YESHIVA GEDOLAH
ZICHRON LEYMA

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

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Catalog

2026-2027

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Title IX

Yeshiva Gedolah Zichron Leyma does not discriminate on the basis of sex in the education program or activity that it operates, in compliance with all applications under Title IX. This requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to Yeshiva Gedolah Zichron Leyma's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Title IX Coordinator
Name: Rabbi Eli Lang
Office Address: 2035 Vauxhall Road, Union, NJ 07083
Email Address: office@yzl.edu
Phone Number: (908)587-0502 Ext: 1

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 is located on a spacious campus 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 students 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.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 POLICIES AND PROCEDURES

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 in a secondary school education setting that either (1) meets the state's definition of secondary-level homeschooling, or (2) qualifies the student for an exemption from compulsory attendance requirements in a state that does not issue or require a homeschool credential.
3. Meet one of the recognized equivalents. Recognized equivalents include:
    a. A GED certificate.
    b. A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category).
    c. An associate's degree.
    d. The 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.
    e. 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.

The institution will maintain documentation of the high school diploma or its recognized equivalent.

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 Yeshiva Gedolah Zichron Leyma for study and courses taken at another postsecondary institution of Talmudic Studies providing the following conditions are met:

- The credits transferred must be based on course work similar in content, style and academic rigor to the one offered at the institution.
- The student must have achieved a grade that would have enabled them to pass a similar course at the institution.
- The credits transferred must be properly documented.
- The student must have a minimum cumulative GPA of 2.0 at the institution from which credits are being transferred.

Transfer credits accepted are counted toward both the number of credits attempted and the number of credits earned by the student.

Credit by evaluation may be granted to a student, who previously attended unaccredited institutions and has not brought documentation, based on the evaluation that the Rosh Yeshiva administers. The credits granted will be documented, and the student will be placed at the appropriate academic level.

Criteria for the awarding of credit by evaluation 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 whether other institutions will accept our credits. Before enrolling, 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. The institution does not discriminate on the basis of race, color, national origin (including shared ancestry or ethnic characteristics), disability, or age in its programs and activities.

Rabbi Eli Lang, Financial Aid Administrator has been designated as the point of contact for all non-discrimination inquiries. He can be contacted at Yeshiva Gedolah Zichron Leyma, 2035 Vauxhall Road Union, NJ 07083 or (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, the institution 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's campus is fully accessible, and every effort will be made to accommodate qualified individuals with disabilities.

While the institution does not offer a specialized program for individuals with intellectual disabilities, the institution provides reasonable academic accommodations as appropriate.

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 federal financial aid programs to its students. and Higher Education Solutions (HES) assists with their administration.

Students who have difficulty meeting their educational costs at the institution may contact the Financial Aid Administrator (FAA), Rabbi Eli Lang at the financial aid office. The FAA is generally available 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 tuition waivers The package reflects the total amount of aid offered to eligible students by the institution to help pay for their education. Additionally, the institution may offer a deferred payment plan, allowing students to spread out tuition payments over a period of time.

Federal grants are need based and do not require repayment. Similarly, institutional tuition waivers provide financial aid based on need and do not need to be repaid. Detailed information on these programs can be found below.

TITLE IV FEDERAL FINANCIAL AID

In order to qualify for Title IV aid programs, the 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 their federal tax information transferred directly onto their Free Application for Federal Student Aid (FAFSA®) form;
- sign the certification statement on the FAFSA form stating that they are not in default on a federal student loan, do not owe money on a federal student grant, and will only use federal student aid for educational purposes; and
- show they are qualified to obtain a college or career school education by:
  - ❖ having a high school diploma or a state-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 TITLE IV AID

To apply for Title IV aid, students should complete the FAFSA online at https://studentaid.gov/h/apply-for-aid/fafsa. Alternatively, a paper FAFSA may be obtained online from https://studentaid.gov/sites/default/files/2026-27-fafsa-form.pdf or the financial aid office, completed, and then submitted by mail to the designated address.

In addition to completing the FAFSA form and providing consent for the IRS to share federal tax information with the U.S. Department of Education, students may be required to submit additional documentation, such as a Verification Worksheet, W2 forms, and/or Tax Returns/IRS Tax Transcripts, to verify the information reported on the FAFSA.

Title IV aid awards are offered for one award year at a time, and are not automatically renewed. Students must reapply each year before the application deadline listed below.

TITLE IV AID NEED

Eligibility for Title IV programs is determined through a process called need analysis, which assesses how much financial assistance a student is eligible to receive based on the resources expected to be available from the student and, if applicable, their parents.

A student's financial need is calculated based on the formulas developed by the Department of Education. It is determined by subtracting the contributions expected from the student and, if applicable, their parents, from the student's Cost of Attendance (COA). The student's COA includes tuition, fees, books, transportation, personal expenses, and a standard allowance for living expenses. The living expense allowance varies depending on whether the student lives on campus, off-campus or with their parents. The total financial aid awarded to a student cannot exceed their financial need.

A student's dependency status- whether they are considered dependent or independent of their parents-is determined by their responses to specific questions and other information provided on the FAFSA. This status is used in calculating financial need. Students are encouraged to review the FAFSA instructions thoroughly and consult financial aid staff for guidance as needed.

Once dependency status is determined, the student's financial contribution is assessed. For independent students, this is based on their income, and, if applicable, their spouse's income, as reported on their tax return, along with any counted assets, as applicable. Certain allowances, such as the Employment Expense Allowance, Payroll Tax Allowance and Income Protection Allowance (IPA), are factored in to offset income. The

IPA is a living allowance based on family size and considers food, housing, and other relevant factors.

For dependent students, their financial contribution is based on their income, as reported on their tax return, and applicable assets, with previously described allowances applied to offset earnings. A separate parental contribution is assessed, based on their parents' income, as reported on their tax return, and their counted assets, as applicable. Specific allowances are also allocated against their parents' income, as detailed above

The student's contribution is combined with the parental contribution, when applicable, to calculate the Student Aid Index (SAI). The SAI is subtracted from the student's COA with the remaining amount known as the student's financial need.

Under certain circumstances, based on poverty guidelines, a student may automatically be eligible for either a Maximum or Minimum Pell Grant (Max or Min Pell).

A student with an SAI equal to or greater than twice the maximum Pell Grant award amount for the award year is ineligible for a Pell Grant. This limit does not apply to students who qualify for a Pell Grant under the Special Rule (dependents of certain deceased service members and Public Safety Officers).

Updated FAFSA Information

Students may update, or be required to update, certain information on their FAFSA application, such as dependency status or household size, only under specific circumstances. Students who have a change in circumstances that affects any of these areas should contact the financial aid office.

Professional Judgment

In addition to the process used to calculate financial aid need, there are unique situations where the financial aid administrator may use professional judgment (PJ) on a case-by-case basis to adjust the components of a student's COA, or the data used to determine their Pell Grant eligibility or calculate their SAI, and/or perform dependency overrides. Students may pursue a PJ adjustment based on the categories of special circumstances and unusual circumstances, as described below.

Professional Judgment for Special Circumstances

Special Circumstances are financial situations that may prompt an FAA to do a PJ leading to an adjustment of the COA, Pell Grant eligibility determination, or an element of the SAI calculation.

To initiate a PJ request for special circumstances, a student and/or their parent must submit documentation of these circumstances to the financial aid office. Among other circumstances that might affect the student's or their parents' ability to pay for college, special circumstances may 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 their household. These factors may be taken into account by the financial aid staff to adjust the components of a student's COA or the data used to determine their Pell Grant eligibility, or adjust components in the SAI calculation. The PJ process may be initiated at the parent's or student's request after the student's initial eligibility has been determined, and, if applicable, verification has been completed.

Professional Judgment During a Disaster, Emergency, or Economic Downturn
During a qualifying emergency, an FAA may determine that a contributor's income from work is zero, provided appropriate documentation is submitted. The FAA may also make additional adjustments to the reported income of the student, parent, parent's spouse or student's spouse, as applicable, based on the household's overall financial situation, including unemployment benefits.

Professional Judgment for Unusual Circumstances
Unusual circumstances refer to conditions that justify an FAA adjusting a student's dependency status based on a unique situation - more commonly referred to as a dependency override. These circumstances may include, but are not limited to, human trafficking, refugee or asylee status, parental abandonment or estrangement, or incarceration of the student or parent, as defined in the regulations.

When a student indicates on their FAFSA form that they have an unusual circumstance, the FAFSA Processing System (FPS) processes their application as provisionally independent, allowing them to complete the application without parental information. The student must then submit supporting documentation of the unusual circumstances to the institution.

The institution will review all requests for a determination of independence as soon as practicable, but no later than 60 days after the student enrolls. If the request is made later in the term, the institution will review it as quickly as possible, but no later than 60 days after the student submits the request and required documentation. The FAA will then make a final determination regarding the student's independent status.

A student who has obtained an adjustment for unusual circumstances and a final determination of independence will be presumed to be independent for each subsequent award year at the same institution, unless the student informs the institution that their

circumstances have changed or the institution has conflicting information about the student's independence.

Students 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 2026-2027 award year, a student is independent if, at any time on or after July 1, 2025, 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 their 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 their FAFSA form that they are unaccompanied and homeless, or at risk of being homeless without a designation from a specified entity, the FPS allows them to submit the application without parental 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.

A student who is determined to be independent due to their unaccompanied homeless youth status, will be presumed to be independent by the institution for each subsequent award year at the same institution, unless the student informs the school that their circumstances have changed, or the school has conflicting information.

TITLE IV APPLICATION DEADLINE

While FAFSA applications may be submitted until June 30, 2027, students should be aware that an earlier submission may be required 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 to avoid processing delays. More importantly,

some programs have limited funding, and priority consideration is given to students who submit their applications earlier in the cycle.

TITLE IV AID PROGRAMS

Federal Pell Grant Program

The Federal Pell Grant Program awards grants to undergraduate students who meet federal eligibility criteria. These grants do not have to be repaid. As an entitlement program, any student whose ISIR reflects Pell grant eligibility, attends a participating 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 may receive is based on the SAI, which is calculated using a federally mandated formula, as explained above.

As part of Additional Eligibility, students may receive up to 150% of their Pell Grant Scheduled Award within a single award year. An eligible student may receive additional Federal Pell Grant funds for an additional term(s), even if they received 100% of their scheduled Federal Pell Grant award during the preceding terms in that award year.

Under federal law, the total amount of Federal Pell Grant funds a student may receive over their lifetime is capped at 600%. Once a student's Lifetime Eligibility Used (LEU) reaches this limit, they are no longer eligible to receive additional Pell Grant funding.

Federal Pell Grant payments are made either by applying a credit to the student's tuition account or by direct disbursement to the student. If the student provides a voluntary written authorization, the school will hold the excess funds on account. Students will be informed in writing of the expected amount of these payments. Tuition records may be reviewed by the student 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 institution participates in the following:

- FSEOG - Federal Supplemental Educational Opportunity Grants

Each year, fixed sums are allocated to participating schools based on the Federal formula. The school 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 posted deadlines may no longer be considered for funding from these programs.

The FSEOG is a campus-based grant program available to eligible undergraduate students. Awards, when available, may range from $100 to $4,000 per award year.

FSEOG disbursements are scheduled at the beginning of each semester, provided all paperwork has been submitted and is complete. A student generally receives one half of their 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 eligible for retroactive payment for the first semester. However, they should be aware of the strong likelihood that FSEOG funds for these semesters may be limited or no longer available at that time. FSEOG must be packaged and disbursed while the student is enrolled. Payments are applied as a credit to the student's tuition account. The institution reserves funds for students who are admitted for the Summer term and awards FSEOG to these students, if they apply on time and demonstrate need, as applicable.

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

Generally, FSEOG funds are awarded on a 75% federal to 25% non-federal matching basis. However, if the institution receives a waiver of the non-federal share requirement for a given academic year, it may opt not to provide the non-federal match.

TUITION WAIVERS

Tuition waivers may be available to students who have exhausted all other forms of assistance and are still unable to pay their direct educational charges. Students and, if applicable, their parents are expected to contribute toward the cost of education, based upon their ability to pay, as determined by formulas described above.

There is an application for tuition waivers which must be completed and submitted for consideration of tuition waivers.

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 (SAP) POLICY

All matriculated students pursuing an approved program at Yeshiva Gedolah Zichron Leyma are required to maintain satisfactory academic progress, which is defined below by the institution.

SAP standards are the same for all matriculated students, regardless of whether they receive federal financial aid. Satisfactory academic progress consists of two principal components: a qualitative standard and a quantitative standard. The institution uses standard rounding procedures when evaluating both standards. Satisfactory academic progress is always evaluated on a cumulative basis, and at the end of each semester, both standards are reviewed. A report is generated to indicate whether the student is meeting SAP requirements. If a student is readmitted, their academic file is evaluated to determine whether they are meeting satisfactory academic progress requirements.

Below is a comprehensive explanation of the qualitative and quantitative standards at Yeshiva Gedolah Zichron Leyma.

- **Qualitative Standard**

A student is required to maintain 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 they are maintaining this minimum cumulative GPA.

Grade point averages are 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 impact 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 their courses, they will generally be considered as having unofficially withdrawn unless there is evidence showing they 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 at least 67% of the cumulative credits they attempt. Progress is assessed by dividing the total cumulative credits earned by the total cumulative credits attempted. If this percentage is 67% or greater, the student is determined to be meeting the pace element.

WHEN SAP IS NOT MET

WARNING

If a student fails to meet the SAP standards, they will be notified by email or mail and granted a one-semester warning period. They will also be notified that they 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 them in improving their academic performance. Additionally, the student may receive various student services including tutoring, scheduling accommodation, or other academic assistance. If SAP standards are still not met after this warning period, the student will be subject to academic discipline which may include suspension, or expulsion from the institution.

FEDERAL FINANCIAL AID WARNING

If a student falls below the satisfactory academic progress standards, they will be notified by mail or email and granted a one-semester federal financial aid warning period, during which time they will remain eligible for federal financial aid. Additionally, they will be notified of their option to appeal their SAP status in order to be granted a federal financial aid probationary period. During the warning period, the student may receive academic counseling and student services as described above. If satisfactory academic progress standards are still not met after this period, the student will be notified by mail or email that they are no longer eligible for federal financial aid.

APPEALS PROCESS

A student may appeal the institution's determination that they are not making satisfactory academic progress. Bases for an appeal include a student's injury or illness, the death of a relative, or other special circumstances. In the appeal, the student must describe why they failed to make satisfactory academic progress, and what changed in their situation that will allow them to demonstrate satisfactory academic progress at the next evaluation. The appeal, along with any relevant documentation, must be submitted in writing to the registrar's office. A senior faculty member will review the information provided by the student and, if necessary, consult with other faculty members, before reaching a decision.

If the appeal is accepted, the senior faculty member will determine whether the student can 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, they will be placed on academic probation as outlined 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, they 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 suspension or expulsion from the institution. They will also be ineligible for federal financial aid until they reestablish eligibility, as described below in the section entitled "Reestablishing Aid Eligibility". The final decision - academic probation with or without a study plan, or denial of the appeal - will be conveyed to the student by mail or email.

ACADEMIC PROBATION

If a student successfully appeals the lack of satisfactory academic progress, and it is determined that they can meet the standard SAP requirements after a probationary period, they will be placed on academic probation. Academic probation is a one-semester probationary 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 they will not be able to meet the standard SAP requirements after a one-

semester probationary period, they will be placed on academic probation with a study plan. This study plan will include customized SAP standards designed to help the student meet these requirements, as well as other academic provisions to assist them 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 the study plan in conjunction with the student and other faculty members, as needed. A student on academic probation with a study plan or a student with a study plan will continue to be eligible for federal financial aid.

A student must appeal to change their plan. They must explain what has happened to make the change necessary and how they will be able to make satisfactory academic progress.

REEVALUATION AFTER A PROBATIONARY PERIOD

At the end of the one-semester probationary period, the institution will reevaluate the student's satisfactory academic progress. If the student meets either the institution's standard SAP requirements or the satisfactory academic progress standards outlined in their study plan, they will be considered to be meeting SAP.

If the student's academic performance fails to meet the satisfactory academic progress standards of the institution, or the provisions of their study plan, they will be notified by mail or email that they no longer meet SAP standards. As a result, the student will be ineligible to receive federal financial aid, and will be subject to academic discipline which may include expulsion or suspension from the institution.

REESTABLISHING AID ELIGIBILITY

A student who becomes ineligible for federal financial aid due to not meeting satisfactory academic progress standards may reestablish eligibility by meeting those standards. Each student's satisfactory academic progress status is evaluated at the end of every semester. If a student who was previously not meeting SAP standards is now meeting them, they will be notified by mail or email that they have regained eligibility for federal financial aid.

INCOMPLETES

A student who has not completed all the required coursework for a particular course may, at the discretion of the instructor, receive additional time up to six months to complete the work. During this period, a temporary grade of Incomplete will be assigned.

Courses with a grade of Incomplete will be counted toward the student's number of credits attempted but not completed. While the Incomplete grade remains on the transcript, it will not factor into the student's GPA. At the conclusion of the extension period, the Incomplete grade will be replaced with the student's earned grade. If the required work is not completed within the allotted time, the student will receive a final grade based on the coursework previously completed.

WITHDRAWALS

A student who withdraws from a course will have the course grade recorded as Withdrawn. This grade will not be included in their GPA; however, the course will still be counted towards the number of credits attempted but not those completed.

TRANSFER CREDITS

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. For SAP pace calculations, only one passing attempt of a repeated course may be counted as credits completed, even if the student passes the course more than once. 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. However, a repeated course in which the student received a failing grade is always counted towards their enrollment, regardless of how many times they repeat that course in an attempt to pass.

CHANGE OF MAJOR

When a student switches their major, only the credits and grades that are applicable to the new program of study will be considered when evaluating SAP.

REMEDIAL COURSES

The institution does not offer any remedial or English as a Second Language (ESL) courses.

GROUNDS 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 the institution utilizes a grading system commonly used in 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. A student who receives failing grades for all their courses will generally be considered as having unofficially withdrawn unless there is evidence that they 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.

LEAVES 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 they 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

their coursework at the same point in the academic program that they began prior to the leave of absence. A student returning from an LOA must complete the term to be eligible to receive a second or subsequent disbursement.

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 who wishes to inspect their education record 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 request that the school amend their education record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.

   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.

After the hearing, if the decision is upheld not to amend the record, the student has a right to insert a statement into the record.

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.

   A student must provide a signed and dated written consent. The consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

   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 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.

   Upon request or when initiated by the student, 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))
- To a caseworker or representative of a State or local child welfare agency or tribal organization legally responsible for the care and protection of a student placed in foster care, pursuant to the Uninterrupted Scholars Act (20 U.S.C. § 1232g(b)(1)(L)).
- 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, enrollment status, 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 any or all 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 informed 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. Always ensure that any content you obtain, whether free or purchased, comes from a legitimate 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. The school does not have an institutional information technology system for student 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 POLICIES

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 Policy

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 by phone at (212) 363-1991 or via email at office@aarts.org

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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.

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ACADEMIC PROGRAMS

Yeshiva Gedolah Zichron Leyma offers a four-year undergraduate program of study comprised of 132 credits leading to a Bachelor of Talmudic Studies Degree. Yeshiva Gedolah Zichron Leyma awards the Associate of Talmudic Studies Degree upon the successful completion of 66 credits.

The bulk of credits are earned from the study of Talmud, which constitutes the primary area of scholarship in the daily schedule. The remaining credits are earned from the Department of Ethics. To graduate, students must achieve a minimum cumulative GPA of 2.0. There is only one major available, Talmud.

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

Introductory Level

	Fall – Module 1	**Fall - Module 2**	**Spring**	**Summer**
Talmud Intensive	3 credits	3 credits	6 credits	4 credits
Talmud Research	3 credits	2 credits	5 credits	4 credits
Ethics		1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	9 credits
Total:	6 credits	12 credits	24 credits	33 credits

Beginning Level

	Fall – Module 1	**Fall - Module 2**	**Spring**	**Summer**
Talmud Intensive	3 credits	3 credits	6 credits	4 credits
Talmud Research	3 credits	2 credits	5 credits	4 credits
Ethics		1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	9 credits
Total:	39 credits	45 credits	57 credits	66 credits

Intermediate Level

	Fall – Module 1	Fall - Module 2	Spring	Summer
Talmud Intensive	3 credits	3 credits	6 credits	4 credits
Talmud Research	3 credits	2 credits	5 credits	4 credits
Ethics		1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	9 credits
Total:	72 credits	78 credits	90 credits	99 credits

Senior Level

	Fall – Module 1	Fall - Module 2	Spring	Summer
Talmud Intensive	3 credits	3 credits	6 credits	4 credits
Talmud Research	3 credits	2 credits	5 credits	4 credits
Ethics		1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	9 credits
Total:	105 credits	111 credits	123 credits	132 credits

CREDIT HOURS AND COURSE STRUCTURE

Credits are assigned in accordance with the federal definition of a credit hour, which is defined as an amount of student work that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or at least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and takes into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Due to Yeshiva Gedolah Zichron Leyma's extended daily schedule, actual hours of study significantly exceed this requirement. An academic calendar can be found in the supplement to the catalog.

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. Talmud (T); Ethics (E).
- 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 Ethics courses the second and third digits are always 01.
- The letters following the numbers indicate the semester; FA1 indicates the first Fall Module, FA2 indicates the second Fall Module; SP indicates the Spring Semester and SU indicates the Summer Term.

DEPARTMENT OF TALMUD

The Talmud Department comprises the main body of the academic program. 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.

TALMUD 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, and 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 aids that will assist students in acquiring the skill sets necessary for this achievement. Each day the students receive a detailed bibliography of sources which 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).

During the lecture, the instructor reviews and then analyzes the various citations. Although the students 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. The students are then able to return to their previous learning and revisit the material contrasting the way they originally approached the material considering 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* or Talmud Intensive, 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 approach. It inspires a deep passion for learning and probing into the subject material.

Course Descriptions - Talmud Intensive

T11##FA1/T11##FA2 Introductory Talmud Intensive IA / IB 3 credits each

These introductory courses assist the students to make the transition from high school training to the post-secondary Beth Medrash level. The students' study with a Chavrusa (study partner) and prepare for the Shiur (lecture) independently. They begin to learn how to apply the methodology of Talmudic discourse and to properly understand the texts.

No prerequisites.

T11##SP Introductory Talmud Intensive II 6 credits

In this course the students focus their efforts on an in-depth understanding of the texts. They will process the methodology of Talmudic discourse to develop textual and analytical skills. The primary commentaries of Rashi and the Tosafists are consulted regularly in the process.

Prerequisite: T11##FA2 Introductory Talmud Intensive IB

T11##SU Introductory Talmud Intensive III 4 credits

In this course the students will consult some of the major Rishonim medieval commentaries such as the Rif, the Rosh, the Ran, the Rashba, and the Ritva for interpretation of the text. After careful analysis, the students will reconstruct the hypotheses rejected by the commentaries and explain why they were dismissed.

Prerequisite: T11##SP Introductory Talmud Intensive II

T21##FA1/T21##FA2 Beginning Talmud Intensive IA / IB 3 credits each

On this level the focus is on the works of the major Achronim (later commentators; circa 1500 to the present). The students study this segment of Talmudic commentary, including the works of the Maharsha, the Maharam, Rabbi Akiva Eiger, the Ketzos Hachoshen, and the P'nei Yehoshua.

Prerequisite: T11##SU Introductory Talmud Intensive III

T21##SP Beginning Talmud Intensive II 5 credits

In this course the students develop a familiarity with the Sugya (Talmudic topic). Using a list of references, the students develop a systematic and organized approach to learning the breadth of the Sugya while being closely guided by the instructor.

Prerequisite: T21##FA2 Beginning Talmud Intensive IB

T21##SU Beginning Talmud Intensive III 4 credits

In this course the instructor is the facilitator as students independently study a new Sugya. Chavrusas will analyze the use of major commentaries, the order in which to approach them; and how those choices affect the understanding of the Sugya.

Prerequisite: T21##SP Beginning Talmud Intensive II

T31##FA1/T31##FA2 Intermediate Talmud Intensive IA / IB 3 credits each

In this course the students will follow the model of the major commentaries to develop a unique approach to the Sugya and present it to the study group for critical analysis and debate. They will have an opportunity to defend their conclusions and reasoning skills following Talmudic methodology.

Prerequisite: T21##SU Beginning Talmud Intensive III

T31##SP Intermediate Talmud Intensive II 5 credits

In this course the students begin the analytical dissection of the various commentaries approaches by studying the significance of fine distinctions between Rashi and Tosafists. This will provide a foundation for the study of Sevarah.

Prerequisite: T31##FA2 Intermediate Talmud Intensive IB

T31##SU Intermediate Talmud Intensive III 4 credits

Students enter the sphere of "Sevarah," reasoning that exists beyond the written teachings. They will begin to identify patterns used by each individual commentary, comparing the methodology of the various approaches.

Prerequisite: T31##SP Intermediate Talmud Intensive II

T41##FA1/T41##FA2 Senior Talmud Intensive IA / IB 3 credits each

On this level the students' 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.

Prerequisite: T31##SU Intermediate Talmud Intensive III

T41##SP Senior Talmud Intensive II 5 credits

In this course the students will study a particular commentary in depth, explaining why that commentary's explanations of the text follows its unique approach. They begin to appreciate the creativity inherent in a deep understanding of the Talmud.

Prerequisite: T41##FA2 Senior Talmud Intensive IB

T41##SU Senior Talmud Intensive III 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: T41##SP Senior Talmud Intensive II

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

T12##FA1/T12##FA2 Introductory Talmud Research IA / IB 3 credits/ 2 credits

These introductory courses assist the students to make the transition from high school to the post-secondary Beth Medrash level. The students study a different chapter in the Tractate than the Talmud Intensive courses. The focus is on skill building and familiarity with the structure of the Talmud.

No prerequisites.

T12##SP Introductory Talmud Research II 5 credits

In this course the learning is at a somewhat quicker pace; the students begin to become familiar with the major texts of Talmudic scholarship and to develop intellectual independence; a skill encouraged on the post-secondary level.

Prerequisite: T12##FA2 Introductory Talmud Research IB

T12##SU Introductory Talmud Research III 4 credits

In this course the objective is to convey a sense of the subject matter and conceptual framework of the text. This adds an additional component to their independent study.

Prerequisite: T12##SP Introductory Talmud Research II

T22##FA1/T22##FA2 Beginning Talmud Research IA / IB 3 credits/ 2 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 students learn to avoid superficiality during the intellectual give-and-take of *Chavrusa* study.

Prerequisite: T12##SU Introductory Talmud Research III

T22##SP Beginning Talmud Research II 5 credits

In this course the students continue to expand their knowledge of Talmudic case law, while learning to focus their 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: T22##FA2 Beginning Talmud Research IB

T22##SU Beginning Talmud Research III 4 credits
In this course while expanding their Talmudic knowledge the students continue to focus on an in-depth understanding of the texts. They begin honing their analytic and textual skills and learn to go beyond the literal meaning, by looking for the underlying assumptions and implied meanings.
Prerequisite: T22##SP Beginning Talmud Research II

T32##FA1/T32##FA2 Intermediate Talmud Research IA / IB 3 credits/ 2 credits
On this level the students become increasingly familiar with the major *Rishonim* (medieval commentaries) and consult them regularly. Intellectual creativity is encouraged, and independent study leads to an understanding of the interactions between the texts and their commentators.
Prerequisite: T22##SU Beginning Talmud Research III

T32##SP Intermediate Talmud Research II 5 credits
In this course the students study a variety of opinions and must understand the intellectual bases for each one. The students learn to reconstruct the hypotheses rejected by the commentaries as their intellectual creativity is further developed.
Prerequisite: T32##FA2 Intermediate Talmud Research IB

T32## SU Intermediate Talmud Research III 4 credits
In this course the students become increasingly familiar with the major *Acharonim* (later commentators; circa 1500 to the present) and consult them regularly. This adds an additional component to the independent study and leads to a clearer understanding of the text.
Prerequisite: T32##SP Intermediate Talmud Research II

T42##FA1/T42##FA2 Senior Talmud Research IA / IB 3 credits/ 2 credits
On this level the students begin to become independent of faculty assistance. They are expected to be capable of coming up with original interpretations of their own. Stress is placed upon the consistency of the student's interpretation with the major commentaries when a novel interpretation is developed.
Prerequisite: T32##SU Intermediate Talmud Research III

T42##SP Senior Talmud Research II 5 credits
In this course the students focus on preparing *Chaburos*—short, structured presentations which analyze the Talmudic texts being studied. This process allows students to deepen

their understanding of the material, strengthen their analytical skills, and enhance their ability to present complex ideas with clarity.
Prerequisite: T42##FA2 Senior Talmud Research IB

T42##SU Senior Talmud Research III 4 credits
In this course the students solidify the accomplishments of the earlier semesters. They are expected to demonstrate analytic and other critical thinking mastery skills. The pace, clarity and critical thinking skills are more advanced. Emphasis is placed on the students preparing to move on to a graduate program.
Prerequisite: Senior Talmud Research I T42##SP

DEPARTMENT OF LEGAL CODES (Halacha)
Yeshiva Gedolah Zichron Leyma places significant importance on the study of Halacha (Jewish Legal Codes). 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). 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.

It's important for the students to be knowledgeable in the practical aspects of Halacha to better participate in the day-to-day laws and practices of our community. As such there is a daily learning session devoted to the study of Halacha after the morning prayers. The goal is for the students to incorporate the Halacha into their actual daily living, so the laws, customs and practices are studied with an emphasis on practical application.

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.

The study of Halacha is currently non-credit bearing.

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 Girondi 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, moral standards are 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 the modern Mussar movement and his disciples. The works include "*Ohr Yisrael", Kochvei Ohr",* and "*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 the

primacy of Torah, self-knowledge, recognizing reality and the ethical imperative for positive interpersonal relationships.

Course Descriptions - Ethics

E101FA2 Introductory Ethics IB 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.

E101SP Introductory Ethics II 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: E101FA2 Introductory Ethics IB

E101SU Introductory Ethics III 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: E101SP Introductory Ethics II

E201FA2 Beginning Ethics IB 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: E101SU Introductory Ethics III

E201SP Beginning Ethics II 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: E201FA2 Beginning Ethics IB

E201SU Beginning Ethics III 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 E201SP Ethics II

E301FA2 Intermediate Ethics IB 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: E201SU Beginning Ethics III

E301SP Intermediate Ethics II 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: E301FA2 Intermediate Ethics IB

E301SU Intermediate Ethics III 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: E301SP Intermediate Ethics II

E401FA2 Senior Ethics IB 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: E301SU Intermediate Ethics III

E401SP Senior Ethics II 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: E401FA2 Senior Ethics IB

E401SU Senior Ethics III 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: E401SP Senior Ethics II

SAMPLE CURRICULUM

Year 1

Fall Semester Module 1	
T11##FA Introductory Talmud Intensive IA	3 credits
T12##FA Introductory Talmud Research IA	3 credits
Total:	6 credits

Fall Semester Module 2	
T11##FA Introductory Talmud Intensive IB	3 credits
T12##FA Introductory Talmud Research IB	2 credits
E101FA Introductory Ethics IB	1 credit
Total:	6 credits

Spring Semester	
T11##SP Introductory Talmud Intensive II	5 credits
T12##SP Introductory Talmud Research II	5 credits
E101SP Introductory Ethics II	1 credit
Total:	12 credits

Summer Term	
T11##SU Introductory Talmud Intensive III	4 credits
T12##SU Introductory Talmud Research III	4 credits
E101SU Introductory Ethics III	1 credit
Total:	9 credits

Cumulative Total: 33 credits

Year 2

Fall Semester Module 1	
T21##FA Beginning Talmud Intensive IA	3 credits
T22##FA Beginning Talmud Research IA	3 credits
Total:	6 credits

Fall Semester Module 2	
T21##FA Beginning Talmud Intensive IB	3 credits
T22##FA Beginning Talmud Research IB	2 credits
E201FA Beginning Ethics IB	1 credit
Total:	6 credits

Spring Semester

T21##SP Beginning Talmud Intensive II	5 credits
T22##SP Beginning Talmud Research II	5 credits
E201SP Beginning Ethics II	1 credit
Total:	12 credits

Summer Term

T21##SU Beginning Talmud Intensive III	4 credits
T22##SU Beginning Talmud Research III	4 credits
E201SU Beginning Ethics III	1 credit
Total:	9 credits

Cumulative Total: 66 credits

Associate of Talmudic Studies Degree is awarded for the successful completion of 66 credits.

Year 3

Fall Semester Module 1

T31##FA Intermediate Talmud Intensive IA	3 credits
T32##FA Intermediate Talmud Research IA	3 credits
Total:	6 credits

Fall Semester Module 2

T31##FA Intermediate Talmud Intensive IB	3 credits
T32##FA Intermediate Talmud Research IB	2 credits
E301FA Intermediate Ethics IB	1 credit
Total:	6 credits

Spring Semester

T31##SP Intermediate Talmud Intensive II	5 credits
T32##SP Intermediate Talmud Research II	5 credits
E301SP Intermediate Ethics II	1 credit
Total:	12 credits

Summer Term

T31##SU Intermediate Talmud Intensive III	4 credits
T32##SU Intermediate Talmud Research III	4 credits
E301SU Intermediate Ethics III	1 credit
Total:	9 credits

Cumulative Total: 99 credits

Year 4

Fall Semester Module 1	
T41##FA Senior Talmud Intensive IA	3 credits
T420##FA Senior Talmud Research IA	3 credits
Total:	6 credits
Fall Semester Module 2	
T41##FA Senior Talmud Intensive IB	3 credits
T420##FA Senior Talmud Research IB	2 credits
E401FA Senior Ethics IB	1 credit
Total:	6 credits
Spring Semester	
T41##SP Senior Talmud Intensive II	5 credits
T42##SP Senior Talmud Research II	5 credits
E401SP Senior Ethics II	1 credit
Total:	12 credits
Summer Term	
T41##SU Senior Talmud Intensive III	4 credits
T42##SU Senior Talmud Research III	4 credits
E401SU Senior Ethics III	1 credit
Total:	9 credits

Cumulative Total: 132 credits

The Bachelor of Talmudic Studies Degree is awarded for the successful completion of 132 credits.

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