurah, on a deeper level including the commentary of the Be'ur Halacha and Sha'ar Hatziun.

Prerequisite: Introductory Legal Codes C101SP

Mussar coursework consists of the classics of Jewish Ethics and Philosophy, works that are based upon both Biblical and Talmudic sources, and have endured as classics. Mussar classes are held daily, with an emphasis on individual internalization of the message of the text.

The following Mussar classics are studied as part of the Ethics curriculum at Yeshiva Gedolah Zichron Leyma.

Mesillas Yescharim

Students study the text of Mesillas Yescharim, known in English as The Path of the Just, by Rabbi Moshe Chaim Luzzatto. This Mussar classic focuses on interpersonal relationships, personal growth and finding meaning in one's life.

Sha'arei Teshuvah

Rabbi Yonah of Gironi was arguably the greatest of the medieval ethicists. His magnum opus, "Sha'arei Teshuvah" is the focus of this course. This book places great emphasis on personal responsibility for one's actions and discusses means of realigning one's ethical and spiritual values and goals. In addition, a moral standard is developed as a constant, unchanged by the vicissitudes of social standards and cultural mores.

Nefesh HaChaim

The contribution of the book "Nefesh HaChaim" to the field of Jewish ethics and philosophy is often minimized due to the common practice of skipping all but the last section. Students will complete this masterpiece, authored by Rabbi Chaim Volozhiner, the father of the modern-day yeshiva system, analyzing the Kabbalistic view of man's relationship with the Divine, and internalizing the lessons applicable to everyday life.

Writings of Rabbi Yisrael Salanter and his disciples

a survey of the major writings of the father of modern Mussar movement and his disciples. The works include "*Ohr Yisrael*", "*Kochvei Ohr*", "*Chochma U'Mussar*".

Mishnas Rav Aharon

Students study sections of the modern-day classic "Mishnas Rav Aharon." This work was written by Rabbi Aharon Kotler, the founder of Beth Medrash Govoha, in Lakewood, NJ, and one of the premier thinkers of his day. His work focuses on self-knowledge, the primacy of Torah, recognizing reality and the ethical imperative for positive interpersonal relationships.

COURSE DESCRIPTIONS - ETHICS

Introductory Ethics E101FA 1 credit

The students begin their formal exposure to the study of Ethics and Philosophy. The students are introduced to the language and general subject matter of the texts and are expected to study the text to gain a general comprehension of the material.

No prerequisites.

Introductory Ethics E101SP 1 credit

In this course the students continue to study the language and general subject matter of the texts. This assists the student to gain a general comprehension of the material. This is the foundation for the understanding of the philosophical topics discussed on the higher levels.

Prerequisite: Introductory Ethics E101FA

Introductory Ethics E101SU 1 credit

The students are now expected to be more fluent in the language of the classic Ethics texts. Using these classic works of Mussar, the student starts to identify and understand some of the main ethical themes and discuss common negative character traits and their positive counterparts.

Prerequisite: Introductory Ethics E101SP

Beginning Ethics E201FA 1 credit

On this level the students analyze central ethical moral issues in the classical works of Mussar, and their conceptual underpinnings and implications. In addition, the students now study the texts in greater depth and discuss the ideas contained within with peers and teachers in order to further develop their character.

Prerequisite: Introductory Ethics E101SU

Beginning Ethics E201SP 1 credit

In this course the students continue to study the texts in greater depth. The discussions of the ideas with peers and teachers of the concepts are now on a deeper level of understanding and the focus is to further develop his character.

Prerequisite: Beginning Ethics E201FA

Beginning Ethics E201SU 1 credit

The students are now expected to continue studying the texts with an eye towards beginning to incorporate the ideas into their personal level of conduct.

Prerequisite: Beginning Ethics E201SP

Intermediate Ethics E301FA 1 credit

On this level some of the deeper philosophical aspects of Mussar are studied, again with the focus on the classic Mussar treatises. The students are expected to have widespread familiarity with many of the concepts and ideals expressed by the authors of the texts.

Prerequisite: Beginning Ethics E201SU

Intermediate Ethics E301SP 1 credit

In this course the students continue to study the classic Mussar treatises. The focus is on the deeper philosophical concepts of Mussar. The students are expected to have a widespread familiarity of the ideals expressed by the authors of the texts.

Prerequisite: Intermediate Ethics E301FA

Intermediate Ethics E301SU 1 credit

In this course the students are expected to be fluent in the language of classic Ethics texts, and capable of studying them independently. The focus is on internalizing the concepts learned and keeping to the objective of personal growth and integrity.

Prerequisite: Intermediate Ethics E301SP

Senior Ethics E401FA 1 credit

On this level the students should be fluent in the language of the classic Ethics texts, and capable of studying them independently. Students may study select contemporary Mussar works by some of the great expositors of Mussar in recent generations. This includes Rabbi Nosson Tzvi Finkel, Rabbi Yeruchem Levovitz, and Rabbi Eliyahu Dessler.

Prerequisite: Intermediate Ethics E301SU

Senior Ethics E401SP 1 credit

In this course the student's study some of the writings of the early great Mussar masters. Such as the writings of Rabbi Yisrael Salanter and his disciples: "*Ohr Yisrael*", "*Kochvei Ohr*", and "*Chochma U'Mussar*".

Prerequisite: Senior Ethics E401FA

Senior Ethics E401SU 1 credit

As the students prepare to complete their undergraduate studies, they sharpen their skills of studying Mussar. The students have widespread familiarity with many of the concepts of character development and ethical conduct. The study of Mussar is a life-long pursuit; and the Mussar program of Yeshiva Gedolah Zichron Leyma serves the important function of laying the groundwork for a life of continuous spiritual development.

Prerequisite: Senior Ethics E401SP

SAMPLE CURRICULUM

Year 1

Fall Semester

T1107FA Introductory Talmud Intensive	5 credits
T1207FA Introductory Talmud Research	5 credits
C101FA Introductory Legal Codes	1 credit
E101FA Introductory Ethics	<u>1 credit</u>
Total:	12 credits

Spring Semester

T1107SP Introductory Talmud Intensive	5 credits
T1207SP Introductory Talmud Research	5 credits
C101SP Introductory Legal Codes	1 credit
E101SP Introductory Ethics	<u>1 credit</u>
Total:	12 credits

Summer Semester

T1107SU Introductory Talmud Intensive	4 credits
T1207SU Introductory Talmud Research	4 credits
E101SU Introductory Ethics	<u>1 credit</u>
Total:	9 credits

Cumulative Total: 33 credits

Year 2

Fall Semester

T2102FA Beginning Talmud Intensive	5 credits
T2202FA Beginning Talmud Research	5 credits
C201FA Beginning Legal Codes	1 credit
E201FA Beginning Ethics	<u>1 credit</u>
Total:	12 credits

Spring Semester

T2102SP Beginning Talmud Intensive	5 credits
T2202SP Beginning Talmud Research	5 credits
C201SP Beginning Legal Codes	1 credit

E201SP Beginning Ethics	<u>1 credit</u>
Total:	12 credits

Summer Semester

T2102SU Beginning Talmud Intensive	4 credits
T2202SU Beginning Talmud Research	4 credits
E201SU Beginning Ethics	<u>1 credit</u>
Total:	9 credits

Cumulative Total: 66 credits

Year 3

Fall Semester

T3106FA Intermediate Talmud Intensive	5 credits
T3206FA Intermediate Talmud Research	5 credits
C301FA Intermediate Legal Codes	1 credit
E301FA Intermediate Ethics	<u>1 credit</u>
Total:	12 credits

Spring Semester

T3106SP Intermediate Talmud Intensive	5 credits
T3206SP Intermediate Talmud Research	5 credits
C301SP Intermediate Legal Codes	1 credit
E301SP Intermediate Ethics	<u>1 credit</u>
Total:	12 credits

Summer Semester

T3106SU Intermediate Talmud Intensive	4 credits
T3206SU Intermediate Talmud Research	4 credits
E301SU Intermediate Ethics	<u>1 credit</u>
Total:	9 credits

Cumulative Total: 99 credits

Year 4

Fall Semester

T4109FA2 Senior Talmud Intensive	5 credits
T4209FA2 Senior Talmud Research	5 credits
C401FA2 Senior Legal Codes	1 credit
E401FA2 Senior Ethics	<u>1 credit</u>
Total:	12 credits

Spring Semester

T4109SP Senior Talmud Intensive	5 credits
T4209SP Senior Talmud Research	5 credits
C401SP Senior Legal Codes	1 credit
E401SP Senior Ethics	<u>1 credit</u>
Total:	12 credits

Cumulative Total: 123 credits

The Bachelor of Talmudic Studies Degree is awarded for the successful completion of 120 credits.

ASSOCIATE OF TALMUDIC STUDIES DEGREE

The Associate of Talmudic Studies Degree will be awarded by achieving 60 credits from the following courses which are contained within the current undergraduate program. In addition, to earn an Associate of Talmudic Studies Degree, a student must successfully complete core courses in Talmud totaling 56 credits.

The following is a further breakdown of the components by level and semester:

Introductory Level

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Legal Codes/Halacha	1 credit	1 credit	
Ethics/Mussar	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Total:	<u>12 credits</u>	<u>24 credits</u>	<u>33 credits</u>

Beginning Level

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Talmud Intensive	5 credits	5 credits	4 credits
Talmud Research	5 credits	5 credits	4 credits
Legal Codes/Halacha	1 credit	1 credit	
Ethics/Mussar	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>9 credits</u>
Total:	<u>45 credits</u>	<u>57 credits</u>	<u>66 credits</u>

DEPARTMENT OF TALMUD

Course Descriptions - Talmud Intensive

Introductory Talmud Intensive **T11##FA** **5 credits**

The introductory course assists the student make the transition from high school to the post-secondary Beth Medrash. The students begin to study with a *Chavrusa* (study partner) and prepare for the *Shiur* (lecture) independently. The student begins to learn how to apply the methodology of Talmudic discourse and to properly understand the texts.

No prerequisites.

Introductory Talmud Intensive **T11##SP** **5 credits**

In this course there is a strong emphasis on the proper understanding of the language of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists).

Prerequisite: Introductory Talmud Intensive T11##FA

Introductory Talmud Intensive **T11##SU** **4 credits**

In this course the student starts to build a mental collection of what will be a vast selection of case law. The students continue to study the methodology of Talmudic discourse to understand the texts. There is still a strong emphasis on the proper understanding of Rashi; and the Tosafists.

Prerequisite: Introductory Talmud Intensive T11**SP

Beginning Talmud Intensive **T21##FA** **5 credits**

In this course the student begins to familiarize himself with the bibliography of Talmudic literature which explains the *Sevarah* behind the case law. *Sevarah* is the underlying principle and primary logic of the law, is of paramount importance when analyzing a Talmudic discussion. However, generally, the Talmud does not explain the reasoning behind the decisions given or positions taken.

Prerequisite: Introductory Talmud Intensive T11##SU

Beginning Talmud Intensive **T21##SP** **5 credits**

In this course the student continues to familiarize himself with the bibliography of Talmudic literature and becomes more familiar with the major commentaries which explain the *Sevarah* of the *sugya* (Talmudic topic). This clarifies and explains the deeper meaning and reasoning behind the cryptic words of the Talmud.

Prerequisite: Beginning Talmud Intensive T21##FA

Beginning Talmud Intensive **T21##SU** **4 credits**

In this course the student's study some of the major *Rishonim* (commentators of the medieval era) such as the works of the Ritva, Rashba, Rosh and Ran. These early commentaries are of paramount importance and are generally studied to acquire a better understanding of the Talmud.

Prerequisite: Beginning Talmud Intensive *T21##SP*

COURSE DESCRIPTIONS - TALMUD RESEARCH

Introductory Talmud Research **T12##FA** **5 credits**

The introductory course assists the student make the transition from high school to the post-secondary Beth Medrash. The students begin to study with a *Chavrusa* (study partner) guided by a faculty member. In this course the students study a different chapter in the Tractate then is studied during the morning session (Talmud Intensive). The course focuses on skill building and familiarity with the structure of the Talmud.

No prerequisites.

Introductory Talmud Research **T12##SP** **5 credits**

In this course the focus is on a different chapter in the tractate which the Rosh Yeshiva feels is important to study. The learning takes place in a self-study format closely guided by the instructors. The learning is at a somewhat quicker pace and focuses on skill building and familiarity with the structure of the Talmud.

Prerequisite: Introductory Talmud Research *T12##FA*

Introductory Talmud Research **T12##SU** **4 credits**

In this course the objective is to convey a sense of the subject matter and conceptual framework of the text. The learning is at a somewhat quicker pace and in a self-study format.

Prerequisite: Introductory Talmud Research *T12##SP*

Beginning Talmud Research **T22##FA** **5 credits**

On this level the student expands his knowledge of Talmudic case law, while learning to focus his efforts on an in-depth understanding of the texts. The student learns to avoid superficiality during the intellectual give-and-take of *Chavrusa* study.

Prerequisite: Introductory Talmud Research *T12##SU*

Beginning Talmud Research T22##SP 5 credits

In this course the student continues to expand his knowledge of Talmudic case law, while learning to focus his efforts on an in-depth understanding of the texts. The students are also expected to review various citations of the text and some of the major commentaries.

Prerequisite: Beginning Talmud Research T22##FA

Beginning Talmud Research T22##SU 4 credits

In this course the students while expanding their Talmudic knowledge continue to focus on an in-depth understanding of the texts. They begin honing their analytic and textual skills and avoid superficiality during the intellectual give-and-take of *Chavrusa* study.

Prerequisite: Beginning Talmud Research T22##SP

DEPARTMENT OF LEGAL CODES (Halacha)

Course Descriptions - Legal Codes

Introductory Legal Codes C101FA 1 credit

On the Introductory level the student is introduced to studying *Shulchan Aruch Orach Chaim* with the commentary of the Mishnah Berurah on a basic level. The commentary of the Mishnah Berurah is unique, since it combines practical Halacha with ethical concepts.

No prerequisite

Introductory Legal Codes C101SP 1 credit

As the students familiarize themselves with the usage of the wording of the *Shulchan Aruch* and Mishnah Berurah, they begin to have a deeper understanding of the nuances of Halacha.

Prerequisite: Introductory Legal Codes C101FA

Beginning Legal Codes C201FA 1 credit

On this level the student is already familiar with the style of writing of the Mishnah Berurah. The student now studies the Mishnah Berurah, on a deeper level including the commentary of the Be'ur Halacha and Sha'ar Hatziun.

Prerequisite: Introductory Legal Codes C101SP

Beginning Legal Codes C201SP 1 credit

In this course the student studies the Mishnah Berurah with the companion commentaries of the Be'ur Halacha and Sha'ar Hatziun. As the Be'ur Halacha brings many sources from the Talmud, the Tur and other Halachic commentaries the focus is on the basis of the Mishnah Berurah's conclusions.

Prerequisite: Beginning Legal Codes C201FA

DEPARTMENT OF ETHICS/MUSSAR

Course Descriptions - Ethics

Introductory Ethics E101FA 1 credit

The students begin their formal exposure to the study of Ethics and Philosophy. The students are introduced to the language and general subject matter of the texts and are expected to study the text to gain a general comprehension of the material.

No prerequisites.

Introductory Ethics E101SP 1 credit

In this course the students continue to study the language and general subject matter of the texts. This assists the student to gain a general comprehension of the material. This is the foundation for the understanding of the philosophical topics discussed on the higher levels.

Prerequisite: Introductory Ethics E101FA

Introductory Ethics E101SU 1 credit

The students are now expected to be more fluent in the language of the classic Ethics texts. Using these classic works of Mussar, the student starts to identify and understand some of the main ethical themes and discuss common negative character traits and their positive counterparts.

Prerequisite: Introductory Ethics E101SP

Beginning Ethics E201FA 1 credit

On this level the students analyze central ethical moral issues in the classical works of Mussar, and their conceptual underpinnings and implications. In addition, the students now study the texts in greater depth and discuss the ideas contained within with peers and teachers in order to further develop their character.

Prerequisite: Introductory Ethics E101SU

Beginning Ethics **E201SP** **1 credit**

In this course the students continue to study the texts in greater depth. The discussions of the ideas with peers and teachers of the concepts are now on a deeper level of understanding and the focus is to further develop his character.

Prerequisite: Beginning Ethics E201FA

Beginning Ethics **E201SU** **1 credit**

The students are now expected to continue studying the texts with an eye towards beginning to incorporate the ideas into their personal level of conduct.

Prerequisite: Beginning Ethics E201SP

SAMPLE CURRICULUM

Year 1

Fall Semester

T1107FA Introductory Talmud Intensive	5 credits
T1207FA Introductory Talmud Research	5 credits
C101FA Introductory Legal Codes	1 credit
E101FA Introductory Ethics	<u>1 credit</u>
Total:	12 credits

Spring Semester

T1107SP Introductory Talmud Intensive	5 credits
T1207SP Introductory Talmud Research	5 credits
C101SP Introductory Legal Codes	1 credit
E101SP Introductory Ethics	<u>1 credit</u>
Total:	12 credits

Summer Semester

T1107SU Introductory Talmud Intensive	4 credits
T1207SU Introductory Talmud Research	4 credits
E101SU Introductory Ethics	<u>1 credit</u>
Total:	9 credits

Cumulative Total: 33 credits

Year 2

Fall Semester

T2102FA Beginning Talmud Intensive	5 credits
T2202FA Beginning Talmud Research	5 credits
C201FA Beginning Legal Codes	1 credit
E201FA Beginning Ethics	<u>1 credit</u>

Total: 12 credits

Spring Semester

T2102SP Beginning Talmud Intensive	5 credits
T2202SP Beginning Talmud Research	5 credits
C201SP Beginning Legal Codes	1 credit
E201SP Beginning Ethics	<u>1 credit</u>
Total:	12 credits

Summer Semester

T2102SU Beginning Talmud Intensive	4 credits
T2202SU Beginning Talmud Research	4 credits
E201SU Beginning Ethics	<u>1 credit</u>
Total:	9 credits

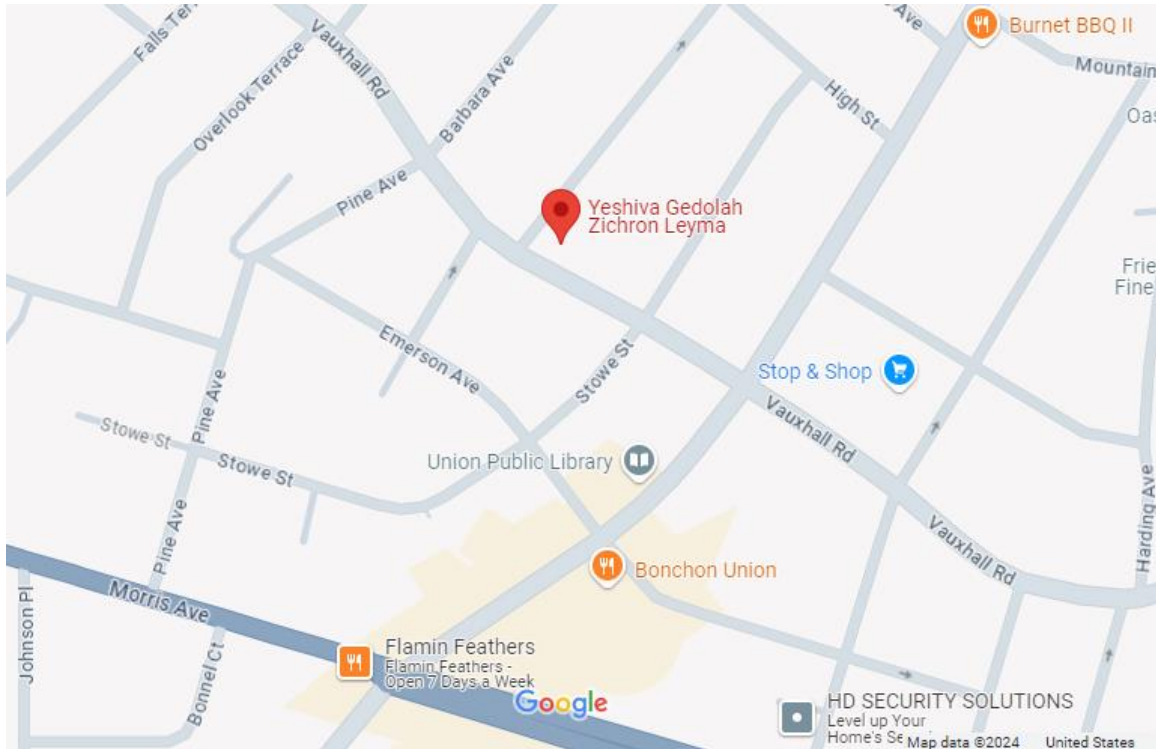
Cumulative Total: 66 credits

Associate of Talmudic Studies Degree is awarded for the successful completion of 60 credits.

MAP OF YESHIVA GEDOLAH ZICHRON LEYMA

2035 Vauxhall Road

Union, NJ 07083



DIRECTIONS

From Lakewood

1. Head south on the Garden State Pkwy
2. Take exit 139B toward NJ-82 W/Union.
3. Turn right on Chestnut Street
4. Turn right on Stuyvesant Avenue
5. Turn left on Vauxhall Road

From Brooklyn

1. Head northeast on Garden State Pkwy
2. Take exit 139B toward NJ-82 W/Union
3. Turn right onto Chestnut St
4. Use the right 2 lanes to turn slightly right onto Stuyvesant Ave
5. Turn left onto Vauxhall Road