

**YESHIVA GEDOLAH  
ZICHRON LEYMA**

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

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**Catalog**

**2022-2023**

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## **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

## **COVID-19**

Any updates or changes that may arise due to COVID-19 will be communicated to the students. Students should refer to the school website: <https://www.yzlalumni.org> for the most updated information.

## **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.

## **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 \$20 and \$50 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.

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.

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](mailto: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**

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.
- Credit by examination may be granted to a student, who previously attended unaccredited institutions, based on the examination that the Rosh Yeshiva administers to each incoming student. The student will be placed at the appropriate academic level and granted the credits by examination that will place him on par with the class.

Decisions regarding transfer credits are subject to the same appeals process described below.

Note: 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**

Qualified men of the Orthodox Jewish faith are admitted to Yeshiva Gedolah Zichron Leyma without regard to age, race, color, national origin or physical handicap. Yeshiva Gedolah Zichron Leyma is 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 Americans with Disabilities 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.*

## **TUITION AND FEES**

*for the current schedule of tuition and fees, please refer to the yearly supplement of the catalog.*

## **FINANCIAL AID**

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

Any student who has difficulty in meeting his educational costs at Yeshiva Gedolah Zichron Leyma should contact Rabbi Eli Lang to learn about the options available to him. These may include grants, scholarships, work-study programs and deferred payment plans.

The financial aid office, which is open during regular business hours, will make a determination as to the expected amount to be paid by the student and his family, and will evaluate what federal and state aid, if any, may be available to the student.

Financial aid packages that may be offered to students include grants and work-study jobs described below. The school may also offer financial assistance in the form of institutional scholarships to needy students as long as scholarship funds are available. Eligibility for federal programs is determined by an evaluation of the student's financial need, based strictly on the formulas developed by the Department of Education.

a student's financial need is determined by subtracting the contributions expected from the student and his parents from the total cost of education. The total financial aid awarded to a student, usually cannot exceed the student's need. This process is explained in greater detail below.

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

- be enrolled in an eligible program;

- be a U.S. citizen, permanent resident of the U.S., or eligible non-citizen;
- utilize all assistance funds for education-related expenses;
- maintain satisfactory progress toward completion of a program of study;
- be a high school graduate or the recognized equivalent;
- sign the certification statement that he does not owe a refund to any Title IV program, and is not in default on any Title IV loan. This certification is located in step seven of the FAFSA.

## APPLYING FOR FINANCIAL AID

to apply for financial aid, a prospective student should complete a Free Application for Federal Student Aid (FAFSA). This form is available at the financial aid office. Alternatively, the student can submit his application through FAFSA on the Web at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

Students may be required to supply additional documentation, such as Tax Returns, IRS Tax Transcripts, or Verification Worksheets, 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 appropriate deadline.

## FINANCIAL AID NEED

Title IV federal program eligibility is based on a process called Needs Analysis. The following is a brief explanation of Needs Analysis.

First, a determination is made as to whether the students are independent or dependent on their parents. There are several factors that are taken into account. Students should carefully read the FAFSA and its instructions. Should the students have questions determining their status, the financial aid staff can provide further explanation.

If the student is determined to be dependent on his parents, a parental contribution is assessed. This is the amount that the parents are expected to pay, based on their income and available assets. Allowances are made for expenses such as living allowance based on family size, taxes paid, and the number of children in college.

The students themselves are expected to contribute towards their education, using their earnings, if applicable. The students' assets (such as savings) are generally considered to be available for the purpose of their education and are expected to be divided among their years of post-secondary education.

The Parental Contribution, where applicable, is added to the Student Contribution, to yield the Expected Family Contribution (EFC). Expenses beyond those listed above may be considered under a process known as Professional Judgment. This process can be initiated by parent or student request after the student's initial eligibility has been determined. Then, the students and/or parents would submit documentation of unusual expenses, such as significant change in income or loss of employment, death/disability/divorce/separation of a parent, tuition paid for siblings, or medical expenses. These expenses can be taken into account by the financial aid staff to produce an adjusted EFC.

The student's budget or cost of education is calculated based on tuition and fees plus a standard allowance for living expenses, which depends on whether the student lives on campus, with his parents, or has other arrangements.

The EFC is then subtracted from the student's total budget. The result is known as the student's "need". This concept of need is the foundation of financial aid. Students who exhibit need and apply on time will probably be awarded aid.

#### APPLICATION DEADLINE

While applications for Pell Grants may be processed until June 30, 2023, students may be required to submit their application earlier, as the application must be processed 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.

Students may be required to update certain types of information that they have entered on their application, i.e. dependency status, household size, and number of family members enrolled in post-secondary education. Any such changes should be discussed with the financial aid office.

#### FEDERAL AID PROGRAMS

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 \$6895 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the EFC generated by a federally mandated formula.

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 second half during the second semester. Students whose paperwork is completed during the second semester may be paid retroactively for the first 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 now 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. to be eligible for the additional Pell Grant funds, the student must meet all general eligibility requirements to receive financial aid for the payment period and must be enrolled at least half time (six credits) in the payment period.

Students whose paper work 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 may 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 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** are a group of programs funded under Title IV. The campus-based programs in which the institution participates are:

- FSEOG - Federal Supplemental Educational Opportunity Grants
- FWS - Federal Work Study

In these programs, fixed sums are allocated to each school based on its size and other factors. The institution then 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 in a process known as "packaging." Students who apply after the initial packaging deadlines, (as posted in 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.

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 second 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 all FSEOG funds will have been allocated by that time.

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 institutional share requirement, the institution may choose not to provide the institutional match. Students will be informed of the expected amounts of these payments, and may inspect their tuition records during regular hours at the business office.

The Federal Work Study Program is an employment program. Funds are allocated to schools as part of the campus-based programs as explained above. Eligible students are offered part-time employment. The financial aid office, in consultation with the faculty, determines if a student is eligible for employment, based on his ability to fulfill his academic responsibilities with the added burden of employment. Employment is also contingent on student qualifications for the positions available.

Federal Work Study disbursements are in the form of payrolls, distributed monthly during the duration of the student's work schedule. The institution pays a percentage of matching funds per federal Work Study funds. The institutional portion may be paid to the student or may be credited to the student's tuition account. Generally, the funds are matched 25% institutional funds to 75% federal funds. However, if in a particular academic year the institution is granted a waiver of the institutional share requirement, the institution may choose not to provide the institutional match.

## STUDENT LOANS

The Federal Direct Loan program offer 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 school encourages its students to apply for the federal, state, 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.

The family is expected to contribute towards the student's education, based upon their ability to pay, as determined by formulae explained above. Students who apply for other types of financial aid will automatically be considered for institutional scholarships. Those who do not apply to other programs may contact the financial aid office to apply for institutional scholarships.

## **WITHDRAWALS**

Any student who must leave during the school year should inform Rabbi Eli Lang, Financial Aid Administrator, during regular office hours, preferably in writing.

## **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**

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

The SAP standards required for students receiving Title IV federal financial aid are the same for all matriculated students at Yeshiva Gedolah Zichron Leyma. Satisfactory academic progress at Yeshiva Gedolah Zichron Leyma has two principal components: a qualitative standard and a quantitative standard:

At the end of each semester, a report is generated which indicates whether or not each student is meeting SAP requirements. If a student is readmitted to the school the student's academic file is evaluated to determine if the student is meeting satisfactory academic progress requirements.

- **Qualitative Standard**

In pursuit of graduation, the student must achieve a cumulative grade point average (GPA) of 2.0 (the equivalent of a “C” average) or better. Each student is evaluated at the end of each semester and is expected to maintain a minimum cumulative GPA of 2.0.

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

a	4.0
a-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
W	not included in calculation of GPA
I	not included in calculation of GPA
F	0.0

The GPA is established by multiplying the grade point equivalent of each course by the number of credits it yields. The products of each course are then added together. The sum is then divided by the total number of credits earned in the semester.

Credit hours with a grade of Incomplete and Withdrawn are not included in the determination of the grade point average. Credit hours with a grade of fail, whether or not the Fail is earned or unearned are included in the determination of the grade point average. If a student receives failing grades for all of his courses, the Registrar will determine whether or not the student completed the semester.

- **Quantitative Standard**

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

Students 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 his cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing 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 quantitative standard.

### **WHEN SAP IS NOT MET**

#### **WARNING**

If a student falls below the SAP standards, he will be notified that he is being given a warning period which will last one semester. The student will also be notified that he has the option of appealing his lack of satisfactory academic progress at any point. During the warning period, a designated faculty member may counsel the student and assist the student to improve his performance. The student may be provided with various student services that might include 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**

for continued eligibility for federal financial aid programs, if a student falls below the satisfactory progress standards, he will be given a period of financial aid warning during which time he maintains federal financial aid eligibility. The warning period will last for one semester. During the federal financial aid warning period, the student will receive the counseling described above. If, after this federal financial aid warning period, satisfactory progress standards are still not met, the student will be notified that he will no longer be eligible for financial aid. The student will also be notified that he has the option of appealing his lack of satisfactory academic progress in order to be granted a probationary period.

### **APPEALS PROCESS, MITIGATING CIRCUMSTANCES**

a student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for appeal include the death of a relative, an injury or illness of the student, or other special circumstances. The student must submit the appeal in writing to the administrative office. 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 senior faculty member will consider all information provided by the student and will consult with faculty members, as appropriate. If it is determined that the appeal should be accepted, then the senior faculty member will determine whether or not 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, the student will be placed on academic probation as described below. If it is determined that the student will be able to meet the standard SAP requirements of the institution by the end of the probationary period with a customized study plan, then the student will be placed on academic probation with a study plan, as described below.

If the appeal is accepted, the student will be granted a semester of academic probation or academic probation with a study plan, as described below. 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 (denial of appeal, academic probation, or academic probation with a study plan) will be conveyed to the student in writing.

### **ACADEMIC PROBATION**

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation. The period of academic probation is one semester during which the student has the opportunity to attempt to meet the SAP standards of the institution. The student can request counseling to assist him to improve his performance. In addition, the student may request to be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance.

### **ACADEMIC PROBATION WITH a STUDY PLAN**

If after the period of warning, a student is still not making SAP and successfully appeals the lack of SAP, and it is determined that the student will not be able to meet the standard SAP requirements after a probationary period, the student will be placed on academic probation with a study plan. for a student on academic probation with a study plan, a senior faculty member will develop a study plan in conjunction with the student and other faculty, as needed. The study plan will include a customized plan for the SAP standards (as well as other academic provisions to assist the student in meeting those

standards) that ensures that the student is able to 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.

### **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 now meeting the standard SAP requirements of the institution, or is meeting the SAP standards of his study plan, he will be considered as meeting satisfactory academic progress. If, after the period of probation, the student's academic performance still fails to meet the academic progress standards of the institution, or the provisions of his study plan, he will be subject to academic discipline which may include expulsion or suspension from the institution, and he will be ineligible to receive Title IV federal financial aid.

### **REINSTATEMENT FOR FEDERAL FINANCIAL AID**

a student who became ineligible for federal financial aid because he was not meeting satisfactory academic progress standards, has the opportunity to reestablish eligibility. Eligibility is reestablished by meeting institutional SAP standards. The financial aid office will receive notification of each student's status at the start of each semester, and the student will be notified that he may once again receive aid from the Title IV programs.

### **INCOMPLETES**

If a student has not completed all required course work for a particular course, he may have additional time (up to six months), at the discretion of the instructor, to complete the work. a grade of incomplete will only be assigned with a documented plan from the instructor detailing course work that must be completed. In the interim, those course grades are marked as incomplete. Courses in which a student receives a grade of incomplete are not included in the GPA as long as the Incomplete remains on the transcript. The courses marked incomplete are included in the student's number of credits attempted but not credits completed. a grade of incomplete will be replaced with a grade at the conclusion of the period of time given for the work to be completed.

### **WITHDRAWALS FROM a COURSE**

a student who withdraws from a course(s) will have the course recorded as Withdrawn. This grade will not be counted in the student's GPA. However, the course(s) will be counted towards the student's 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 attempted credits and the number of credits earned by the student.

## **REPETITIONS**

All repeated courses are counted in the number of the student's attempted credits.

for determination of a student's enrollment status, if a student is repeating a course in which he received a passing grade, for the purpose of grade improvement, it is counted towards his enrollment status only the first time the course is retaken. If a student is repeating a course in which he received a failing grade, it is counted towards his enrollment status for as many times as he is repeating that course in an attempt to pass.

a student repeating a course must remain within the time frame required for satisfactory academic progress standards.

## **CHANGE OF MAJOR**

All credits attempted are included in making a student's SAP determination, regardless of any subsequent changes in major, if applicable.

## **ESL/NONCREDIT REMEDIAL COURSES**

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

## **GROUND 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:

<u>Grade</u>	<u>Quality Points</u>	<u>Description</u>
a	4.0	Superior
a-	3.7	
B+	3.3	
B	3.0	Very good
B-	2.7	
C+	2.3	
C	2.0	Good
C-	1.7	
D	1.0	Poor
F	0	Failure
I		Incomplete
W		Withdrawn

The GPA is established by multiplying the grade point equivalent of each course by the number of credits it yields. The products of each course are then added together. The sum is then divided by the total number of credits earned in the semester.

Credit hours with a grade of Incomplete and Withdrawn are not included in the determination of the grade point average, although those hours with a grade of Fail or Unearned Fail are included.

### 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 certain specialized circumstances, and with approval from the Regional Office of the U.S. Department of Education, a student may be granted an approved leave of absence. In order to be granted a leave of absence a student must follow the procedures outlined below:

The student must request the leave of absence in writing to the Rosh HaYeshiva, Rabbi Neumann. The request must be signed and dated and must include the reason for which the student is requesting a leave of absence. A leave of absence will not be granted if the reason for the request is not included. The request for a leave of absence will be reviewed by the Rosh HaYeshiva within ten days of submission. If approved, the request will be forwarded to the registrar's office and will be placed in the student's academic file. Notification will be sent to the financial aid office.

The student must submit the request for a leave of absence and must receive the approval prior to beginning the leave of absence except in unusual circumstances where it was not possible for the student to make the request prior to the start of the leave of absence, i.e. if the student was in a car accident or other unforeseen emergency/disaster. A student will only be granted a leave of absence if it can be expected that the student will return from the leave of absence on time. If it appears that the student may not return after the leave of absence, an approval will not be granted. The maximum time for an approved leave of absence is 180 days.

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 fail to return to school after an approved leave of absence will be considered withdrawn from the institution as of the date of the start 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 the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the 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 typically includes 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 of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. a school official 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.

The school 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.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

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

- to other school officials, including teachers, within 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 parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
  - to comply with a judicial order or lawfully issued subpoena, 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, 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**

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. Yeshiva Gedolah Zichron Leyma forbids unauthorized distribution of copyrighted material including unauthorized peer-to-peer sharing. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. 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, see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

Legal alternatives to obtain copyrighted material include:

- Purchasing the material
- Securing permission from the copyright owner
- Linking to materials on other sites, rather than copying and posting
- Using material in the public domain
- Lawfully using protected materials after a fair use analysis

Students are reminded that even content paid for can be a copyright infringement and that free content is not always an infringement.

### **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 should submit it in writing to the Rosh 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 at 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 in New Jersey, 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.

for complaints about state student financial aid matters (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 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

Or:

New Jersey Office of the Attorney General, Division of Civil Rights

Complaints of consumer fraud on the part of the institution should be filed with:

New Jersey Office of the Attorney General  
Division of Consumer Affairs

Students can also file a complaint form with:

Office of the Secretary of Higher Education  
PO Box 542  
Trenton, NJ 08625

#### **AVAILABILITY OF FULL TIME EMPLOYEE TO ASSIST ENROLLED AND PROSPECTIVE STUDENTS**

Yeshiva Gedolah Zichron Leyma has designated Rabbi Eli Lang, Financial Aid Administrator, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid, cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the Code of Federal Regulations. He is available in the administrative offices during regular business hours or by calling 845-709-0794.

## **BOARD OF DIRECTORS**

Mr. Seymour Braun  
Rabbi Gershon Neumann  
Mr. Steven B. Rothschild  
Mr. Mark Siegel  
Mr. Alan Zagier

## **ADMINISTRATION**

Rabbi Jacob Neumann, *Registrar*  
Rabbi Eli Lang, *Financial Aid Administrator*  
Mrs. Leah Weingarten, *Bookkeeper*

## **FACULTY**

Rabbi Gershon Neumann, *Rosh HaYeshiva*  
Rabbi Eliezer Ginsburg, *Rosh HaYeshiva*  
Rabbi Yechiel Broad  
Rabbi Yonah Burstein  
Rabbi Avrohom Greenberg  
Rabbi Elimelech Jundef  
Rabbi Leyma Neumann  
Rabbi Yaakov Yonason Neumann

## ACADEMIC PROGRAM

Yeshiva Gedolah Zichron Leyma offers an undergraduate program of study comprised of 120 credits leading to a Bachelor of Talmudic Studies degree. 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

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
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:	12 credits	12 credits	9 credits
Total:	12 credits	24 credits	33 credits

### Beginning Level

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
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:	12 credits	12 credits	9 credits
Total:	45 credits	57 credits	66 credits

### Intermediate Level

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
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:	12 credits	12 credits	9 credits
Total:	78 credits	90 credits	99 credits

<b>Senior Level</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
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:	12 credits	12 credits	
Total:	111 credits	123 credits	

### **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 indicate 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.

**(04) 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 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 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 students 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 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 objective here is not to provide an in-depth review of the Talmud sections studied, but to convey a sense of the subject matter and conceptual framework of the text, while honing analytic and textual skills. Hence, the general pace of the Talmud Research session is somewhat quicker than the Talmud Intensive classes.

### Course Descriptions - Talmud Research

#### **Introductory Talmud Research T12##FA** **4 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 student's 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** **4 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** **3 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** **4 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** **4 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** **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 the 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*

**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*

**Intermediate Legal Codes C301FA****1 credit**

On this level the students begin to analyze how the Mishnah Berurah came to a specific conclusion in a scenario where there is more than one opinion. This in turn enhances the students understanding of Halacha.

*Prerequisite: Beginning Legal Codes C201SP*

**Intermediate Legal Codes C301SP****1 credit**

In this course the students with their deeper understanding of Halacha begin to study how to apply the Mishnah Berurah and Be'ur Halacha with our reality. Since many of the laws discussed are derived from the Gemara and early Poskim reflecting the reality of their time and our reality is different.

*Prerequisite: Intermediate Legal Codes C301FA*

**Senior Legal Codes****C401FA****1 credit**

On this level the students begin to study some of the more contemporary Sifrei Halacha like the Shmiras Shabbos Hilchoso, the commentary of the Piskai Teshuva and other "Kitzur Halacha Seforim" (literally short Halacha books). The objective is to become more knowledgeable of practical Halacha as it applies to daily life.

*Prerequisite: Intermediate Legal Codes C301SP*

**Senior Legal Codes****C401SP****1 credit**

This course is designed to prepare the student for future study of Halacha. for students who will pursue Halachic graduate programs this groundwork will help them succeed. The students who will not pursue Halachic graduate programs will nonetheless use this basic knowledge of Halacha on an everyday basis.

*Prerequisite: Senior Codes C401FA*

**DEPARTMENT OF ETHICS / MUSSAR**

Primary to Yeshiva Gedolah Zichron Leyma's mission is the development of the young man in both character and moral fiber. It is axiomatic to us that morality can only be defined in a spiritual framework. Otherwise, the constant of morality is actually a continuum reflecting the changing mores and values of the day. Accordingly the 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 Yesharim**

Students study the text of Mesillas Yesharim, 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. Works include, "Ohr Yisrael", "Kochvei Ohr", "Chochma U'Mussar", and "Daas 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*





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	1 credit

#### **Spring Semester**

T1107SP Introductory Talmud Intensive	5 credits
T1207SP Introductory Talmud Research	5 credits
C101SP Introductory Legal Codes	1 credit
E101SP Introductory Ethics	1 credit

#### **Summer Semester**

T1107SU Introductory Talmud Intensive	4 credits
T1207SU Introductory Talmud Research	4 credits
E101SU Introductory Ethics	1 credit

### **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	1 credit

#### **Spring Semester**

T2102SP Beginning Talmud Intensive	5 credits
T2202SP Beginning Talmud Research	5 credits
C201SP Beginning Legal Codes	1 credit
E201SP Beginning Ethics	1 credit

#### **Summer Semester**

T2102SU Beginning Talmud Intensive	4 credits
T2202SU Beginning Talmud Research	4 credits
E201SU Beginning Ethics	1 credit

**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	1 credit

**Spring Semester**

T3106SP Intermediate Talmud Intensive	5 credits
T3206SP Intermediate Talmud Research	5 credits
C301SP Intermediate Legal Codes	1 credit
E301SP Intermediate Ethics	1 credit

**Summer Semester**

T3106SU Intermediate Talmud Intensive	4 credits
T3206SU Intermediate Talmud Research	4 credits
E301SU Intermediate Ethics	1 credit

**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	1 credit

**Spring Semester**

T4109SP Senior Talmud Intensive	5 credits
T4209SP Senior Talmud Research	5 credits
C401SP Senior Legal Codes	1 credit
E401SP Senior Ethics	1 credit

**Summer Semester**

T4109SU Senior Talmud Intensive	4 credits
T4209SU Senior Talmud Research	4 credits
E401SU Senior Ethics	1 credit

## 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