BAIS MEDRASH ZICHRON MEIR

Lakewood, NJ

◆ STUDENT CATALOG ◆

2026 - 2027

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TITLE IX

Bais Medrash Zichron Meir 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 Bais Medrash Zichron Meir's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Title IX Coordinator:

Name: Rabbi Zev Mintz
Office Address: 1500 Vermont Avenue, Lakewood, NJ 08701
Email Address: zevmintz1@gmail.com
Phone Number: (973)216-1242

INTRODUCTION

The Orthodox community in America has been growing steadily, representing the fastest growing branch of American Jewry by far. As a result, there is a growing demand for postsecondary Yeshivas serving major centers of Orthodox population. Although Lakewood, NJ boasts of Beth Medrash Govoha, one of the most respected Talmudic colleges worldwide, it caters to advanced level students of Talmud.

In the past, many Talmudic students in New Jersey communities found it necessary to pursue their Talmudic academic training in New York or other out of town institutions in order to eventually transfer to Beth Medrash Govoha. Thus, one of the objectives of Bais Medrash Zichron Meir is to provide the academic training needed by students to enter an advanced program such as Beth Medrash Govoha.

Our Yeshiva is firmly committed to a philosophy highlighted by educating students in small classes. As an institution that caters to young men, the Yeshiva believes they thrive best in the small, nurturing atmosphere of a close-knit institution. This solid foundation enables the students to develop the confidence necessary to step forth into the wider environs of the educational and professional world at the appropriate time.

One of the unique offerings of our Yeshiva is the "scaffolding" type of instruction that leads to an increase in student independence. Entering freshmen are provided with instructor-initiated support and modeling. Slowly, over the course of the ensuing years, this support is reduced. By the time the students complete their course of study at the Yeshiva, they are expected to be able to study the Talmud independently.

Our Yeshiva has a unique method of Chavrusahs or peer study. We strongly encourage and implement "heterogeneous study partnerships." As a small, close-knit institution, the warm atmosphere of the Yeshiva engenders a feeling of camaraderie and mutual respect among students. Senior students are encouraged to assume a degree of responsibility for the junior students' academic, religious and ethical development. As the younger students naturally look up to these senior students, the latter play an important role in guiding and even instructing the younger cohort in a number of ways.

Our faculty members take advantage of these relationships, using them as a vehicle to enable both junior and senior students to better achieve their full potential. At the outset of each semester, the Rosh Yeshiva and faculty convene to evaluate the progress of each and every student. Following these meetings, many hours of devoted time are spent pairing suitable

study partners whose strengths and weaknesses will complement each other's academic growth.

Generally speaking, care is taken to match advanced students with appropriate junior students. The gains are twofold: the younger student is provided a devoted study-partner, almost like a tutor, who understands that learning material should be presented in a form that is best understood by the younger student. At the same time, the senior student must master the material so it is completely clear in his own mind in order to effectively transmit the concepts and reasoning of the Talmudic text.

Over the course of the program, the junior student is brought up to an advanced level where he too can serve as a devoted teaching-partner for incoming students; while the senior partner becomes more skilled in logical reasoning as well as teaching, enabling him to succeed in graduate study and beyond.

In sum, the Yeshiva seeks to inculcate the feeling of responsibility toward the success of the student community in each individual student. This in turn improves the academic and social success of each particular student and the school as a whole.

In addition, we subscribe to the importance of offering basic recreational opportunities to our students and encouraging its usage. With the belief that students perform better academically when afforded the physical exercise necessary to maintain a healthy lifestyle, our Yeshiva offers a full-court basketball area, an outdoor swimming pool, and an exercise room on campus.

NON-DISCRIMINATION POLICY

NOTICE OF NON-DISCRIMINATION
Qualified men of the Orthodox Jewish faith are eligible for admission to Bais Medrash Zichron Meir. 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.

Mrs. Rochel Mintz has been designated as the point of contact for all non-discrimination inquiries. She can be contacted at (732) 370-1560

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 Disabilities Act of 1990.

Beyond equal access, opportunity and accommodation, the school is committed to the understanding, sensitivity, patience, encouragement and support that are essential in guaranteeing to all qualified students the same educational experience and environment as well as the equal opportunity to learn and study at the institution.

Although Bais Medrash Zichron Meir's campus is not fully accessible, the institution will make special arrangements, within reason, 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.

STATE LICENSURE AND ACCREDITATION

Bais Medrash Zichron Meir is licensed by the Office of the Secretary of Higher Education of New Jersey to offer a Bachelor of Talmudic Studies Degree.

Bais Medrash Zichron Meir is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS) and approved to offer a Bachelors of Talmudic Studies.

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.

MISSION

The mission of Bais Medrash Zichron Meir is to seek promising students from across the nation and around the world and to educate them, through mental discipline, personal guidance, and social experience, to develop their intellectual, moral, and creative capacities to the fullest. Central to our mission is the concept of a yeshiva for life—cultivating a lifelong commitment to Torah learning, growth, and values that extend far beyond the walls of the beis medrash.

We accomplish this through a deeply personalized approach that includes small class sizes and individualized attention, ensuring that every student receives the mentorship and support necessary to reach their unique potential.

The aim of this education is to:

- Teach students the skills and methods of how to study and analyze the Talmud and classical Talmudic commentaries independently, thereby preparing the student with the intellectual skills and critical thinking needed for lifelong learning.

- Promote stellar character traits through the study and application of Jewish Ethics and Mussar and thereby provide the student with the intellectual and philosophical framework for sustaining a Torah lifestyle.

- Convey an integrated Torah perspective for meaningful and productive contribution to contemporary society, with special emphasis on personal growth, responsibility, and accountability.

- Convey to students a basic familiarity with Halacha, or Jewish law, with particular emphasis on reasoning skills, logic, and modes of rational argument, and the practical application of Halacha.

- Fashion a program of intensive study for students who intend to devote their careers to Talmudic research and study.

BOARD OF DIRECTORS

Rabbi Menachem Mintz, *Chairman*
Mr. Mayer Zuckerman
Mr. Moshe Rosenbaum
Mr. Dovid Weisberger
Mr. Shimon Young
Mr. Moshe Gruen

ADMINISTRATION

Rabbi Zev (Velvel) Mintz, *Rosh Yeshiva*
Mr. Nissim Basala, *Executive Director, Bookkeeper*
Mr. Ari Skolnick, *Administrator*
Mr. Lipa Eidelman, *Financial Aid Administrator*
Rabbi Gobioff, *Tuition Collections*
Mrs. Rachel Mintz, *Registrar*

FACULTY

Rabbi Zev (Velvel) Mintz, *Rosh Yeshiva*	First Seder, level 3-4
Rabbi Baruch Busel	First Seder, level 1
Rabbi Mordechai Dombroff, *Rosh Kollel*	First and Second Seder
Rabbi Eliyahu Goldblatt	Night Seder, all levels
Rabbi Shraga F. Kahana	First Seder, level 2
Rabbi Eliezer Simon	Second Seder, all levels
Rabbi Shmuel Yaakov Gibber	First Seder, all levels
Rabbi Eliyohu Hirschfeld, *Shoel Umaishiv*	First Seder all levels
Rabbi Yona Augenbraun	Night Seder, all levels
Rabbi Yosef (Shneur) Schustal	Second Seder, all levels
Rabbi Bentzion Busel	Second Seder, all levels
Rabbi Aryeh Malkiel Schustal	First Seder, level 1
Rabbi Finkelman	Second Seder, level 1
Rabbi Koppenheim, *Shoel Umaishiv*	First Seder
Rabbi Kaplan, *Shoel Umaishiv*	Night Seder -Bekius

AVAILABILITY OF FULL-TIME EMPLOYEE TO ASSIST ENROLLED OR PROSPECTIVE STUDENTS

Bais Medrash Zichron Meir has designated Mrs. Rachel Mintz, Registrar, 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. She can be reached in the administrative offices during regular business hours or by calling 732-370-1560.

ADMISSION POLICIES AND PROCEDURES

Bais Medrash Zichron Meir considers applicants who demonstrate high moral character, strong intellectual potential, and the ability to benefit from the Yeshiva's educational program. The admissions process evaluates a student's capacity for growth, reflected in prior academic performance, scholastic ability, and personal qualities such as ethical conduct and respect for others. Because students are entering an institution with specific expectations for conduct, appearance, and lifestyle, applicants must show a sincere personal commitment to Halachic practice and will ordinarily have completed schooling at a Yeshiva high school.

Generally, students applying to Bais Medrash Zichron Meir 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.

Bais Medrash Zichron Meir does not utilize an Ability to Benefit test for admitting students.

Applicants to Bais Medrash Zichron Meir 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.
Code of Law: Competence in the laws and customs in the Code of Law (Orach Chaim) and personal commitment to their observance.
Language: The ability to read and write classical Hebrew; a working knowledge of the Aramaic language of the Talmud.

ADMISSION REQUIRMENTS

Interested candidates begin the admissions process by submitting transcripts as well as a letter of recommendation from the school most recently attended. Upon receipt of these documents, students are invited for a personal interview with the Rosh Yeshiva (Dean).

At the interview, the applicant will be orally examined by being given an opportunity to present an oral synopsis of a previously studied topic in the Talmud. During the course of the interview, the Rosh Yeshiva assesses the student's academic potential as well as his personal attributes and attitude that will influence his success as a student of the Yeshiva. If the student performs satisfactorily and demonstrates he is motivated to achieve excellence, the Yeshiva will decide whether the student can adapt to its basic goals and practices. In short, will the student be a "good fit" in the Yeshiva? Generally, in order to reach that decision, the Rosh Yeshiva will contact the student's principal Talmud instructor of the previous year, as well as the Rosh Yeshiva. If accepted for admission the student will be asked to complete an admission form.

In order to initiate the admissions process and schedule an interview by the Rosh Yeshiva, applicants should contact:

Bais Medrash Zichron Meir
1500 Vermont Avenue
Lakewood, NJ 08701
Tel: 973.216.1242
Email: baismedrashzichronmeir@gmail.com

CAMPUS, DORMITORY, FACILITIES AND STUDENT LIFE

In 2011, Bais Medrash Zichron Meir moved from its premises in Ocean, New Jersey, to its newly renovated campus located at 1500 Vermont Avenue, Lakewood, NJ. The campus is situated on the boundary of Lakewood and Toms River.

The main building includes a comfortable, large and well-lit Bais Medrash (study hall) in which the students spend most of the day engaged in Talmudic study with their study partners. The Bais Medrash is also used for daily prayer sessions. The building includes a large library, classrooms, dining room, communal faculty room, administrative office, the Rosh Yeshiva's (Dean) office, a cloakroom, and a coffee room. The faculty uses the communal faculty room to eat or rest in between classes. It is also used when necessary to meet with students privately for advice or counseling.

To the rear of the main building are a newly paved basketball court and the new dormitory building. The dormitory building consists of 13 dormitory rooms for both local and out-of-town students. While the actual number of students per room varies according to room size, on average, the dorm rooms accommodate three students each. There is an exercise room and laundry room in this building as well.

The third building on the campus, 1450 Vermont Avenue, which houses the weekend dining room. This building is also presently used as a temporary weekend residence for the faculty members and their families who attend the weekly Shabbos program on a rotating basis. If deemed necessary to accommodate a growth in enrollment, our long-range plan is to convert a part of this building into additional classrooms and dorm rooms.

In addition to the basketball court, and exercise room, the Yeshiva also has an outdoor swimming pool on campus. The Yeshiva encourages the students to make use of these facilities as we find students perform better academically when they are able to get the physical exercise necessary for a healthy lifestyle.

ADDITIONAL LOCATION ON CAMPUS

There is a trailer on campus where Rabbi Gibber's chabura studies and have their meals. Inside, the trailer houses a Bais Medrash and a dining room, both of which adequately serve the needs of the current students. Although the trailer is located within the campus, it has its own unique address, 31 Salvatore Drive.

ADDITIONAL LOCATION

There is an additional location for Rabbi Shustal's chabura at 269 Miller Road. The building's upper level contains the bais medrash, a shiur room, an otzar sefarim, and Rabbi Shustal's office. The lower level includes a coatroom, coffee room, three restrooms, and a dining room. Three meals are provided daily.

Dormitory facilities are not available at this location. Students arrange their own housing in the surrounding area.

LIBRARY

The Bais Medrash houses the Yeshiva's well-stocked and comprehensive library. The numerous bookshelves in the Bais Medrash lend a feeling of order and dignity to the entire learning experience. The library collection is organized in a neat and orderly fashion. In this way, our students have ready access to the many research, reference and scholarly volumes contained in the library. By strategically placing the library collection within the main study hall, students are better able to access various reference texts related to their studies. In addition, it also makes putting away the many volumes used during a study session more efficient, and ensures the volumes are in their proper place when needed.

The library collection contains the major reference works and commentaries needed to support the Yeshiva's curriculum. It is located on open shelves to the rear of the Bais Medrash and is therefore easily accessible to students and faculty. The holdings are divided by subject and period of authorship and are coded for easy access. The librarian is available for assistance during the main study sessions.

In addition to the numerous volumes in the library, the special computer program known as "Otzar Hachochma" is available in the office upon request to both the students and faculty alike. The program allows easy access to over 100,000 volumes on all Jewish subjects scanned in their original format. The program boasts a search engine that makes it simple to access and locate the desired subject. The student or faculty member can then print out the page or pages he needs for further research.

The library at 269 Miller Road features multiple Sefarim bookcases in the Bais Medrash, as well as in the shiur room. The texts include many copies of Shas, Shulchan Aruch, Rambam, mefarshim on Rambam, Chumashim, Rishonim, Acharonim, and the basic Mussar and Medrash texts.

TEXTBOOK INFORMATION

Bais Medrash Zichron Meir 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 from one of the Judaic bookstores stores in the area.

Many students prefer to have their own Gemara and a 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.

Below is the contact information for three local Judaica stores:

Judaica Plaza	Lakewood Judaica	Z Berman Books
1700 Madison Avenue	150 James Street	916 River Avenue
Lakewood, NJ 08701	Lakewood, NJ 08701	Lakewood, NJ 08701
732-942-4500	732-901-6006	732-367-6000

HEALTH SERVICES

In the event of a medical emergency, the Yeshiva administration calls the Lakewood Hatzolah services at 732-370-3600. Further medical assistance is in close proximity to the campus, at the Monmouth Medical Center Southern Campus.

ACADEMIC PROGRAMS

Bais Medrash Zichron Meir offers a five-year 150 credit undergraduate program, leading to a Bachelor of Talmudic Studies degree. The study of Talmud is divided into two Talmud departments: Talmud Intensive and Talmud Research. Two different style Talmud lectures are offered; one provides a more structured approach, with instruction suited to students who benefit from a more traditional level of study. The second is designed for exceptionally bright students who excel at advanced coursework, with more challenging classes. Courses focusing on Talmudic Law are offered on the upper levels, all students need to take a mandatory Ethics course. To graduate, students must achieve a minimum cumulative GPA of 2.0. There is only one major available, Talmud.

The coursework (as detailed below) is in graduated format; students are required to complete the course prerequisites before they proceed to the next level.

Bais Medrash Zichron Meir offers two modules in the fall semester. Students may take both modules for a total of twelve credits or one module of six credits.

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

Introductory Level

	Fall – 1	**Fall - 2**	**Spring**	**Summer**
Talmud Intensive	3 credits	3 credits	6 credits	6 credits
Talmud Research	2 credits	2 credits	5 credits	5 credits
Ethics	1 credit	1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	12 credits
Total:	6 credits	12 credits	24 credits	36 credits

Beginning Level

	Fall – 1	**Fall - 2**	**Spring**	**Summer**
Talmud Intensive	3 credits	3 credits	6 credits	6 credits
Talmud Research	2 credits	2 credits	5 credits	5 credits
Ethics	1 credit	1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	12 credits
Total:	44 credits	48 credits	60 credits	72 credits

Intermediate Level

	Fall – 1	**Fall - 2**	**Spring**	**Summer**
Talmud Intensive	3 credits	3 credits	6 credits	6 credits
Talmud Research	2 credits	2 credits	5 credits	5 credits
Ethics	1 credit	1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	12 credits
Total:	78 credits	84 credits	96 credits	108 credits

Senior Level

	Fall – 1	**Fall - 2**	**Spring**	**Summer**
Talmud Intensive	3 credits	3 credits	6 credits	6 credits
Talmud Research	2 credits	2 credits	5 credits	5 credits
Ethics	1 credit	1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	12 credits
Total:	114 credits	120 credits	132 credits	144 credits

Advanced Level

	Fall – 1	Fall – 2*	Spring*	Summer*
Talmud Intensive	3 credits	3 credits	6 credits	6 credits
Talmud Research	2 credits	2 credits	5 credits	5 credits
Ethics	1 credit	1 credit	1 credit	1 credit
Sub Total:	6 credits	6 credits	12 credits	12 credits
Total:	150 credits			

Bachelor of Talmudic Studies degree awarded upon the successful completion of 150 credits.
*Students who require additional credit may take these courses.

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.

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 Bais Medrash Zichron Meir'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

The students enrolled at Bais Medrash Zichron Meir 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. Courses are offered with enough frequency to enable students to complete the course requirements and graduate within the expected time frames.

EXPLANATION OF THE NUMBERING SYSTEM

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

- The first letter/s refers to the department, e.g. Talmud (T); Talmudic Law (TL); Ethics (E).
- The first digit refers to the year of study (1-5).
- In the Talmud and Talmudic Law courses the second digit indicates the intensity of the course intensive (1), or research (2)
- In the Talmud courses the third and fourth digits refer to the Tractate being studied.
- In the Talmudic Law and Ethics courses the third and fourth digits are always 01.
- The letter/s following the numbers indicates the semester; FA1 for the first Fall Module and FA2 for the second Fall Module. SP indicates the Spring Semester, and U indicates the Summer Term.

ACADEMIC PROGRAM DESCRIPTION

Bais Medrash Zichron Meir follows the classical methods of Talmudic learning founded in the pre-Holocaust Torah centers in Lithuania and Poland. The Yeshiva is a link in this chain of scholarship, seeking to pass on the rich heritage of Talmudic learning and Jewish thought that has grown over the centuries.

The academic program provides the student with the knowledge and tools of scholarship that will enable him to enter graduate level study. The curriculum focuses on two areas of study: Talmud, and Mussar (Ethics). The core of the program, comprising the bulk of the student's day, is the study of Talmud. The Yeshiva's focus is on Iyun learning, an intensive, in-depth analysis of each portion of text, with the study of Rishonim commentaries (i.e., scholars living during the period of the 10th through 15th centuries CE) and Achronim commentaries (scholars living from the 16th century CE to present).

The daily learning is divided into two main Sedarim, or periods of study. The first Seder involves the more intensive study of Talmud, while the second session also involves Iyun intensive learning, but at a somewhat quicker pace, thereby enabling the student to cover more ground in his study of Talmud.

Each Tractate is studied for either half a year or a whole year depending on the length and how complex the particular Tractate is. As there is a total of 63 tractates, completion of the entire body of Talmudic text during the period of undergraduate study is obviously impossible. Indeed, the study of the entire Talmud at a fairly superficial level of one folio page per day would require more than seven years for completion. Therefore, the Rosh Yeshiva chose to focus on some of the main Tractates concentrated on in most Yeshivas. These Tractates are rotated so a student will study a selection of the main Tractates generally included in postsecondary Yeshiva programs.

To facilitate greater interaction and the sharing of learning skills among the students, the entire Yeshiva 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 of Talmud not only becomes exposed to additional applications of legal concepts, case law and logical reasoning, but over time he becomes more skilled in the "language" of the Talmud. This will enable him to advance to the graduate level of study and ultimately prepare him for independent, lifelong study of the Talmud.

Among the subject areas to which the student will be exposed are the languages of Hebrew, and Aramaic, as well as general communication skills such as are used in the organization of, participation in, presentation and defense of dissertations of original thought and interpretations. Important study skills developed include: the ability to analyze texts, the interrelation of different areas of knowledge, the application of general principles and concepts to new and unfamiliar bodies of knowledge, and greater facility in library research and literature retrieval. In the area of logic and reasoning, students master the analysis of statements, learn to check for internal consistency in a system of ideas, practice problem solving skills, and develop the ability to formulate hypotheses, to isolate, define and clarify difficult concepts and contents, to penetrate to the crux of an issue, and to develop inquisitive skills.

It is important to note that the Talmud and ensuing commentaries encompass a wide-ranging, almost encyclopedic treatment of various disciplines including law, history, philosophy, sociology, jurisprudence, psychology, economics, biology, education, etc. The Talmudic commentaries authored during the Rishonim period did not dabble in these areas on an amateur level. They were not only among the most renowned legal scholars, philosophers and academicians of the day, but they also maintained extensive contact with their peers located throughout Europe in the great Torah academies in France, Germany, Spain, England and earlier in Babylonia (modern-day Iraq).

The Talmudic discussions of these various disciplines are therefore, on a highly sophisticated level and require the student to acquire a deep knowledge and understanding of these diverse disciplines. A student completing five years of Talmudic study might well enter an upper-class level course in any of these fields in a secular undergraduate program.

The study of Mussar, or Ethics, is central to the development of the Jewish scholar. Practical application of self-analysis and self-evaluation is stressed with an eye toward the development of self-regulation, motivation, maturation of character, creativity, persistence, leadership, involvement with and concern for others, as well as the growth of self-confidence.

DEPARTMENT OF TALMUD

As noted, the department of Talmud provides the core of the academic program. The courses are designed, in each successive year, to reflect the depth and sophistication appropriate to that level of cognition and skills development and to progress to the next level.

Talmud is traditionally studied with a Chavrusa, a study partner. Under the Chavrusa system, students study in pairs so that they may proceed at their own pace and not be held back by others in the course. They engage in an ongoing discussion and debate the fine points and nuances of the assigned materials, and review together all aspects of the subject under scrutiny. During this dialectical process, they elaborate, amend and eventually crystallize conclusions and interpretations of the text.

For the convenience of the reader not familiar with the Talmud a brief summary of the subject matter of the tractates is provided. It should be understood; however, these short descriptions do not reflect the depth, detail, and complexity of the study involved.

SELECTED TRACTATES IN THE TALMUD CURRICULUM

(01) Yevomos - 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.

(02) Kesubos - The Kesubah, or marriage contract and its attendant rights and obligations, specifically in relation to financial considerations and promises made prior to marriage. Legal requirements in preparing and executing contracts. The status, role and rights of women in society.

(03) Gittin - Legal principles and practices in traditional divorce proceedings, with particular emphasis on the Get, or divorce document. Writing the Get, its mode of delivery and the special circumstances created by delivering a Get across international borders. A general review of legal documents and methods of establishing authenticity of signatures on such documents.

(04) Bava Basra - Talmudic Civil Law, Part III. Laws governing partnerships and their dissolution. Establishing ownership of real property. Claims of right of way, claims and rights of partners, neighbors, purchasers, vendors and heirs. Legal forms of acquisition by partners, seller's liability for value of his wares and deeds in terms of consumer protection. Preparation of deeds and legal documents, laws of inheritance.

(05) Kiddushin - Laws and practices dealing with a woman's betrothal and related regulations and obligations. A comparative study of legal modes of acquisition in general. Marriage by proxy and conditional betrothal.

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

(07) Makkos - The procedures used in determining false testimony, and the punishments granted to false witnesses. Cities of refuge for individuals found guilty of involuntary manslaughter.

(08) Sanhedrin - Judicial processes, the Judicial Assembly and conduct of monetary and capital cases. Examination of witnesses, the rebellious son, types of capital punishment for various transgressions.

(09) Bava Metzia - Talmudic Civil Law, Part II. Deals 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.

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

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

(12) Shabbos – The Sabbath; related restrictions and their source, in depth study of all regulations regarding the Sabbath, including problems that emanate from changes in society and technological advances.

The Tractates listed above form the framework for the main course of study in the Yeshiva. However, because they are widely considered to be "universal Mesechtos," given the fact that they are liberally referenced throughout the Talmud, lines of inquiry initiated on their pages launch students into further study of conceptually related texts in other Tractates as well.

TALMUD INTENSIVE

The Talmud Intensive course is best characterized as the study of Talmud in-depth. The students explore the basic Talmudic text, colloquially known as Gemara, along with the commentaries of Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); Tosafos (predominant medieval Talmudists, commonly displayed in compendium format alongside the Mishnaic text); Rishonim (commentators of the medieval era); and select Acharonim (later commentators; circa 1500 to the present).

During the course, the students expend considerable effort in plumbing the depths of Talmudic analysis and reasoning. The students are taught the basics of Talmudic reasoning, constantly reflecting, comparing, and evaluating. They are further taught to focus on nuances in phraseology, propose hypotheses, and subject those hypotheses to intense scrutiny. Each word, phrase, and passage is analyzed both individually and in consonance with other Talmudic passages, in this Tractate and elsewhere.

The student prepares with his Chavrusa (study partner) all assigned texts prior to the lecture. Thus, by the time the instructor delineates the method of properly understanding the assigned Sugya (topic), the student is able to compare and contrast the instructor's presentation with his own understanding of the source materials. Following this independent study session the daily lecture clarifies and confirms the basic meaning of the identified texts; the primary purpose of the lecture is to provide the students with the methods of Talmudic study. The varying approaches of the commentators are compared, contrasted, investigated and explored from every angle. Students and instructors alike exult in the pursuit of absolute truth, bolstered by airtight logic as evinced by the text. By modeling the thought processes inherent in Talmudic reasoning, the instructors provide students with the stepping-stones necessary for reaching the goal of ultimate truth on their own.

More than likely the student will acknowledge the arguments of the instructor in his textual understanding and interpretation. However, he is always welcome and encouraged to challenge the instructor's lecture based on the texts studied. This method of give-and-take is a time-honored technique of Talmudic study, which results in a clearer and more analytic understanding of the Sugya (topic).

TALMUD INTENSIVE COURSE DESCRIPTIONS

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

The introductory course assists the student make the transition from high school to the post-secondary Beth Medrash. The students begin to study with a Chavrusa and prepare for the

Shiur (lecture) independently. The student begins to learn how to apply the methodology of Talmudic discourse and to properly understand the texts.
No prerequisites.

T11##SP **Introductory Talmud Intensive II** **6 credits**
In this course the student continues to learn how to apply the methodology of Talmudic discourse to the texts and to process the methodology necessary to properly understand the texts. There is a strong emphasis on the proper understanding of the language of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists).
Prerequisite: T11##FA2 Introductory Talmud Intensive IB

T11##U **Introductory Talmud Intensive III** **6 credits**
In this course the student starts to build a mental collection of what will be a vast selection of case law. The process is to continue the study of how to apply the methodology of Talmudic discourse to the texts. This includes the methodology necessary to properly understand the texts. There is a strong emphasis on the proper understanding of the language of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists).
Prerequisite: T11##SP Introductory Talmud Intensive II

T21##FA1/T21##FA2 **Beginning Talmud Intensive IA/IB** **3 credits each**
Sevarah, the underlying principle and primary logic of the law, is of paramount importance when analyzing a Talmudic discussion. Generally, however, the Talmud does not explain the reasoning behind the decisions given or positions taken. In this course the student begins to familiarize himself with the bibliography of Talmudic literature which explains the Sevarah behind the case law.
Prerequisite: T11##U Introductory Talmud Intensive III

T21##SP **Beginning Talmud Intensive II** **6 credits**
In this course the student continues to familiarize himself with the bibliography of Talmudic literature, and becomes more familiar with some of the major commentaries which explain the Sevarah behind the case law. Sevarah, is of paramount importance and generally, the Talmud does not explain the reasoning behind the decisions given or positions taken.
Prerequisite: T21 ##FA2 Beginning Talmud Intensive IB

T21##U **Beginning Talmud Intensive III** **6 credits**
In this course the students continue to familiarize themselves with the bibliography of Talmudic literature. Some of the major commentaries used as the primary source material are

the works of the Ritva, Rashba, Rosh and Ran. These Rishonim (commentators of the medieval era) are of paramount importance to explain the Sevarah behind the case law and are generally studied to understand the Talmud.
Prerequisite: T21##SP Beginning Talmud Intensive II

T31##FA1/T31##FA2 Intermediate Talmud Intensive IA/IB 3 credits each
On this level while continuing to develop their knowledge base of Talmudic case law, students begin to appreciate the creativity inherent in a deep understanding of the Talmud. They begin to reconstruct the hypotheses rejected by the commentaries, and understand why they were dismissed.
Prerequisite: T21##U Beginning Talmud Intensive III

T31##SP Intermediate Talmud Intensive II 6 credits
In this course the student continues to develop his knowledge base of Talmudic case law. The students continue to reconstruct the hypotheses rejected by the commentaries, with a new understanding of why they were dismissed. With a deeper understanding the students now appreciate the creativity inherent in the Talmud on a higher level.
Prerequisite: T31##FA2 Intermediate Talmud Intensive IB

T31##U Intermediate Talmud Intensive III 6 credits
In this course the emphasis is on the development of the skills that are characteristic of the serious Talmud scholar. The students are taught how to master the complexity of the "Pilpul" (advanced Talmudic reasoning and analysis). The students also begin to familiarize themselves with the bibliography of Talmudic literature, and the major commentaries.
Prerequisite: T31##SP Intermediate Talmud Intensive II

T41##FA1/T41##FA2 Senior Talmud Intensive IA/IB 3 credits each
In this course a familiarity with the major Acharonim (later commentators; circa 1500 to the present) is developed, as students begin to study the works of the Maharsha, Maharam, Rabbi Akiva Eiger, the Ketzos Hachoshen, and the P'nei Yehoshua.
Prerequisite: T31##U Intermediate Talmud Intensive III

T41##SP Senior Talmud Intensive II 6 credits
In this course the students will further analyze the works of the Achronim. The students will now begin to reconstruct the hypotheses rejected by the commentaries and understand why they were dismissed.
Prerequisite: T41##FA2 Senior Talmud Intensive IB

T41##U Senior Talmud Intensive III 6 credits

In this course the students are presented a wide variety of opinions and must understand the intellectual bases for each one. In addition they are expected to study the contrasts between each opinion and offer their own hypotheses to address the difficulties. The instructor will then demonstrate how this may be opinion of another commentary and how to reconcile the difficulties.

Prerequisite: T41##SP Senior Talmud Intensive II

T51##FA1/T51##FA2 Advanced Talmud Intensive IA/IB 3 credits each

In these courses difficulties in Talmudic thought not addressed in earlier courses must be dealt with. The student's capacity for creative thinking is further developed as they study the works of the major Rishonim as well as the works of the Acharonim. The lectures and interaction with the Rosh Yeshiva are designed to prepare the students for graduate work in Talmud.

Prerequisite: T41##U Senior Talmud Intensive III

T51##SP Advanced Talmud Intensive II 6 credits

*Students who require additional credit may take this course.

This course assists the student with the transition to completely independent learning, where the instructor's lecture is more for enrichment than guidance. The students develop their own "Chidushim," or original novella, to present to the study group.

Prerequisite: T51##FA2 Advanced Talmud Intensive IB

T51##U Advanced Talmud Intensive III 6 credits

*Students who require additional credit may take this course.

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: T51##SP Advanced Talmud Intensive II

TALMUD RESEARCH

Bais Medrash Zichron Meir also offers a second sequence of courses in Talmud, which focuses more on faculty-guided student study. The Talmud Research course is slightly more rapid, and less nuanced than the Talmud Intensive course. The course focuses on Gemara and Rashi, along with a basic review of Tosafos. The students study in the study hall using the traditional Chavrusa method; the collective experience of hundreds of years of Talmudic institutions has shown this system is successful in enabling students to fine-tune their study skills and to incorporate new ideas expressed by others.

Rather than focusing on every nuance of a given passage, the Talmud Research course teaches students to gain a clear understanding of the questions, answers, and basic premises without becoming bogged down by intellectual challenges. Students identify paradoxes within the text; yet do not necessarily follow each one to its final conclusion. This skill is particularly important for the serious student of Talmud, who must at times acknowledge that a particular question may best be shelved until later on in his career, in order to allow for proper breadth of study.

Should the student need assistance, there is always a faculty member available who may help the students with any questions. Generally, the faculty member will direct the student to one or more commentaries that discuss the question or difficulty posed by the student. In this way, the student not only obtains an answer to his query, but equally important, he becomes exposed to the vast bibliography of Talmudic commentary and literature, while learning how to access knowledge and information from the Talmud and its commentaries.

TALMUD RESEARCH COURSE DESCRIPTIONS

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

The introductory course assists the student in making the transition from high school to the post-secondary Beth Medrash. The students begin to study with a Chavrusa (study partner). In this course the students study a different chapter in the Tractate than is studied during the morning session (Talmud Intensive), with full instructor-led support.

No prerequisites.

T12##SP Introductory Talmud Research II 5 credits

In this course the students learning takes place in a self-study format closely guided by the instructors. The learning is at a somewhat quicker pace and focuses on skill building and familiarity with the structure of the Talmud.

Prerequisite: T12##FA2 Introductory Talmud Research IB

T12##U Introductory Talmud Research III 5 credits

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

Prerequisite: T12##SP Introductory Talmud Research II

T22##FA1/T22##FA2 Beginning Talmud Research IA/IB 2 credits each

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, with slightly less instructional guidance.

Prerequisite: T12##U *Introductory Talmud Research III*

T22##SP **Beginning Talmud Research II** **5 credits**

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

Prerequisite: T22##FA2 *Beginning Talmud Research IB*

T22##U **Beginning Talmud Research III** **5 credits**

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

Prerequisite: T22##SP *Beginning Talmud Research II*

T32##FA1/T32##FA2 **Intermediate Talmud Research IA/IB** **2 credits each**

On this level the student becomes increasingly familiar with the major commentaries, and consults them regularly. Intellectual creativity is encouraged, and continue independent study leads to an understanding of the interactions between the texts and their commentators. Instructor feedback is accessible as needed throughout the learning process.

Prerequisite: T22##U *Beginning Talmud Research III*

T32##SP **Intermediate Talmud Research II** **5 credits**

In this course the students learn to reconstruct the hypotheses rejected by the commentaries. Intellectual creativity is encouraged, and increasingly independent study leads to an understanding of the interactions between the texts and their commentators. Instructor feedback continues to be available as necessary.

Prerequisite: T32##FA2 *Intermediate Talmud Research IB*

T32##U **Intermediate Talmud Research III** **5 credits**

In this course the student begins to learn the major Achronim (later commentators; circa 1500 to the present), and consults them regularly. This adds an additional component to the independent study and leads to a deeper understanding of the interactions between the texts and their commentators.

Prerequisite: T32##SP *Intermediate Talmud Research II*

T42##FA1/T42##FA2 Senior Talmud Research IA/IB 2 credits each

On this level the students becomes increasingly independent of faculty assistance, and are capable of coming up with original interpretations of his own.

Prerequisite: T32##U Intermediate Talmud Research III

T42##SP Senior Talmud Research II 5 credits

In this course the students are capable of coming up with original interpretations; stress is placed upon the consistency of the student's interpretation with the major commentaries, and contrasts that are invariable when a novel interpretation, is developed.

Prerequisite: T42##FA2 Senior Talmud Research IB

T42##U Senior Talmud Research III 5 credits

The students now study with minimal guidance and faculty assistance. They study a variety of opinions and must understand the intellectual bases for each one. The student's original interpretations must be consistent with the interpretation of the major commentaries.

Prerequisite: T42##SP Senior Talmud Research II

T52##FA1/T52##FA2 Advanced Talmud Research IA/IB 2 credits each

In these courses the students are expected to interact with entering students. They assume the role of mentor on the intricacies of Talmud Research. This interaction further develops the students' own understanding of the Talmud. In addition, the students prepare to enter graduate programs.

Prerequisite: T42##U Senior Talmud Research III

T52##SP Advanced Talmud Research II 5 credits

*Students who require additional credit may take this course.

In this course, the students rely more on their own study and reasoning. As they engage more deeply with the texts, the structure of the Talmud becomes clearer and more accessible. They continue to refine their critical thinking and further develop the ability to formulate original interpretations with clarity and precision.

Prerequisite: T52##FA2 Advanced Talmud Research IB

T52##U Advanced Talmud Research III 5 credits

*Students who require additional credit may take this course.

In this course the students continue to engage in independent Talmudic research. Group Seminars meet weekly, which further develops the student understanding of the Talmud.
Prerequisite: T52##SP Advanced Talmud Research II

DEPARTMENT OF ETHICS (MUSSAR)

Bais Medrash Zichron Meir seeks to develop the complete person and not just his knowledge in specific disciplines. It is for this purpose that the courses in the Department of Ethics are designed to transmit basic ethical and moral values and to develop the student's capacity for self-analysis and character improvement.

The study of Ethics known as Mussar, is the discipline that embraces the classical fields of Jewish ethics and philosophy, and was an integral component of most of the great Lithuanian Yeshivas in the century prior to the Holocaust. Introduced into the Yeshiva system by disciples of the 19th century Gaon, Rav Yisroel Salanter, the study of Mussar reached new heights in the Mir, Slobodka, and Novaradok Yeshivas among others.

Mussar represents a synthesis of the esoteric of Jewish philosophy as well as the dynamics of human behavior all with an emphasis on practical application. The sources for this discipline are in Tanach itself as well as the Midrashic and Aggadic literature of Chazal. Beyond the scholarly objectives the study of Mussar concerns itself with the development of the Talmudic scholar as an ethical human being. Bais Medrash Zichron Meir's Ethics Department draws heavily on the values established in the Mussar programs of the earlier Yeshivas in pre-war Europe.

The following texts are among the texts studied as part of the Ethics curriculum at Bais Medrash Zichron Meir. For the reader unfamiliar with these Mussar classics, a brief summary is provided.

Chovos Halevovos (Duties of the Heart) - by R. Bachya Ibn Pekuda (Saragossa, Spain early 11th century) presenting the ethical teaching of Judaism and its fundamental beliefs in a systematic pattern.

Shaarei Tshuvah (The Gates of Repentance) by Rabbenu Yonah of Gerona (b. Gerona, Spain, c. 1180, d. Toledo, Spain 1263), describing the steps to repentance.

Orchos Tzaddikim (Ways of the Pious), a classic of unknown authorship, dealing with the refinement of character traits and the ways of penitence.

Mesilas Yeshorim (The Path of The Just) by Rabbi Moshe Chaim Luzzatto, steps to refinement of personality by the examination of various traits.

Derech Hashem A study of a basic text of the author of the "Mesilas Yeshorim", which lays the foundations of Jewish philosophy.

Nefesh Hachaim The magnus opus of Rabbi Chaim Volozhin, the father of the Yeshiva movement. An ethical treatment of a wide variety of subjects of Kabbalistic origin.

Writings of Rabbi Yisrael Salanter and his disciples: A survey of the major writings of the father of modern Mussar movement and his disciples. Works include, *"Ohr Yisrael"*, *"Kochvei Ohr*" and "*Chochma U'Mussar".*

Ahavas Chesed (Loving Kindness) a foundational text by Rabbi Yisrael Meir Kagan (d. 1933), outlines the principles of kindness and selfless giving, emphasizing its spiritual and communal significance.

Sefer Mishlei (The Book of Proverbs) authored by Shlomo Hamelech, expounds on themes of ethics, moral conduct and is filled with invaluable practical advice. The text is studied with the commentary of the Vilna Gaon (d. 1797).

ETHICS COURSE DESCRIPTIONS

E101FA1/E101FA 2 Introductory Ethics IA/IB 1 credit each

The students begin their formal exposure to the study of Ethics. 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

E101U **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, they start 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

E201FA1/E201FA2 **Beginning Ethics IA/IB** **1 credit each**

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: E101U 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

E201U **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: E201SP Beginning Ethics II

E301FA1/E301FA2 **Intermediate Ethics IA/IB** **1 credit each**

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

Prerequisite: E201U Beginning Ethics III

E301SP **Intermediate Ethics II** **1 credit**

In this course the students study the classic Mussar treatises with a focus 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

E301U **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

E401FA1/E401FA2 **Senior Ethics IA/IB** **1 credit each**

On this level the students focus on the philosophical aspects of Mussar. Using Seforim like Nefesh Hachaim and others the focus is more on the knowledge of Mussar concepts rather than the actual characteristic development.

Prerequisite: E301U Intermediate Ethics III

E401SP **Senior Ethics II** **1 credit**

In this course the focus is on internalizing the concepts learned and keeping to the objective of personal growth and integrity. In addition, the students review the materials covered during the past three years, with commentaries on those treatises where available.

Prerequisite: E401FA2 Senior Ethics IB

E401U **Senior Ethics III** **1 credit**

In this course the students are capable of studying the classic Ethics texts independently. The 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: E401SP Senior Ethics II

E501FA1/E501FA2 **Advanced Ethics IA/IB** **1 credit each**

As the students prepare to complete their undergraduate studies, they sharpen their skills of studying Mussar. The study of Mussar is a life-long pursuit; and the Mussar program of Bais Medrash Zichron Meir serves the important function of laying the groundwork for a life of continuous spiritual development.

Prerequisite: E401U Senior Ethics III

E501SP **Advanced Ethics II** **1 credit**

*Students who require additional credit may take this course.

This course extends advanced study by turning to the formative writings of Rabbi Yisrael Salanter and his disciples. Texts such as *Ohr Yisrael*, *Kochvei Ohr*, and *Chochma U'Mussar* are studied carefully, training students to appreciate the intellectual breadth and practical depth of the Mussar movement's founders.

Prerequisite: E501FA2 Advanced Ethics IB

E501U Advanced Ethics III 1 credit

*Students who require additional credit may take this course.

In this course the focus is on providing a deeper understanding of core ethical principles in Jewish philosophy. This includes the concepts of Emunah (faith), and Bitachon (trust in G-d), Bechira (free will) among other topics.

Prerequisite: E501SP Advanced Ethics II

TALMUDIC LAW

Introduction

We present here a short introduction of the study and importance of Halacha. The Torah was given to the Jewish nation at Mt. Sinai both in a written (the Bible) and oral form. The Torah establishes the basic body of Jewish law, and the oral form explains the recorded text through the Mishnah and the Talmud. As such, the Mishna and the Talmud are the foundations from where the Halacha is derived. It follows Halacha, is the living law, the embodiment of Biblical and Talmudic principles.

Halacha is a robust and structured Biblically based legal system which can be studied at different depths and levels. The Talmud includes laws, regulations, and practical applications of case law covering the entire gamut of Jewish living with civil, criminal, and ritual components. However, it does not necessarily present the final ruling, nor does it comprehensively address modern day applications of the Halacha. Therefore, the psak (final halachic ruling) is based on rabbinical determination and they render the final practical judgment.

The major codifiers of the Halacha accomplished the daunting task of extracting only the final judgments of Talmudic debates. The three principal works of this genre are known by the acronym of the authors' names the Rif, Rabbi Yitzchok of Fez (Morocco), the Rambam, Rabbi Moshe ben Maimon, and the Rosh, Rabbi Osher. As with all living laws, codification does not stop the process of reinterpretation and fresh application of legal principles to new issues.

The Tur written in the thirteenth century by Rabbanu Yaakov a son of the Rosh is a wide-ranging work divided into four sections covering all laws applicable in today's times. The four sections are: Orach Chayim the laws of prayer, Brochas, Sabbath, and the Jewish holidays etc. Yoreh De'ah the laws of kashrut; mourning; niddah etc. Even Ha'ezer the laws of marriage, divorce and related issues. Choshen Mishpat the laws of finance, financial responsibility, damages (personal and financial), and the rules of the Beth Din, as well as the laws of witnesses. Rav Yosef Caro, a fifteenth century scholar wrote a comprehensive commentary on the Tur called Bais Yosef. Some of the other leading commentaries on the Tur

include the Bach (by Rav Yoel Sirkis), and the Darchei Moshe (by Rabbi Moshe Isserliss known as the Rama) among others.

Rav Yosef Caro subsequently went on to write the authoritative Shilchan Orach or book of Jewish Legal Codes based on the Tur and divided by the same four sections. The Rama (Rabbi Moshe Isserliss) included in the body of the Shulchan Aruch the authoritative judgments of the Ashkenazic tradition. As such the authoritative judgments of these great scholars represent the coming together of both the Sefardic and Ashkenazic traditions.

Bais Medrash Zichron Meir's Talmudic Law Intensive courses, focus first on intense analysis and in-depth understanding of the text of the Talmud. This is followed by the study of in-depth Halacha. In the Talmudic Law Research courses, the manner of study is a somewhat quicker-paced learning and less nuanced than the intensive study.

The curriculum begins by studying the source of the law in the Talmud. The Talmud text is studied with the intent of acquiring a deeper understanding of the Halacha. Learning Talmud with an emphasis on Halacha requires the student to acquire a clear sense of the Halachic process. It is not a process in which the answers are always clearly yes or clearly no. The world of Halacha is less speculative than Talmud, but it too is filled with intricate reasoning, theoretical disputes and complex trains of logic. Mastering the conceptual aspects of the Talmud text lays the foundation for an understanding of dispositive Halacha.

At the start of each sugya (Talmudic topic), the instructor provides the students with a list of the relevant commentaries to focus on. The method of study is to begin with studying the Talmud text with Rashi, Tosefos, the important Rishonim and the important Achronim. After acquiring a clear understanding of the sugya the students move on to the study of Halacha. They study the Tur with the commentary of the Bais Yosef, the Bach, the Darchei Moshe and some of the other leading commentaries. Followed by the study of the Shulchan Aruch with the commentaries of the Magan Avrohom (Orech Chaim) Shach, Taz, (Yora Deah) Pri Megadim, Reb Akiva Eiger, Dogul Mervava, etc. These great sages' comment upon and provide deep analysis of the Shulchan Aruch.
The students then study some of the later Halachic works including but not limited to the Shulchan Aruch Harav, Aruch Hashulchan, Chaya Adam, and the Mishnah Berurah. The courses generally include the study of the final ruling of some of the foremost Poskim (Halachic authorities) of the recent past who discuss the topic. This may be the final rulings of Rav Moshe Feinstein, the Minchas Yitzchok, Rav Shlomo Zalman Auerbach, Rav Yosef Sholom Elyashiv, Rabbi Shmuel Wosner, the Shemiras Shabbos Kehilchasa, and the Piskei Teshuvah among others.

Talmudic Law Intensive Course Descriptions

TL3101FA1/TL3101FA2 Intermediate Talmudic Law Intensive IA/IB 3 credits each

At the intermediate level, the students have developed a solid familiarity with the general approach of the Tur, Shulchan Aruch, and their commentaries on a given topic. This foundation enables them to grasp both the "why" and the "how" behind a psak (final halachic ruling). This is essential for applying a halachic opinion to cases that are not explicitly addressed in the sources.

Prerequisite: TL2101U Beginning Talmudic Law Intensive III

TL3101SP Intermediate Talmudic Law Intensive II 6 credits

In this course, after studying the Talmud text the students engage in advanced study of halachic texts, focusing on language, terminology, and stylistic conventions. They learn to identify legal argumentation patterns, follow halachic discourse, and engage with texts methodically. This equips them with the tools to navigate sources confidently and understand the distinctive style and terminology used by halachic authorities.

Prerequisite: TL3101FAL Intermediate Talmudic Law Intensive I

TL3101U Intermediate Talmudic Law Intensive III 6 credits

In this course, after studying the Talmud text the students further develop their study of advanced halachic texts, developing the ability to analyze sources independently and deepen their understanding of the structure and progression of halacha. Through comparative analysis, students explore methodological differences among the poskim and examine how these approaches influence the broader halachic landscape.

Prerequisite: TL3101SP Intermediate Talmudic Law Intensive II

TL4101FA1/TL4101FA2 Senior Talmudic Law Intensive IA/IB 3 credits each

At the senior level, the primary aim is to "bridge the gap" between theoretical Talmudic study and the use of the Talmud in the process of deciding practical Halacha. Insights with specific Halachic application are gleaned from some of the Acharonim already familiar to the students such as the Chasam Sofer and Sfas Emes. Talmudic insights drawn from the work of the Vilna Gaon on Shulchan Aruch are also examined.

Prerequisite: TL3101U Intermediate Talmudic Law Intensive III

TL4101SP Senior Talmudic Law Intensive II 6 credits

In this course, after studying the Talmud text the students turn their attention to the final rulings of leading poskim of the recent past, including Rav Moshe Feinstein, Rav Shlomo Zalman Auerbach, and Rav Yosef Shalom Elyashiv, among others. Beyond gaining insight into

individual rulings, they begin to understand how leading halachic authorities of previous generations applied the halacha to contemporary issues of their time.
Prerequisite: TL4101FAL Senior Talmudic Law Intensive I

TL4101U Senior Talmudic Law Intensive III 6 credits
In this course, students draw upon their accumulated knowledge of halacha, along with the guiding principles derived from classical commentaries and contemporary halachic authorities. After studying the Talmud text, they begin to engage with halacha l'maaseh—the practical application of halachic rulings—by analyzing real-world scenarios that demand thoughtful interpretation and clarity.
Prerequisite: TL4101SP Senior Talmudic Law Intensive II

TL5101FA1/TL5101FA2 Advanced Talmudic Law Intensive IA/IB 3 credits each
At the advanced level, of the Talmudic Law Intensive series, after studying the Talmud text the students, building on a solid foundation in rigorous halachic study, begin to formulate their own positions by analyzing the approaches of earlier halachic authorities. They compose responsa that apply these precedents to contemporary issues, demonstrating a clear and thorough understanding of the reasoning employed by the poskim in reaching their conclusions.
Prerequisite: TL4101U Senior Talmudic Law Intensive III

TL5101SP Advanced Talmudic Law Intensive II 6 credits
In this course, after studying the Talmud text the students study the Shulchan Orach, the foundational code of Jewish law, along with its abbreviated versions compiled over generations by leading Halachic authorities. Among the most influential are the Shulchan Orach Harav, the Chaya Adam, the Aruch Shulchan and the Mishnah Berurah. These works clarify and expand upon earlier rulings, offering practical guidance and resolving complex legal questions. The students analyze how later authorities interpret foundational Halachic texts to address evolving legal contexts.
Prerequisite: TL5101FAL Advanced Talmudic Law Intensive I

TL5101U Advanced Talmudic Law Intensive III 6 credits
In this course, after studying the Talmud text the students utilize the annotations and elucidations of commenters like the Shach, the Taz and Magen Avrohom as well as the Pischai Teshuvah to immerse in Halachic analytics to develop a thick catalog of cases and examples of practical Halachic applications.
Prerequisite: TL5101SP Advanced Talmudic Law Intensive II

Talmudic Law Research Course Descriptions

TL3201FA1/TL3201FA2 Intermediate Talmudic Law Research IA/IB 2 credits each

At the intermediate level, after studying the Talmud text the students engage with the structural logic that shapes halachic literature. As their fluency in the Tur, Shulchan Aruch, and associated commentaries deepens, they begin to recognize the interpretive strategies employed by leading halachic authorities, how questions are framed, sources are layered, and arguments are constructed.

Prerequisite: TL2201U Beginning Talmudic Law Research III

TL3201SP Intermediate Talmudic Law Research II 5 credits

In this course, after studying the Talmud text the students explore how halachic meaning is shaped through language. They examine how terminology signals legal intent, how tone conveys confidence or uncertainty, and how subtle shifts in phrasing can influence the direction of a halachic discussion. Students gain insight into the expressive tools halachic commentators use to craft clarity, preserve nuance, and communicate complexity.

Prerequisite: TL3201FAL Intermediate Talmudic Law Research I

TL3201U Intermediate Talmudic Law Research III 5 credits

In this course, after studying the Talmud text the students explore how halachic reasoning reflects deeper conceptual approaches. Rather than analyzing texts for structure or outcome, they consider how different poskim approach halachic questions, how they integrate established halachic foundations with novel insights, balance measured deliberation with interpretive reach and combine textual precision with broader legal perspective.

Prerequisite: TL3201SP Intermediate Talmudic Law Research II

TL4201FA1/TL4201FA2 Senior Talmudic Law Research IA/IB 2 credits each

At the senior level, after studying the Talmud text the students examine how halachic rulings emerge in response to the shifting realities of their time. Focusing on the legal writings of leading twentieth-century poskim, students explore how halachic decisions reflect both fluency in halachic literature and attentiveness to social and technological change, while addressing specific challenges of their time.

Prerequisite: TL3201U Intermediate Talmudic Law Research III

TL4201SP Senior Talmudic Law Research II 5 credits

In this course, after studying the Talmud text the students examine how halachic practice has responded to changing realities across different historical periods. Through case studies, they explore how poskim addressed new technologies, shifting social norms, and emerging ethical dilemmas. The course highlights how halachic rulings are shaped by both precedent and

context, and how poskim apply established principles to unfamiliar situations with clarity and insight.

Prerequisite: TL4201FAL *Senior Talmudic Law Research I*

TL4201U **Senior Talmudic Law Research III** **5 credits**

In this course, after studying the Talmud text the students explore responsa literature as a principal framework for halachic development. Through thematic and historical study, they examine how responsa respond to new challenges, reflect the interplay between precedent and contemporary context, and trace the influence of responsa on halachic standards in daily life.

Prerequisite: TL4201SP *Senior Talmudic Law Research II*

TL5101FA1/TL5101FA2 **Advanced Talmudic Law Research IA/IB** **3 credits each**

At the advanced level, the student's study with practical Halacha being the eventual objective. After studying the Talmud text with the relevant commentaries, the comprehensive code of the Chazon Ish is studied for its utilization of the Talmud text in determining its Halachic applications. Selections from the Be'ur Halacha – part of the Chofetz Chaim's monumental halachic treatise the Mishnah Berurah – are employed in analysis of the Talmudic text, further emphasizing relevancy of the Talmud to contemporary Halachic issues.

Prerequisite: TL4201U *Senior Talmudic Law Research III*

TL5201SP **Advanced Talmudic Law Research II** **5 credits**

In this course, after studying the Talmud text the students continue their exploration of the Tur with its main commentaries. They analyze how the rulings of the Talmud and later authorities align or diverge, gaining a deeper and more nuanced understanding of Halachic development.

Prerequisite: TL5201FAL *Advanced Talmudic Law Research I*

TL5201U **Advanced Talmudic Law Research III** **5 credits**

In this course, after studying the Talmud text the students broaden the range of commentaries they study alongside the Shulchan Aruch, including the Pri Megadim, an essential commentary which offers detailed analysis and clarification of the Shulchan Aruch's rulings, strengthening their command of the major interpretive traditions that shape halachic thought.

Prerequisite: TL5201SP *Advanced Talmudic Law Research II*

SAMPLE CURRICULUM

Year 1

Fall Semester 1

T11##FA1 Introductory Talmud Intensive IA 3 credits

T12##FA1	Introductory Talmud Research IA	2 credits
E101FA1	Introductory Ethics IA	1 credit
		6 credits

Fall Semester 2

T11##FA2	Introductory Talmud Intensive IB	3 credits
T12##FA2	Introductory Talmud Research IB	2 credits
E101FA2	Introductory Ethics IB	1 credit
		6 credits

Spring Semester

T11##SP	Introductory Talmud Intensive II	6 credits
T12##SP	Introductory Talmud Research II	5 credits
E101SP	Introductory Ethics II	1 credit
		12 credits

Summer Term

T11##U	Introductory Talmud Intensive III	6 credits
T12##U	Introductory Talmud Research III	5 credits
E101U	Introductory Ethics III	1 credit
		12 credits

Cumulative Total: 36 credits

Year 2

Fall Semester 1

T21##FA1	Beginning Talmud Intensive IA	3 credits
T22##FA1	Beginning Talmud Research IA	2 credits
E201FA1	Beginning Ethics IA	1 credit
		6 credits

Fall Semester 2

T21##FA2	Beginning Talmud Intensive IB	3 credits
T22##FA2	Beginning Talmud Research IB	2 credits
E201FA2	Beginning Ethics IB	1 credit
		6 credits

Spring Semester

T21##SP	Beginning Talmud Intensive II	6 credits
T22##SP	Beginning Talmud Research II	5 credits
E201SP	Beginning Ethics II	1 credit
		12 credits

Summer Term

T21##U	Beginning Talmud Intensive III	6 credits

T22##U	Beginning Talmud Research III	5 credits
E201U	Beginning Ethics III	1 credit
		12 credits

Cumulative Total: 72 credits

Year 3

Fall Semester 1

T31##FA1	Intermediate Talmud Intensive IA	3 credits
T32##FA1	Intermediate Talmud Research IA	2 credits
E301FA1	Intermediate Ethics IA	1 credit
		6 credits

Fall Semester 2

T31##FA2	Intermediate Talmud Intensive IB	3 credits
T32##FA2	Intermediate Talmud Research IB	2 credits
E301FA2	Intermediate Ethics IB	1 credit
		6 credits

Spring Semester

T31##SP	Intermediate Talmud Intensive II	6 credits
T32##SP	Intermediate Talmud Research II	5 credits
E301SP	Intermediate Ethics II	1 credit
		12 credits

Summer Term

T31##U	Intermediate Talmud Intensive III	6 credits
T32##U	Intermediate Talmud Research III	5 credits
E301U	Intermediate Ethics III	1 credit
		12 credits

Cumulative Total: 108 credits

Year 4

Fall Semester 1

T41##FA1	Senior Talmud Intensive IA	3 credits
T42##FA1	Senior Talmud Research IA	2 credits
E401FA1	Senior Ethics IA	1 credit
		6 credits

Fall Semester 2

T41##FA2	Senior Talmud Intensive IB	3 credits
T42##FA2	Senior Talmud Research IB	2 credits

E401FA2	Senior Ethics IB	1 credit
		6 credits

Spring Semester

T41##SP	Senior Talmud Intensive II	6 credits
T42##SP	Senior Talmud Research II	5 credits
E401SP	Senior Ethics II	1 credit
		12 credits

Summer Term

T41##U	Senior Talmud Intensive III	6 credits
T42##U	Senior Talmud Research III	5 credits
E401U	Senior Ethics III	1 credit
		12 credits

Cumulative Total: 144 credits

Year 5

Fall Semester 1

T51##FA1	Advanced Talmud Intensive IA	3 credits
T52##FA1	Advanced Talmud Research IA	2 credits
E501FA1	Advanced Ethics IA	1 credit
		12 credits

Cumulative Total: 150 credits

Bachelor of Talmudic Studies degree awarded upon the successful completion of 150 credits.

Students who require additional credit can take the following courses as well:

Fall Semester 2

T51##FA2	Advanced Talmud Intensive IB	3 credits
T52##FA2	Advanced Talmud Research IB	2 credits
E501FA2	Advanced Ethics IB	1 credit
		6 credits

Spring Semester

T51##SP	Advanced Talmud Intensive II	6 credits
T52##SP	Advanced Talmud Research II	5 credits
E501SP	Advanced Ethics II	1 credit
		12 credits

Summer Term

T51##U	Advanced Talmud Intensive III	6 credits
T52##U	Advanced Talmud Research III	5 credits
E501U	Advanced Ethics III	1 credit
		12 credits

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

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

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

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

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

A comprehensive explanation of the qualitative and quantitative standards at Bais Medrash Zichron Meir is provided below.

- **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 after the add/drop 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.

GRADE POINT SYSTEM

The grading of academic performance followed at Bais Medrash Zichron Meir is based on a combination of criteria. These include a careful evaluation by faculty of the student's growth in learning based on firsthand interaction with the student, the student's participation and contribution to the Shiur (lecture), progress in Chavrusa study, oral or written exams and overall Hasmoda (diligence).

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

TRANSFER CREDITS POLICY

Credits may be granted, at the discretion of Bais Medrash Zichron Meir, 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 him 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 are generally granted for study at an accredited institution.

Transfer credits accepted are counted toward both the number of attempted credits 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.

To earn a Bachelor of Talmudic Studies degree at Bais Medrash Zichron Meir, students must fulfill a minimum academic residency requirement of 30T credits earned at Bais Medrash Zichron Meir.

Bais Medrash Zichron Meir does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions nor whether other institutions will accept the Yeshiva's credits. Before enrolling, students should be sure that their attendance will help them reach their educational goals.

Please be advised that the transferability of credits and acceptance of the degrees earned at Bais Medrash Zichron Meir 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.

GROUNDS FOR DISMISSAL

Students are expected to keep the hours of Bais Medrash Zichron Meir's course and study schedule, attend all lectures and complete regular oral exams.

Students who fail to adhere to the Yeshiva's regulations may be placed on probation. If there is no improvement, the Rosh Yeshiva will advise the student he may be dismissed from the school.

Students who do not adhere to Bais Medrash Zichron Meir's standards of conduct, including a serious breach of character or moral conduct as defined by the Shulchan Aruch, may be considered for dismissal. Any student dismissed from Bais Medrash Zichron Meir will not be permitted to register for any additional courses. The student may however submit a formal appeal of the decision to the Rosh Yeshiva. In the event the student is readmitted, he will be placed on probation for one semester, during which time he must satisfy any conditions specified in his reinstatement.

Note that dismissals of this type are extremely rare, inasmuch as every effort is made at the outset to admit only students of the highest character and diligence.

STUDENT CONDUCT

Bais Medrash Zichron Meir's standards for proper behavior are based on traditional codes of ethics in Halacha. The student is expected to behave at all times as a member of the larger community of Bnei Torah. Any lapse in a student's behavior, whether on or off campus, may result in disciplinary action, including suspension. All decisions related to student improper conduct are made by the Rosh Yeshiva and the Hanhala (administration).

INTERNAL COMPLAINT POLICY

Any student who has a complaint may submit it in writing to Rabbi Skolnik or Mrs. Mintz. 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 Bais Medrash Zichron Meir, by writing to 2329 Nostrand Ave, M-200, Brooklyn, NY 11210, with the title: Student Complaint – Bais Medrash Zichron Meir. AARTS can also be contacted by phone at (212) 363-1991 or via email at office@aarts.org.

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

- **Programs in fields leading to teacher certification or for K-12 issues**, contact:
  Department of Education
  609-376-3500

- **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.

ATTENDANCE

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

LEAVE OF ABSENCE

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

The student must submit a request for a leave of absence in writing to the Rosh HaYeshiva, Rabbi Mintz. 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 theywill 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. Bais Medrash Zichron Meir 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 he 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.

ACADEMIC CALENDAR 2026-2027

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

Bais Medrash Zichron Meir 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), Mr. Lipa Eidelman 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 servicemembers 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.

REFUND AND WITHDRAWAL POLICIES

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

STUDENT COUNSELING

All students at the Yeshiva have access to dedicated and skilled counseling services. Typically, the Rosh Yeshiva offers this support, but students are also welcome to seek guidance from any faculty member they have connected with during the academic year. While most issues can be

addressed in this manner, the Yeshiva maintains connections with professional counselors in the community and will consult them when necessary. The Rosh Yeshiva can also refer students to qualified mental health professionals as needed.

TUTORING SERVICES

Bais Medrash Zichron Meir offers one-on-one chavrusos for those students who need tutoring.

PLACEMENT DISCLAIMER

The Yeshiva is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs. However, it goes without saying if the Yeshiva can be of assistance in the case of a student's application for employment; it will make every effort to provide such assistance.

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 Bais Medrash Zichron Meir 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) they wish to inspect. The school official will make arrangements for access and notify the eligible 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 eligible 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 eligible student believes is inaccurate, misleading, or otherwise in violation of their 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, the school will notify the eligible student in writing of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the eligible 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.

   Bais Medrash Zichron Meir 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, Bais Medrash Zichron Meir 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 Bais Medrash Zichron Meir 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 Bais Medrash Zichron Meir 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 a 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 of 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. (§ 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 Bais Medrash Zichron Meir are hereby informed that the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may subject the students 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

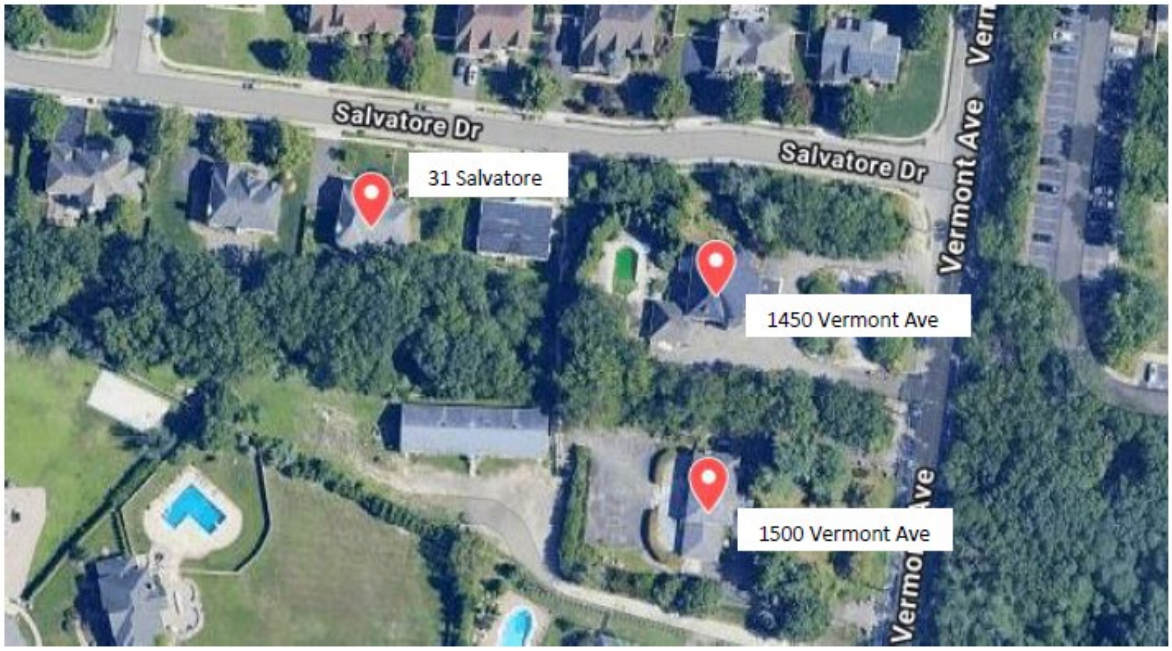
Students are reminded that using free content is not always copyright infringement, and purchased content may contain copyrighted work. Always ensure that any content you obtain, whether free or purchased, comes from a legitimate and trustworthy source.

Unauthorized Peer-to-Peer Sharing

Unauthorized peer-to-peer sharing is a copyright violation, and is prohibited by law, as well as by Bais Medrash Zichron Meir. The school does not have an institutional information technology system for student use.

MAP

1500 Vermont Avenue – Main Academic Building
1450 Vermont Avenue – Weekend Dining Room and Weekend Faculty Housing
31 Salvatore Drive –Academic Building



269 Miller Avenue – Rabbi Schustal's Chabura

