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October 12, 2022

**BY FEDERAL EXPRESS AND E-MAIL**

Mayor Steven A. Vescio and  
Members of the Board of Trustees  
Briarcliff Manor Village Hall  
1111 Pleasantville Road  
Briarcliff Manor, NY 10510

Re: Yeshivath Viznitz  
Special Permit Application  
235 Elm Road, Briarcliff Manor, NY

Dear Mayor Vescio and Village Trustees:

On behalf of Yeshivath Viznitz Dkhal Torath Chaim (the “Applicant” or “Yeshivah”), we respectfully submit this letter and enclosures to the Village Board of Trustees in furtherance of its application for Special Permit approval for the proposed adaptive reuse of the property located at 235 Elm Road (SBL: 98.19-2-11) (the “Premises”) as a Place of Worship/Religious School. This letter and enclosures are submitted as a supplement to the Applicant’s Special Permit Application dated June 18, 2021 and supplemental filings dated August 20, 2021, September 7, 2021, December 9, 2021, March 16, 2022, April 22, 2022, and August 30, 2022. This letter and enclosed materials are intended to respond to the comments received during the September 6, 2022 public hearing as well as the special permit comments in the review memorandum prepared by the Village’s planning consultant, Buckhurst Fish & Jacquemart, Inc. (“BFJ Planning”) dated September 14, 2022 (“BFJ Memorandum”). The Applicant is in receipt of additional comment memoranda from the Village’s other consultants<sup>1</sup> and is committed to addressing the comments

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<sup>1</sup> Building and Fire Code Compliance Memorandum prepared by Labella P.C. dated September 15, 2022; Traffic Review Memorandum prepared by Provident Design Engineering dated September 13, 2022; Landscape Architecture Review Memorandum prepared by Provident Design Engineering dated September 14, 2022; Civil/Site Engineering Review Memorandum prepared by Provident Design Engineering dated September 13, 2022; Lighting Review Memorandum prepared by Lynstaar Engineering, P.C. dated September 14, 2022.



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therein though it is submitted that those remaining comments pertain to site plan items that may be deferred for review by the Planning Board during its site plan review process. The Applicant also refers the Board to the Building and Fire Code Compliance Memorandum prepared by Labella P.C. dated September 15, 2022 which acknowledges and accepts the Applicant's preliminary plan for conditioning unoccupied buildings and maintaining the life-safety systems in accordance with the application codes. Details of such conditioning and maintenance will be established throughout the forthcoming building permit reviews. With the following, the Village Board of Trustees is believed to have sufficient information to support the approval of the Special Permit Application in accordance with § 220-6 of the Village Zoning Code.

### **BFJ Memorandum Responses**

The BFJ Memorandum requests that the Applicant detail its compliance with the special permit criteria of Section 220-6J of the Village Zoning Code (as amended June 15, 2021) which provides certain restrictions on special permit uses within residential districts. Those provisions and the Applicant's responses are as follows:

§ 220-6J(a): The lot area shall be not less than five acres and shall have primary access from, and frontage of no less than 200 feet along, a state, county, arterial or collector road, as defined by the NYS Department of Transportation.

*Response: The Premises has a lot area of 1,618,749 s/f (37.16 acres) and has 691.5' of frontage along Elm Road. The Premises has direct frontage on Elm Road which is classified by the New York State Department of Transportation ("NYS DOT") as a Class 17 – Major Collector and a Class 19 – Urban Local roadway. While the portion of Elm Road on which the Applicant has direct frontage and access is classified as a Class 19 – Urban Local roadway, Elm Road transitions to a Class 17 – Major Collector between Pine Road and South State Road and Elm Road operates akin to an arterial or collector road as those are defined by the New York State*



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*Department of Transportation.<sup>23</sup> Specifically, Elm Road acts as a connection between Long Hill Road and South State Road. For reference, the Automatic Traffic Recorder (“ATR”) counts for Elm Road were performed by the Applicant’s traffic engineers, Colliers Engineering and Design, which demonstrate that Elm Road operates with an Annual Average Daily Traffic (“AADT”) of 2,518 vehicles, which demonstrate Elm Road’s larger traffic volumes and use for traffic circulation as well as land access. Please see the Applicant’s Traffic Impact Study prepared by Colliers Engineering & Design dated December 6, 2021 included with the Applicant’s December 9, 2021 submission for information on traffic operations of nearby roadways. Elm Road, upon which the Premises has over 200’ of frontage and primary access, can therefore be characterized as a collector or arterial roadway.*

*Furthermore, the stretch of Elm Road along which the Premises has direct frontage and access operates as a Major Collector/Minor Collector as classified by the U.S. Department of Transportation Federal Highway Administration (“US FHA”) Functional Classification Concepts, Criteria and Procedures. Specifically, the US FHA criteria for a Major Collector/Minor Collector include roadways within an AADT count of between 1,100 – 6,300 vehicles. As indicated above, the ATR counts for Elm Road demonstrate that it operates with an AADT of 2,518 vehicles. This is compared to a Local Road which the US FHA criteria state have an AADT of between 80-700 vehicle trips, well below the operations of Elm Road. Thus, Elm Road operates as a Major Collector/Minor Collector based on the US FHA criteria.<sup>4</sup>*

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<sup>2</sup> New York State Department of Transportation Highway Design Manual, Section 2.4.1.2 specifies that “Rural Town, Suburban, Urban, and Urban Core Arterials in moderately and densely populated areas generally carry larger traffic volumes. They vary from multilane, divided, controlled-access facilities to two-lane streets. They serve major areas of activity, carrying a high proportion of an area’s traffic on a small proportion of the area’s lane mileage.”

<sup>3</sup> New York State Department of Transportation Highway Design Manual, Section 2.4.1.3 specifies that “Rural Town, Suburban, Urban, and Urban Core collector streets link neighborhoods or areas of homogeneous land use with arterial streets. They serve the dual function of land access and traffic circulation.”

<sup>4</sup> To the extent that the Village finds the provision of Section 220-6J(a) ambiguous or unclear, the Applicant notes that any such ambiguity must be interpreted in favor of the Applicant based on the well-established state law which holds that a “zoning code, being in derogation of the common law, must be strictly construed against the enacting municipality and in favor of the property owners.” *Baker v. Town of Islip Zoning Bd. of Appeals*, 20 A.D.3d 522, 523 (2d Dep’t 2005); see also *Allen v. Adami*, 39 N.Y.2d 275 (1976). Thus, Section 220-6J(a) must be interpreted such that the Applicant is deemed to be in compliance.



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§ 220-6J(b): All buildings and structures shall be set back a minimum of 100 feet from any lot line, except that in no case shall such buildings and structures be set back less than the any required setback for its specific use.

*Response: The existing Howard Johnson Hall building is situated 70.2' from the front lot line along Elm Road and the Hillside Dormitory building is 85.5' from the front lot line along Elm Road. All other structures are set back at least 100' from the nearest lot lines and comply with the setback requirements of the R40B District as well as the setback requirements of Section 220-6J(1)(a) & (b). The existing Howard Johnson Hall and Hillside Dormitory buildings are not being altered or enlarged in such a way that will increase any nonconformity and are therefore a permitted non-conforming building pursuant to Section 220-16. Further, neither building is proposed to be occupied or otherwise used by the Yeshiva. The Applicant does however propose exterior renovations to improve the appearance of the buildings from the street and also proposes significant landscaping improvements along the Elm Road frontage to enhance the visual buffer of the structures. It is submitted that the proposal therefore complies with this special permit provision.*

§ 220-6J(c): Lot coverage shall not exceed the greater of 20% and the maximum percentage permitted for the specific use, whichever is less.

*Response: Please see Site Plan prepared by Hudson Engineering and Consulting P.C. dated August 12, 2022, Sheet C-2 (included with the Applicant's August 30, 2022 submission to the Board of Trustees) which demonstrates that the overall building coverage of 6.4% and that the overall impervious coverage of the site is being reduced by 81,461 s/f from the existing conditions. The proposed Place of Worship/Religious School special permit criteria also do not specify a maximum lot coverage. In fact, "lot coverage" is not defined by the Village Zoning Code nor is it regulated anywhere else in the code. Furthermore, the contradicting use of the terms "the greater of" and "which is less" create ambiguities in Section 220-6J(c) and how it is to be applied. Insofar as the Section 220-6J(c) is ambiguous and contradicting, it must be interpreted in favor of the Applicant based on the well-established state law holding the "zoning code, being in derogation of the common law, must be strictly construed against the enacting municipality and in favor of the property owners."<sup>5</sup> Thus, Section 220-6J(c) shall not be interpreted in such a manner that the Applicant is deemed not to comply.*

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<sup>5</sup> Baker v. Town of Islip Zoning Bd. of Appeals, 20 A.D.3d 522, 523 (2d Dep't 2005); see also Allen v. Adami, 39 N.Y.2d 275 (1976).



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§ 220-6J(d): Off-street parking applicable to such use shall not be located in any front yard nor within 50 feet of any side or rear lot line.

*Response: No off-street parking is proposed within any front yard nor within 50' of any side or rear lot line. Please see Site Plan prepared by Hudson Engineering and Consulting P.C. dated August 12, 2022, Sheet C-2 (included with the Applicant's August 30, 2022 submission to the Board of Trustees).*

§ 220-6J(e): The above restrictions shall not apply to any property operating under a valid special use permit existing at the time of adoption of this chapter.

*Response: Although the Premises has been granted a special permit in the past for similar uses,<sup>6</sup> the Premises is no longer being operated under this special permit. This special permit provision is therefore not applicable.*

### **Waiver**

As demonstrated above as well as in the Applicant's prior submission materials, this application complies with all applicable special permit criteria and zoning regulations governing the proposed Place of Worship/Religious School and the R40B District. Nevertheless, the Applicant notes that, in the event that the application is considered to not comply with any of the applicable special permit provisions of Section 220-6, the Board of Trustees should exercise its waiver authority and approve the herein application.

New York State Village Law Section 7-725-b(5) allows the Board of Trustees to empower reviewing boards to waive any requirements for approval of a special permit application. Such waiver may be granted "in the event any such requirements are found not to be requisite in the interest of the public health, safety or general welfare or inappropriate to a particular special use permit."<sup>7</sup> By

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<sup>6</sup> Please refer to Exhibit C of the Applicant's June 18, 2021 submission to the Board of Trustees which includes a copy of the Village of Briarcliff Manor Board of Trustees Resolutions dated July 20, 1978 and September 7, 1978 granting special permit approval to Pace University for its higher education use allowing an enrollment of up to 700 residential students with an additional 400 commuter students. Pace University ceased operation pursuant to its special permit approvals in 2015.

<sup>7</sup> Village Law Section 7-725-b(5).



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retaining the authority to review and approve special permit uses in Section 220-6 of the Village Zoning Code, the Board of Trustees similarly retains this inherent waiver authority.

In *Cummings v. Town Board of North Castle*,<sup>8</sup> the New York State Court of Appeals, the highest court in the state, illustrated the broad authority of a legislative board to waive special permit criteria when it retains special permit authority. The *Cummings* case holds, in relevant part, that “when the legislative body reserves to itself the granting of special exceptions it need set forth no standards for the exercise of its discretion... and even if the ordinance sets forth standards, it has not divested itself of the power of further regulation.”<sup>9</sup> This broad authority allows the Board of Trustees to exercise its “untrammelled, but of course not capricious discretion” to approve a special permit use in light of the express criteria the Board of Trustees has adopted.

Any waiver deemed necessary to permit the proposed Place of Worship/Religious School is appropriate as the Applicant has demonstrated that the proposed use will not create any adverse impacts on public health, safety, or general welfare and that the proposed use is compatible with the Village’s zoning scheme and the surrounding neighborhood. Specifically, the proposed use offers overall improvements to the existing site by way of reduced impervious coverage, enhanced vegetated screening, site modifications to increase compatibility with the residential neighborhood, and improved safety through various repairs and renovations throughout the site. These benefits come at no detriment to the community given the Applicant’s demonstration that there will be no adverse impacts resulting from traffic, site disturbance, noise, light, community character, or other public and environmental resources.

Insofar as the Village finds that the Premises does not meet one or more of the special permit criteria of the Zoning Code, it would be within the Board’s discretion and would be appropriate to waive such requirement.

### **RLUIPA**

The proposed religious education use also represents a use that is afforded the presumption that it is inherently beneficial under New York State Law<sup>10</sup> and is protected by the United States

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<sup>8</sup> 62 N.Y.2d 833 (1984).

<sup>9</sup> *Id.* at 834.

<sup>10</sup> *Cornell University v. Bagnardi*, 68 N.Y.2d 583 (1986); *Matter of Pine Knolls Alliance Church v. Zoning Board of Appeals of the Town of Moreau*, 5 N.Y.3d 407 (2005).



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Constitution. Granting any such waivers to support the Applicant's proposal would protect the Applicant from any undue burden on their religious freedoms and exercise.

Zoning laws, being restrictive in nature, pose the potential that certain religious freedoms may be unduly restricted or limited. To ensure religious freedoms are protected from intentional or unintentional discrimination through local zoning regulations, the United States Congress adopted the Religious Land Use and Institutionalized Persons Act of 2000 ("RLUIPA").<sup>11</sup> In support of any necessary waiver request, the Applicant provides the following informative analysis of RLUIPA which provides, in general, that no local governmental "shall impose or implement a land use regulation in a manner that imposes a substantial burden on the religious exercise of a person, including a religious assembly or institution, unless the government demonstrates that imposition of that burden" is both "in furtherance of a compelling government interest" and "the least restrictive means" of furthering that interest.<sup>12</sup>

a. Religious Exercise

RLUIPA expressly states that "[t]he use, building, or conversion of real property for the purpose of religious exercise shall be considered to be religious exercise of the person or entity that uses or intends to use the property for that purpose."<sup>13</sup> "Religious exercise" is defined to include "any exercise of religion, whether or not compelled by, or central to, a system of religious beliefs."<sup>14</sup>

The Yeshivath Viznitz Dkhal Torath Chaim is a religious educational institution accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS). The Yeshivath Viznitz school was established in 1964 to provide higher education programs for men at the undergraduate and graduate levels. The Yeshivah proposes to reuse the Premises for its undergraduate religious education program comprised of up to 350 college-aged students as described within the Applicant's documents prepared and submitted throughout this review process. Enclosed as **Exhibit A** to this letter is the Yeshivath Viznitz 2021-2022 Educational Program Catalogue which provides the Yeshivah's mission and an explanation of the lessons and courses offered. The proposed religious higher education use therefore constitutes "religious exercise" as protected by RLUIPA.

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<sup>11</sup> Pub. L. No. 106-274, 114 Stat. 803, codified at 42 U.S.C. §§ 2000cc, et seq.

<sup>12</sup> 42 U.S.C. § 2000cc(a)(1).

<sup>13</sup> 42 U.S.C. § 2000cc-5(7)(B).

<sup>14</sup> 42 U.S.C. § 2000cc-5(7)(A).





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b. Substantial Burden

Special permit uses, as regulated within the Village of Briarcliff Manor, are “special uses... for which conformance to additional standards is required” that “shall be deemed permitted uses subject to the satisfaction of the requirements and standards set forth” in the Village Zoning Code.<sup>15</sup> Similarly, special use permits as regulated by state law are “an authorization of a particular land use which is permitted in a zoning local law, subject to the requirements imposed by such local law to assure that the proposed use is in harmony with such local law and will not adversely affect the neighborhood if such requirements are met.”<sup>16</sup>

In the event that the Village finds that the proposed use does not comply with one or more special use provisions and a waiver or relief from such standards is not granted, the Applicant will be subject to a “substantial burden” such that it will not be permitted to exercise its religious rights at the Premises. Any such denial or overly burdensome conditions of approval would provide the Applicant no reasonable opportunity to comply or such compliance would require substantial delay, uncertainty, or expense.<sup>17</sup>

Similarly, there has been no demonstration that any alleged nonconformance with the special permit provisions of Section 220-6J would result in any adverse impacts or that strict compliance is otherwise required to protect the public health, safety, or general welfare. Rather, the proposed special use is similar to, but far less intense than, the educational uses that had existed and been approved at the Premises since the early 1900s, including the former Pace University. As previously noted, the Premises was purchased by Pace University in or around 1977. Prior to Pace University, the campus supported the Briarcliff College for decades with an approximate annual enrollment of up to 688 students. This Board granted special permit approval to Pace University in 1978 to reuse the Premises for Pace University’s higher education use which allowed an increase in academic operations, onsite housing, and student enrollment at the Premises beyond the former use. The 1978 approvals permitted an enrollment of up to 700 residential students on site with an additional 400 commuting students allowed to attend classes per day. A maximum of 324 available parking spaces were permitted on site to support the higher education use. In contrast, the Applicant now proposes no more than 350 students for its religious education, most

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<sup>15</sup> Briarcliff Manor Zoning Code § 220-6B.

<sup>16</sup> Village Law § 7-725-b(1).

<sup>17</sup> *Westchester Day School v. Village of Mamaroneck*, 504 F.3d 338 (2d Cir. 2007).





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of which will be residing in on-campus dormitories and none of which will maintain drivers licenses or have a car on campus.

Thus, absent the granting of any necessary waivers and the approval of the Special Permit Application, the Applicant will face substantial burdens on its religious exercise.

c. Least Restrictive Means to Further a Compelling State Interest

A substantial burden on a religious institution's religious exercise would only be permitted upon demonstration that such burdens are the least restrictive means of furthering a compelling interest, such as those interests implicated by immediate threats to public health, safety, or welfare. Such compelling interests must be substantiated by evidence. As indicated throughout the Applicant's submission materials, there is no compelling state interest supporting the denial or otherwise restriction of the Applicant's use as proposed. The record before this Board clearly reflects a use that poses no significant adverse impacts and the use of the Premises in a manner that is less intense than the prior or alternative permitted uses. As there are no compelling state interests to be protected, any necessary waivers shall be granted and the Special Permit Application should be approved.

**Informational Materials**

As indicated above, the Applicant also encloses a copy of the Yeshivath Viznitz 2021-2022 Educational Program Catalogue as **Exhibit A** which provides a brief summary and background of the Yeshiva's history and education programs which are indicative of the offerings proposed at its Briarcliff Manor campus. This catalogue is provided for information purposes in response to a request made by the Board of Trustees during the September 6, 2022 public hearing.

**Conclusion and Enclosures**

The information herein and submitted throughout demonstrates that the proposed Place of Worship/Religious School will result in no adverse impacts on the general health, safety, and welfare nor will there be any adverse environmental impacts. While it is acknowledged that there are additional comments and site related details to be addressed, the Applicant believes that those pose no significant changes to the overall operations contemplated by the Applicant and are best addressed during the Site Plan review. As such, it is requested that the Board of Trustees close



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the public hearing on this matter and approve the Applicant's Special Permit Application.

In support of its Special Permit Application, the Applicant submits 10 copies of this letter with the following enclosures:

Exhibit A: Yeshivath Viznitz 2021-2022 Educational Program Catalogue.

The Applicant looks forward to appearing before the Board of Trustees on November 15, 2022 for the continued public hearing and review of this application. Should the Board of Trustees or Village Staff have any questions in the interim, please feel free to contact the undersigned.

Thank you in advance for your consideration.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'DP', is written over the typed name 'Daniel Patrick'.

Daniel Patrick

Enclosures

cc: Client  
Max Parangi Architects, P.C.  
Hudson Engineering and Consulting P.C.  
Colliers Consulting, Inc  
Langan Engineering, Environmental, Surveying, Landscape Architecture & Geology  
D.P.C.  
Anthony B. Gioffre III, Cuddy & Feder LLP

# EXHIBIT A

# Yeshivath Viznitz

Monsey, New York

Catalog

2021-2022

I hereby confirm that the Educational Program described in this catalog is consistent with the program adopted by an official resolution of the Board.

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President

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Date

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## NOTE TO STUDENTS

The 2021-2022 edition of the Yeshivath Viznitz catalog supersedes all previous editions. The programs, requirements, and standards that are specified herein replace all previous programs, requirements, and standards. Students who enrolled prior to the Fall 2021 semester should also consult the previous catalogs and supplements in effect at the time of their acceptance to Yeshivath Viznitz. Questions regarding this catalog may be addressed to the Registrar.

## COVID-19

Any updates or changes that may arise during the course of the year due to COVID-19 will be communicated to the students. Students should refer to the school's website, [www.yeshivathviznitz.com](http://www.yeshivathviznitz.com) for the most updated information.

## NEW YORK STATE NOTICE

Yeshivath Viznitz does not offer programs leading to the academic degrees authorized by the New York State Board of Regents. In the opinion of Yeshivath Viznitz, its studies, though different in kind, are equivalent in duration, intensity, depth of knowledge, and quality of scholarship to degree programs approved by the Regents. The credits offered by this institution measure a student's progress toward the rabbinical degrees offered by this institution. Under New York State Law, a corporation formed for religious and educational purposes which does not confer academic degrees requiring program registration by the State Education Department requires no State approval or credential in order to exist or to perform its post secondary education functions. Yeshivath Viznitz falls into this category and is therefore not subject to the evaluation of the New York State Board of Regents.

## ACCREDITATION

Yeshivath Viznitz is accredited by the Association of Advanced Rabbinical and Talmudic Schools (AARTS) and is approved to offer a First Talmudic Degree.

The AARTS Handbook is available upon request by contacting the organization via email: [office@aarts-schools.org](mailto:office@aarts-schools.org), mail: 11 Broadway Suite 405, New York, NY 10004, or telephone: (212) 363-1991.

Students may view the NY State exemption letter and letter of accreditation by visiting the office during normal business hours.



## NOTICE OF NON-DISCRIMINATION

Qualified men of the Jewish faith are admitted to Yeshivath Viznitz and accorded all academic privileges without regard to age, race, color, national origin, or physical handicap. Yeshivath Viznitz is an Equal Opportunity Employer in compliance with Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Beyond the issues of literal equal access, opportunity, and accommodations, we are committed to providing the understanding, sensitivity, patience, and encouragement that are so vital to carrying out the spirit of these provisions of law. We seek to provide each qualified student the equal opportunity to study at our institution, and to make every reasonable effort to assure his success.

Yeshivath Viznitz does not have a program for students with intellectual disabilities. Yeshivath Viznitz provides reasonable academic accommodations for students with intellectual disabilities.

## A HISTORICAL PRÉCIS

The roots of the Yeshivath Viznitz college stretch back two thousand years to the great Talmudic Academies that flourished in Mishnaic times in the ancient cities of Israel; Jerusalem, Yavneh, and Zipori.

After the redacting of the Mishna, equally renowned schools developed around the areas of Sura and Pumpedisa (ancient Babylonia). Ever since, throughout the many years of the Jewish Diaspora, the Yeshiva has stood at the vital epicenter of Jewish life. Well known as wanderers of the globe, the Jewish people have seen many cultures and bore with pride and commitment a treasure of vibrant learning that bound them together as a people for more than three thousand years.

Even as the Jewish people were repeatedly forced to uproot themselves, they carried with them the traditions of study and learning. In every place that the Jewish people settled, they planted themselves anew.

More recently, in the intensely Jewish environment of Eastern Europe before World War II, Talmudic academies flourished, linking the generations in a recurring sequence of learning and teaching. A nation that defined its mission as a respect for the Torah Law and its spiritual teachings accorded the greatest honor to those who excelled in Torah scholarship.

Lacking the outward symbols of sovereignty, land, flag, and civil government, Jewish communities of the Diaspora sustained their national identity by a common shared

commitment to the systematic study of the Torah and to sustaining a lifestyle reflected by its principles. Commanded to lead a sanctified spiritual life by the Divine law, they studied every nuance of this law – the Torah – and applied its steadfast rules to swiftly changing environments.

Talmudic colleges studded with scholars, rabbis, philosophers, and gifted ethical theoreticians transmitted these teachings. Not men of affair in the conventional sense, these teachers provided Diaspora communities the scaffolding for a consecrated way of life based on Torah, Avodah, and Gemilas Chasodim.

## THE MISSION OF YESHIVATH VIZNITZ

Yeshivath Viznitz, a school in Monsey, NY, with an additional location in Kiamesha Lake, NY, focuses its academic program on Talmudic and Rabbinical studies. Most of the students are drawn from the Viznitz community, a Chasidic sect of the Jewish religion originating in Russia. The Viznitz Chasidic community established the school in 1964 to provide a higher educational program for men at the undergraduate and graduate levels.

The mission of the institution is to provide higher education based on classical Jewish learning. Its curriculum emphasizes the study of Talmud, Halacha (Jewish law) and Hashkofa (philosophy and ethics) in order to prepare students for a richer, more meaningful, worthwhile, and fulfilling life. It provides specialized professional training for students who wish to become rabbinical authorities (Dayanim), Talmudic educators, and communal leaders.

Its goal is to carry forward the chain of Talmudic knowledge and to provide the bases for a reflective life in contemporary society.

Among the Yeshiva's specific aims are:

- To inculcate an enduring reverence for Jewish beliefs, culture, history and heritage.
- To systematically train students in the study of Jewish classical texts in their original languages and context.
- To teach and develop the following skills: language (Hebrew, Aramaic and Yiddish); reasoning, textual analysis, legal research, logic and modes of argumentation.
- To emphasize the moral application of Torah principles and ethics through the study of Mussar and Chassidus.
- To create an integrated Jewish life perspective for understanding and interacting with the modern world.

- To foster in its students a contemplative character, awareness, and respect for the human spirit.
- To prepare professionally trained leaders who will serve the community as clergymen, judges, religious functionaries, and educators.
- To offer a challenging environment of study for the gifted who may seek to devote their lives to scholarly research and study.

In summation, Yeshivath Viznitz seeks to study and perpetuate the intellectual traditions of Chasidic Jewish life and weave the reconstructed fabric of Old World Judaism into modern America.

## FACILITIES

Yeshivath Viznitz is housed on the expansive Viznitz campus in the town of Monsey, NY, and in a second campus in Kiamasha Lake, NY. Both campuses contain a large, spacious Bais Medrash, a number of additional classrooms, libraries, reading rooms, and a dormitory facility.

Current facilities cannot completely accommodate the handicapped student. However, every reasonable effort will be made to accommodate any handicapped student admitted to the institution.

## THE LIBRARY

Our library collection of works related to Talmud and Rabbinical scholarship includes a comprehensive collection of books spanning the entire scope of classical Jewish learning and scholarship; and a reference library composed of the standard texts, commentaries, responsa, and major codifiers of the Oral and Written tradition.

Students are encouraged to use the library and to become familiar with the great works that represent our intellectual heritage.

## TEXTBOOK INFORMATION

Yeshivath Viznitz offers a highly specialized program of study in Talmud and related subjects. All textbooks are readily available for use 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 in the area.

Many students prefer to have their own Gemara, Kovetz Miforshim, Mishna Brurah, and Chumashim, which cost between \$20 and \$50 each, depending on the publisher and

edition. Most texts used in the program are reprints of the Talmud and other classical texts that do not have ISBN numbers.

Below are the addresses of three local Judaica stores:

Merkaz Seforim	Bais Hasforim	Lishkas Hasofer
27 Orchard St.	59 Rt. 59	Rt. 59 Cor. Main St.
Monsey, NY 10952	Monsey, NY 10952	Monsey, NY 10952

## ACADEMIC CALENDAR 2021-2022

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

## 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.

## ADMISSIONS

### Procedures and Requirements for Admission to Undergraduate Program:

Students interested in applying to Yeshivath Viznitz should contact the Yeshiva at the main campus office at:

15 Elyon Road  
Monsey, NY 10952  
845-731-3700

The undergraduate division accepts applications from students of good intellectual promise and high moral character who can benefit from the educational program offered at Yeshivath Viznitz. Students are admitted on the basis of their potential for intellectual, social, personal, and professional growth. A student's prospects for success are measured by an evaluation of past academic performance, scholastic ability; and personal characteristics such as an ethical life style, respect for others, and moral sensitivity. Age, race, color, physical handicap, or national origin plays no role in these considerations. Upon acceptance, students will be required to complete an admission form.

Students applying to Yeshivath Viznitz must meet one of the following requirements:

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

Yeshivath Viznitz does not utilize an Ability to Benefit test for admitting students.

Additionally, general knowledge of the following subjects is required for admission:

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 Aramaic – the language of the Talmud – and fluency in the Yiddish language.

## TRANSFER STUDENTS

Credits may be granted, at the discretion of the Yeshiva, 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 Yeshiva.
- The student must have achieved a grade that would have enabled him to pass a similar course at the Yeshiva.
- All credits must be properly documented.
- Transfer credits accepted are counted toward both the number of attempted credits and the number of credits earned by the student.

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

Yeshivath Viznitz will grant a maximum of 112 transfer credits towards Yeshivath Viznitz's undergraduate degree, for transfer coursework submitted.

To earn a First Talmudic Degree at Yeshivath Viznitz, students must fulfill a minimum academic residency requirement of 28 credits earned at Yeshivath Viznitz.

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

Note: Yeshivath Viznitz does not have any articulation agreements with regard to whether the Yeshiva will accept credits from other institutions nor with regard to whether other institutions accept the Yeshiva's credits. Before enrolling in the institution, 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 Yeshivath Viznitz are at the complete discretion of an institution to which a student may seek to transfer. If the credits or the degrees 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.

## PLACEMENT DISCLAIMER

Yeshivath Viznitz is an academic institution and does not provide vocational training nor guarantee employment or placement to students who complete its programs.

## LEAVE OF ABSENCE

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

The student must request the leave of absence in writing to the Menahel Ruchni, Rabbi Joseph Gruber. The request must be signed and dated and must include the reason for which the student is requesting a leave of absence. A leave of absence will not be granted if the reason for the request is not included. The request for a leave of absence

will be reviewed by the Menahel Ruchni within ten days of submission to the Menahel Ruchni. If approved, the request will be forwarded to the registrar's office and the decision will be placed in the student's academic file. Notification will be sent to the financial aid office.

The student must submit the request for a leave of absence and must receive the approval prior to beginning the leave of absence. 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.

A student will only be granted a leave of absence if it can be expected that he will return from the leave of absence on time. If it appears that the student may not return after the leave of absence, an approval will not be granted.

The maximum time for an approved leave of absence is 180 days.

Students on an approved leave of absence will not be considered withdrawn from the institution and no refund calculations will be made for Title IV financial aid received. Students who fail to return to school after an approved leave of absence will be considered withdrawn from the institution as of the date of the start of the leave of absence and refunds will be calculated accordingly.

## TUITION AND FEES

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

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

Yeshivath Viznitz has designated Rabbi Pincus Samuel, Financial Aid Administrator, as the full time employee available to assist enrolled and prospective students in obtaining information on financial aid programs available, criteria for eligibility, and procedure for applying for financial aid, cost of attendance, retention rates, completion and transfer rates, institutional security and crime statistics, and all required disclosures and information, as required by 668.42, 668.43, 668.45 and 668.46 of Title 34 of the Code of Federal Regulations. He is available at our main office on 15 Elyon Rd., Monsey, NY during normal business hours, or by calling 845-731-3700 x 1155.

## FINANCIAL AID INFORMATION



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

Any student who has difficulty in meeting his educational costs at Yeshivath Viznitz should contact Rabbi Pincus Samuel, Financial Aid Administrator to learn about the options available to him. These may include grants, scholarships, work-study programs and deferred payment plans.

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

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

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

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

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

## APPLYING FOR FINANCIAL AID

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

Students may be required to supply additional documentation, such as Tax Returns/IRS Tax Transcripts or Verification Worksheets, to verify the information reported on the FAFSA.

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

## FINANCIAL AID NEED

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

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

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

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

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

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

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

## APPLICATION DEADLINE

While applications for Pell Grants may be processed until June 30, 2022, students may be required to submit their application earlier, as the application must be processed while the student is still eligible. Students are urged to submit their applications as early as possible. Late submissions may delay the processing of a student's application. More important, the funds for some programs are limited and will be distributed with priority given to those students who submit their application in a timely fashion.

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

## FEDERAL AID PROGRAMS

The Federal Pell Grant Program provides grants to undergraduate students. These grants do not have to be repaid. This program is an "entitlement" which means that each eligible student who attends an eligible institution and applies on time may receive a Federal Pell Grant. The maximum grant for a fully eligible student is \$6495 per award year, which is 100% of the scheduled award. The amount that each student is eligible for is based on the EFC generated by a federally mandated formula.

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

With the availability of Year-Round Pell, students can receive Federal Pell Grant funds for up to 150% of their Pell Grant Scheduled Award for an award year. An eligible student may now receive a Federal Pell Grant for the summer semester, even if he received 100% of his scheduled Federal Pell Grant award during the fall and spring semesters. To be eligible for the additional Pell Grant funds, the student must meet all general eligibility requirements to receive financial aid for the payment period and must be enrolled at least half time (six credits) in the payment period.

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

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

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

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

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

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

The Federal Supplemental Education Opportunity Grant is a Campus-Based grant program available to undergraduate students. Awards, when available, can range from \$100 to \$4,000.

Financial aid disbursements in the FSEOG Program are scheduled at the beginning of each semester, provided that all paperwork has been submitted and is complete. A student generally receives one half of his scheduled award during the first semester and the second half during the second semester. Students who complete their paperwork during the second semester may be paid retroactively for the first semester. However, students should keep in mind the strong likelihood that all FSEOG funds will have been allocated by that time.

Payments from the FSEOG program will be made by credit to the student's tuition account. Generally, the funds are matched 25% non-federal funds to 75% federal funds. However, if in a particular academic year the institution is granted a waiver of the institutional share requirement, the institution may choose not to provide the institutional match. Students will be informed of the expected amounts of these

payments, and may inspect their tuition records during regular hours at the business office.

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

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

## NY STATE TAP GRANTS – DESCRIPTION

New York's Tuition Assistance Program (TAP), helps eligible New York residents attending in-state postsecondary institutions pay for tuition. TAP grants are based on the applicant's and his family's New York State taxable income.

To apply for a TAP grant, a student must fill out a FAFSA, generally followed by an additional TAP application by June 30, 2022.

To be eligible for an award the student must:

- meet one of the United States citizenship requirements;
- meet New York State residency requirements;
- enroll as a full-time undergraduate student;
- enroll in an approved program of study in an eligible New York State postsecondary institution;
- be matriculated;
- be in good academic standing; have at least a cumulative "C" average after receipt of two annual payments;
- not be in default on any Federal or State made student loan, or fail to comply with any service condition imposed by a State award program, or fail to make a required refund of any award;
- have a minimum tuition liability of at least \$200 per academic year (\$100 per semester);
- not exceed the income limitations established for the program;

- not be incarcerated;
- have a U.S. high school diploma satisfactory to TAP requirements, the equivalent recognized by the U.S. Secretary of Education, or a passing score on a federally approved ability-to-benefit test.

The New York State Dream Act enables some students who do not meet the above requirements, to be eligible for TAP Awards.

If you fit one of the descriptions below, you may be eligible.

1. Your permanent home is in NYS and you are or have one of the following:
  - A. U-Visa
  - B. T-Visa
  - C. Temporary protected status, pursuant to the Federal Immigration Act of 1990
  - D. Without lawful immigration status (including those with DACA status)

AND you meet one of the following criteria:

- a. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school diploma OR
- b. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within *ten* years of receiving your NYS high school diploma OR
- c. You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school equivalency diploma

2. Your permanent home is outside of NYS and you are or have one of the following:

- A. U.S. citizen
- B. Permanent lawful resident
- C. Of a class of refugees paroled by the attorney general under his or her parole authority pertaining to the admission of aliens to the U.S.
- D. U-Visa
- E. T-Visa
- F. Temporary protected status, pursuant to the Federal Immigration Act of 1990
- G. Without lawful immigration status (including those with DACA status)

AND you meet one of the following criteria:

- a. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school diploma *OR*
- b. You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within *ten* years of receiving your NYS high school diploma *OR*
- c. You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within *five* years of receiving your NYS high school equivalency diploma

Students meeting the NYS Dream Act eligibility criteria can apply for TAP by accessing the Dream Act Application online at

<https://nysdream.applyists.net/Account/LogOn?ReturnUrl=%2f>.

The application is simple and straightforward, and all information provided will be used only for determining eligibility for and administering awards. Applicants without lawful immigration status will not be asked for their home address and will not have to upload financial records.

Once you have submitted an application, it is your responsibility to monitor the status of your application and to make sure your application is complete. You will be able to monitor the status of your application online after submitting your application and uploading any required documentation. You will be notified by email when a determination has been made regarding your eligibility, at which point you will be required to accept the award.

The maximum yearly TAP award is \$5665. Award amounts are determined by:

- combined family NYS taxable income, Federal, State or local pension income and private pension and annuity income, if applicable;
- level of study;
- academic year in which first payment of TAP or any state award is received;
- type of postsecondary institution and the tuition charge;
- financial independence;
- other family members enrolled in NYS postsecondary education;
- other educational benefits received.

Yeshivath Viznitz will disburse any TAP funds due to the student as soon as possible, but not more than 45 days after the institution has credited the award to the student's account.



Instead of disbursing funds due to the student, the institution may credit them toward a future term if the student authorizes the credit in writing. They may also credit TAP payments toward charges the student has incurred for a future term. That term must already be underway when the school receives the payment, and the balance for that term must exceed the amount deferred for that term based on anticipated receipt of a TAP award. An authorization form, which will remain in effect for the duration of their study, will be made available to students at the time of admission.

## STUDENT LOANS

The Federal Direct Loan program offer loans to students, which must be paid back with interest, to help cover their education related expenses. There are two categories of direct loans, subsidized, where the government pays the interest that accrues while the student is in school and unsubsidized, where the student is responsible for the interest that accrues while he is in school. Loans are only given to students who demonstrate willingness to repay. Direct PLUS loans are unsubsidized direct loans which are given to the parents of an eligible student to help who would like to help pay for the student's expenses in this manner. Although the school is eligible to participate in the federal loan programs, the school discourages students and parents from taking out loans. The school encourages its students to apply for the federal, state, and institutional financial aid grant programs before considering the option of student loans and makes every effort to assist students with their direct educational needs. Students who are considering taking out loans should contact the financial aid office for a detailed list of eligibility requirements, available loan amounts, and sample repayment schedules.

## INSTITUTIONAL SCHOLARSHIPS

Institutional scholarship funds are available to students who have exhausted all other avenues of assistance and are still unable to meet their cost of attendance.

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

While the institution does not guarantee the availability of funds, every effort will be made to offer the student a package of federal, state, and institutional aid that will cover the student's direct educational expenses.

## REFUND AND WITHDRAWAL POLICIES

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

## ACADEMIC REGULATIONS

The spirit of inquiry and scholarship that characterizes higher learning is essential to the life of the academy. As members of the academic community, students are encouraged to develop a capacity for critical judgment, independent thought, and scholarly skills in the pursuit of knowledge. Students share with other members of the academic community the responsibility to secure and respect the conditions that sustain the freedom to learn and to study. For this reason, Yeshivath Viznitz has seen fit to create a system of regulations that are conducive to orderly scholarship and the maintenance of proper discipline within the Yeshiva community. Students are responsible to abide by all of the regulations that are published in this catalog and in the various official communications of the Yeshiva.

## DISMISSAL

Students are expected to keep the hours of the school's course and study schedule and attend all lectures. They must also complete regular oral and written exams.

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

Students who persistently violate the school's rules of conduct and discipline, or who have been found to conduct themselves in a manner that constitutes a breach of character, dress, or moral conduct as defined by the Shulchan Aruch, may also be dismissed from the school.

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

## CONFIDENTIALITY OF STUDENT RECORDS

Students have the right to inspect their records during regular office hours by simple request to the administrator. The Yeshiva considers individual academic and financial records confidential, and their privacy is guarded against undue disclosure.

Please see the Notification of Rights under the Family Educational Rights and Privacy Act that appears at the end of this catalog.

## GRADING SYSTEM

Grades are based on the instructor's evaluation of student work in class, reports, work assignments, and examinations. All students must maintain satisfactory levels of academic achievement to continue their studies at Yeshivath Viznitz.

A - Excellent	4.0
B - Good	3.0
C - Average	2.0
D - Poor	1.0
F - Failing	0
W - Withdrawal	0
I - Incomplete	0

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

Credit hours with a grade of Incomplete and Withdrawn Without Penalty are not included in the determination of the grade point average, although those hours with a grade of Fail are included.

Sample GPA Calculation:

A	5 (credits)	x	4.0	= 20
A	4 (credits)	x	4.0	= 16
B	3 (credits)	x	3.0	= 9
C	1 (credits)	x	2.0	= 2
A	1 (credits)	x	4.0	= 4
	14 (credits)			51

Divided by 14 Credits for the Semester = 3.64 GPA

## SATISFACTORY PROGRESS

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

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

At the end of each semester, each student's academic file is evaluated to determine if the student is making satisfactory academic progress.

- **Qualitative Standard**

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

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

A - Excellent	4.0
B - Good	3.0
C - Average	2.0
D - Poor	1.0
F - Failing	0
W - Withdrawal	Not included in calculation of GPA.
I - Incomplete	Not included in calculation of GPA.

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

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

- **Quantitative Standard**

- **Maximum Timeframe**

Students must make sufficient progress through the academic program to complete the 156 credit program with a maximum attempted credits ceiling of 233 credits, which is 150% of the published length of the program.

### ➤ **Pace of Completion**

A student must earn 67% of his cumulative attempted credits. Every semester, each student is evaluated to see if he has successfully earned 67% of his cumulative attempted credits. The student's cumulative earned credits are divided by the student's cumulative attempted credits to determine if the student is progressing through the 156 credit academic program at a pace sufficient to complete the program within the maximum time frame. If the number of credits earned divided by the number of credits attempted is 67% or greater, he is determined to be making satisfactory progress.

### **WARNING**

If a student falls below the SAP standards, he will be notified that he is being given a warning period which will last one semester. The student will also be notified that he has the option of appealing his lack of satisfactory academic progress at any point. During the warning period, a designated faculty member may counsel the student and assist the student to improve his performance. The student may be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance. If, after this warning period SAP standards are still not met, he will be subject to academic discipline which may include expulsion or suspension from the institution.

### **Federal Financial Aid Warning**

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

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

A student may appeal the institution's determination that he is not making satisfactory academic progress. Basis for appeal include the death of a relative, an injury or illness of the student, or other special circumstances. The student must submit the appeal in writing to the administrative office. In the appeal, the student must describe

why he failed to make satisfactory academic progress, and what has changed in his situation that will allow him to demonstrate satisfactory academic progress at the next evaluation. The senior faculty member will consider all information provided by the student and will consult with faculty members, as appropriate. If it is determined that the appeal should be accepted, then the senior faculty member will determine whether or not the student will be able to meet the standard SAP requirements of the institution by the end of a one semester probationary period. If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, the student will be placed on academic probation as described below. If it is determined that the student will be able to meet the standard SAP requirements of the institution by the end of the probationary period with a customized study plan, then the student will be placed on academic probation with a study plan, as described below.

If the appeal is accepted, the student will be granted a semester of academic probation or academic probation with a study plan, as described below. If the appeal is not accepted, the student will be subject to academic discipline, which may include expulsion or suspension from the institution. He will also be ineligible for federal financial aid until he reestablishes eligibility as described below in the section entitled “Reinstatement.” The final decision (denial of appeal, academic probation, or academic probation with a study plan) will be conveyed to the student in writing.

## ACADEMIC PROBATION

If it is determined that the student will be able to meet the standard SAP requirements after the probationary period, the student will be placed on academic probation. The period of academic probation is one semester during which the student has the opportunity to attempt to meet the SAP standards of the institution. The student can request counseling to assist him to improve his performance. In addition, the student may request to be provided with various student services that might include tutoring, scheduling accommodation, or other academic assistance.

## ACADEMIC PROBATION WITH A STUDY PLAN

For a student on academic probation with a study plan, a senior faculty member will develop a study plan in conjunction with the student and other faculty, as needed. The study plan will include a customized plan for the SAP standards (as well as other academic provisions to assist the student in meeting those standards) that ensures that the student is able to meet the school’s satisfactory progress standards by a specific time, though an academic plan could take the student all the way through successful program completion.

## REEVALUATION AFTER A PROBATIONARY PERIOD

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

## REINSTATEMENT FOR FEDERAL FINANCIAL AID

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

## INCOMPLETES

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

## WITHDRAWALS FROM A COURSE

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

## TRANSFER CREDITS AND SATISFACTORY PROGRESS

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

## REPETITIONS

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

For Title IV awarding purposes, if a student is repeating a course in which he earned a passing grade, for the purpose of grade improvement, it is counted towards the student's enrollment status for Title IV purposes only the first time the course is retaken. If a student is repeating a course in which he received a failing grade, it is always counted towards the student's enrollment, regardless of how many times he repeats that course in an attempt to pass.

For TAP grant awarding purposes, repeated courses are only counted towards the student's enrollment status for TAP grant awarding purposes for the semester in which the repeated course is taken, if the student received a failing grade. All attempts of a course are included in the student's GPA, including failing grades.

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

## CHANGE OF MAJOR

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

## ESL/NONCREDIT REMEDIAL COURSES

Yeshivath Viznitz does not offer any ESL or non-credit remedial courses.

## GOOD ACADEMIC STANDING FOR STATE GRANT PROGRAMS

To maintain eligibility for NY State aid (TAP), a student must be in good academic standing, which includes two elements: pursuit of program and satisfactory academic progress.



Pursuit of program is defined as completing (whether by passing or failing) a specific percentage of the courses taken each semester. The percentage is dependent on the term number (i.e. first semester) in which the student is receiving TAP.

Satisfactory academic progress is defined as accumulating a minimum number of credits and achieving a specified GPA each semester. The requirements are based on the school's minimum requirements.

Term	1	2	3	4	5	6	7	8	9	10
Pursuit of Program: Minimum credits that the student must have completed in the previous term	0	6	9	9	9	12	12	12	12	12
Satisfactory Academic Progress: Minimum credits that student must have earned	0	6	15	27	39	51	66	81	96	111
Satisfactory Academic Progress: With a GPA of at least	0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Good academic standing is assessed each term. There is no financial aid warning period for New York State aid programs (TAP). Students who do not meet good academic standing standards lose their eligibility for state aid except as provided below.

There is a one-time good academic standing waiver that the school may issue if it determines that it is in the student's best interest. There is a C average waiver for students who fail to meet the required GPA average. The C average waiver is handled on a case-by-case basis and a request for the waiver, which includes supporting documentation, must be provided. Reasons for a waiver being granted may include death of a relative, personal illness or injury, or another extenuating circumstance.

Students who became ineligible for NY State aid because they were not meeting the good academic standing standards can reestablish eligibility by making up academic deficiencies during terms while not receiving a TAP award, being readmitted after not being enrolled for one calendar year, transferring to another TAP eligible institution, or being granted a waiver.

## ACADEMIC PROGRAMS

The following academic programs are offered at Yeshivath Viznitz:

- Undergraduate Program - A structured five year 156 credit program leading to a First Talmudic or First Rabbinic Degree. The program has two options, a concentration in Talmud or a concentration in Halacha.

The following academic programs are offered, however they are not currently accredited.

- Graduate Program - A structured five year 140 credit program. The program has two options: a concentration in Talmud or a concentration in Halacha.
- Doctoral-level Graduate Program - A structured five year program (in Halacha).

There is only one major available, Talmud.

## 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.

## FREQUENCY OF COURSE OFFERINGS

Students enrolled at Yeshivath Viznitz generally take the maximum number of courses offered each term at their grade level and progress toward their degrees in the time frame outlined in the sample curriculum. 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, which may be understood using the following system:

The first letter refers to the department.

(T) – Talmud

(H) - Halacha

The first digit indicates the year of study (1-5).

The second digit indicates whether a course is intensive (1), survey (2), research (3) or analysis (4).

The third and fourth digits generally refer to the subject matter being covered in the course, as listed under each department heading.

The graduate program courses are preceded by a G; the post graduate program by a PG.

The letters following the digits indicate the semester of study; FA indicate Fall semester SP indicates Spring semester and SU indicates Summer semester.

## UNDERGRADUATE PROGRAM

### OPTION 1

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

#### Introductory Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Se-</u>
	<u>mester</u>		
Talmud Intensive	6 credits	6 credits	6 credits
Talmud Survey	5 credits	5 credits	5 credits
Halacha Survey	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>12 credits</u>	<u>24 credits</u>	<u>36 credits</u>

#### Beginners Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Se-</u>
	<u>mester</u>		
Talmud Intensive	6 credits	6 credits	6 credits
Talmud Survey	5 credits	5 credits	5 credits
Halacha Survey	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>48 credits</u>	<u>60 credits</u>	<u>72 credits</u>

#### Intermediate Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Se-</u>
	<u>mester</u>		
Talmud Intensive	6 credits	6 credits	6 credits

Talmud Survey	5 credits	5 credits	5 credits
Halacha Survey	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>84 credits</u>	<u>96 credits</u>	<u>108 credits</u>

#### Advanced Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Talmud Intensive	6 credits	6 credits
Talmud Survey	5 credits	5 credits
Halacha Survey	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>120 credits</u>	<u>132 credits</u>

#### Independent Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Talmud Intensive	6 credits	6 credits
Talmud Survey	5 credits	5 credits
Halacha Survey	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>144 credits</u>	<u>156 credits</u>

#### OPTION 2

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

#### Introductory Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Se-</u>
	<u>mester</u>		
Talmud Intensive	6 credits	6 credits	6 credits
Talmud Survey	5 credits	5 credits	5 credits
Halacha Survey	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>12 credits</u>	<u>24 credits</u>	<u>36 credits</u>

#### Beginners Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Se-</u>
	<u>mester</u>		
Talmud Intensive	6 credits	6 credits	6 credits

Talmud Survey	5 credits	5 credits	5 credits
Halacha Survey	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>48 credits</u>	<u>60 credits</u>	<u>72 credits</u>

#### Intermediate Level

	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Se-</u>
	<u>mester</u>		
Talmud Intensive	6 credits	6 credits	6 credits
Talmud Survey	5 credits	5 credits	5 credits
Halacha Survey	1 credit	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>84 credits</u>	<u>96 credits</u>	<u>108 credits</u>

#### Advanced Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Halacha Intensive I	6 credits	6 credits
Halacha Analysis I	5 credits	5 credits
Talmud Research I	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>120 credits</u>	<u>132 credits</u>

#### Independent Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Halacha Intensive II	6 credits	6 credits
Halacha Analysis II	5 credits	5 credits
Talmud Research II	1 credit	1 credit
Sub Total:	<u>12 credits</u>	<u>12 credits</u>
Total:	<u>144 credits</u>	<u>156 credits</u>

The undergraduate program of Yeshivath Viznitz offers students a carefully structured course of study based on the curricula of the classical Talmudic academies in Europe prior to the Second World War. The objective of the program is to provide students with the skills required in basic Talmudic scholarship as well as the skills that will be needed in more advanced study should the student pursue graduate level study. Each component of the program will enable the student to develop a clear understanding of Talmudic study, while also emphasizing content-based course work in Halacha. The primary focus of the undergraduate program is the study of Talmud and its commentaries. The following skills are emphasized in the program:

- The ability to understand the language and structure of Talmudic text
- The ability to follow the discussion presented in a given Talmudic discussion
- The ability to apply general principles to new areas of study
- The ability to conduct basic library research

Students will be taught to apply logic and reasoning in analyzing the assigned sections in the Talmud. This includes (a) analyzing a Talmudic discussion for internal consistency; (b) comparing the discussion and conclusions with others found elsewhere in the Talmud to find support or contradictions; and (c) developing a tentative line of reasoning, referred to as a *s'vara*, that may resolve any possible inconsistency or explain why a possible comparison to another Talmudic statement is unwarranted.

The courses offered in each of the five years of the program follow a similar progression. Each course is essentially a full academic year beginning the fall semester. Nonetheless, a student may not enroll in the spring semester course unless he has satisfactorily completed the first section of the course offered in the fall semester. Similarly, one may not enroll in any of the five course levels unless he has completed the course offerings in the previous level.

At the core of the program is the intensive study of the Babylonian Talmud. Assembled in an age that refused to break knowledge into a compartmentalized system of specialties, the Talmud represents a holistic approach to wisdom and ethical behavior. It is also an intricate arrangement of traditional law, rabbinic interpretation, and analytic debate. It contains the most comprehensive and authoritative source of the laws and customs of the Jews, a text which every nuance has been carefully analyzed for close to two millennia.

Despite the skills acquired being essentially similar what distinguishes a course offered at the subsequent levels, is the degree of analysis, as well as the range and depth of commentary literature that will be studied in the respective levels. For example in the Talmud Intensive courses the assigned readings on the introductory level will focus primarily on the classical commentaries of Rashi and Tosfos. On the higher levels the focus will also be on more complex readings of various Rishonim and Achronim in addition to Rashi and Tosfos. Graduating students are expected to demonstrate a specified level of achievement in the Tractate. This includes both in quality and quantity, in addition the students are expected to thoroughly review the Tractates studied the previous years.

Typically, the majority of the student body studies the same Talmud tractate in any given year. For example a freshmen and junior student may both be studying the same tractate. However each level proceeds at the depth appropriate to its development of the

necessary skills to progress to the next level. While the assigned Talmud tractate varies from year to year, the learning of methodological and reasoning skills follows a fixed pattern. Hence, each Talmud course has two major goals; the development of analytical and textual skills and the mastery of content material. These goals develop in a braided intertwined fashion as the student progresses through his five levels of study.

The Talmud Intensive courses is an in depth analysis of each portion of the text with the study of the Earlier and Later Commentaries. The Talmud Survey courses is a more broad ranging study designed to familiarize the student with large areas of Talmud to which he may return at some time in the future. These courses are taught from an integrated Torah perspective to carry the student along a phased process that blends the development of scholarship skills with content mastery and ethical training.

The study of Halacha encompasses the many aspects of day-to-day living. Halacha is studied on the undergraduate, graduate and post graduate levels. It is closely related to the study of Talmud as it is the actualization of discussion and debate in the Talmud.

## TALMUD

### TALMUD TEXT LISTINGS

The following is a list of the tractates studied in the Department of Talmud and a brief description of some of the major topics that they discuss. Assigned tractates are selected from this list. The tractates are listed as they appear on Yeshivath Viznitz scholastic records.

01 - Berachos: Prayer as a fundamental medium for religious expression; discussion of time related prayers, various prayer services and special blessings.

02 - Shabbos: A comprehensive study of the laws of the Sabbath and their derivation from the Sinai tradition. The thirty-nine principal categories of creative labor and their related sub-categories are examined.

03 - Pesachim: The extensive and detailed laws of the Passover holiday and the Pascal lamb service. The Haggadah and Seder of the Passover festival are also discussed and analyzed.

04 - Kesubos: The Jewish marriage contract and the biblical, rabbinical, and tradition-based mutual obligations that are embedded in it. The legal effect of the contract; the Jewish perspective on betrothal.

05 - Yevamos: This intricately detailed tractate is focused on the subject of Levirate marriage. Also discussed are Chalitzah; the halachic treatment of consanguinity; the marriage laws of the Kohanim; the special case of Agunah.

06 - Kiddushin: Procedures whereby women become betrothed and related regulations and obligations. Comparative study of modes of acquisition employed elsewhere. Marriage by proxy and conditional betrothal.

07 - Gittin: Laws of divorce and the complex divorce document or Get. A full discussion of the Talmudic principles of giving witnesses, the taking possession of legal documents, and the halachic requirements for verification.

08 - Baba Kama: Talmudic Civil Law. Included are discussions of damage to and damage by one's property. Difference between responsibility for animate and inanimate possessions. Degrees of responsibility and liability are analyzed.

09 - Baba Metzia: The second volume of Talmudic Civil Law dealing with property claims and such topics as the disposition of disputed articles of property, wage rights and obligations, usury, fair trade, assumptions that govern exchange and purchase, consumer rights.

10 - Baba Basra: The third volume of Civil Law covering such issues as right of way; the reciprocal rights and obligations of business partners; the rights of neighbors, vendors, heirs; the Deeds and legal documents.

11 - Sanhedrin: A comprehensive analysis of the process of Jewish justice, the role of courts and their operation. The various kinds of courts and their levels of jurisdiction. The taking of testimony, challenging witnesses, liability of judges. The testing of Witnesses. Requirements for serving as a judge.

12 - Chulin: The animals and birds suitable for kosher consumption. A detailed analysis of the diseases and injuries rendering otherwise acceptable animals unfit for the kosher table. The principal dietary laws. Methodology of the ritual slaughter of animals: anatomy and physiology of domestic animals.

13 - Beitza: Laws of prohibited activities on Holidays, differing from the Shabbos. Objects not to be moved and/or touched.

15 - Succah: The laws and principles of the Tabernacle festival. In addition to the laws of the Succah, its preparation, and specific dimensions, other laws that are detailed include a wide-ranging discussion of the Arba Minim.



16 - Makkos: The process of judicial punishment for biblical transgressions. Includes a discussion of the rabbinical derivation of biblical law, the Ir Hanidachas, and categories of Eidim Zomemim.

17 - Menachos: Procedures for preparation and dedication of the "meal offering" and "drink offering" in the holy temple; effect of wrongful intentions by priests involved.

19 - Shavuos: A comprehensive compilation and analysis of the various categories of swearing including such topics as legal testimony, the creation of sworn prohibitions, and the use of the Shevua to reinforce biblical commandments.

23 - Nedarim: The definitive treatment of the laws of vows and their legal effect. This tractate discusses the cross obligations of the individual to his own word and the prior obligation owed to Sinaitic law as well as the extent and salience of all manner of vows.

50 - Nidah: Changes in ritual status caused by the menses; study of origin of related regulations.

## TALMUD COURSE DESCRIPTIONS

### TALMUD INTENSIVE

T11##FA                                      Introductory Talmud Intensive                                      6 credits

The introductory course assists the student make the transition from high school to the post-secondary Beth Medrash. The students begin to study with a Chavrusa 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                                      6 credits

In this course the student learns to apply the methodology of Talmudic discourse to properly understand the language of the two major commentaries, Rashi (Rabbi Shlomo Yitzchaki, preeminent Talmudic commentary); and the Tosafists (predominant medieval Talmudists).

*Prerequisite: T11##FA                      Introductory Talmud Intensive*

T11##SU                                      Introductory Talmud Intensive                                      6 credits

In this course the students begin to build a mental collection of what will be a vast selection of case law. There is an emphasis on the intellectual structure consisting of concepts and principles found in the Gemara, including the back and forth of the Talmudic discussions.

*Prerequisite: T11##SP                      Introductory Talmud Intensive*

T21## FA                                      Beginners Talmud Intensive                                      6 credits  
 On this level the student begins to familiarize himself with the bibliography of Talmudic literature which explains the “Sevarah” behind the case law. Sevarah, the underlying principle and primary logic of the law, is of paramount importance when analyzing a Talmudic discussion; since generally the Talmud does not explain the reasoning behind the decisions given or positions taken.  
*Prerequisite: T11##SU                      Introductory Talmud Intensive*

T21## SP                                      Beginners Talmud Intensive                                      6 credits  
 In this course the students familiarize themselves with some of the major Rishonim (commentators of the medieval era). The primary source material is the works of the Ritva, Rashba, Rosh and Ran as well as the Rambam. These Rishonim are of paramount importance to explain the Sevarah behind the case law and are generally studied to understand the Talmud.  
*Prerequisite: T21## FA                      Beginners Talmud Intensive*

T21##SU                                      Beginners Talmud Intensive                                      6 credits  
 In this course the students develop their analytical abilities in preparation and review of the text with guidance of their instructor. The students begin to reconstruct the hypotheses rejected by the commentaries, and understand why they were dismissed.  
*Prerequisite: T21##SP                      Beginners Talmud Intensive*

T31##FA                                      Intermediate Talmud Intensive                                      6 credits  
 On the intermediate level the students develop and solidify their knowledge base of Talmudic discourse and case law. The students begin to expand their capacity toward independence and development to understanding the Talmud, the Rashi and Tosfos on a deeper level.  
*Prerequisite: T21##SU                      Beginners Talmud Intensive*

T31##SP                                      Intermediate Talmud Intensive                                      6 credits  
 In this course in addition to the study of the commentaries of the Rishonim a familiarity with the major Acharonim (later commentators; circa 1500 to the present) is developed. The students begin to study the works of the Maharsha, Maharam, Rabbi Akiva Eiger, the Ketzos Hachoshen, and the P’nei Yehoshua.  
*Prerequisite: T31##FA                      Intermediate Talmud Intensive*

T31##SU                                      Intermediate Talmud Intensive                                      6 credits  
 In this course the emphasis is on the development of the skills characteristic of the serious Talmud scholar. The students are expected to demonstrate their mastery of the complexity of “Pilpul” (advanced Talmudical 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*

T41## FA                      Advanced Talmud Intensive                      6 credits

On this level the students are expected to be capable of studying on their own. They study the works of the major Rishonim as well as the works of the Achronim. The students will further analyze the works of the Achronim and will follow the thread of logic that runs through each one and learn to differentiate between reasonable and unreasonable proofs.

*Prerequisite: T31##SU              Intermediate Talmud Intensive*

T41## SP                      Advanced Talmud Intensive                      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## FA              Advanced Talmud Intensive*

T51## FA                      Independent Talmud Intensive                      6 credits

In this course the difficulties in Talmudic thought not addressed in earlier courses must be dealt with, and the student's capacity for creative thinking is further developed. The students are expected to study the contrast between the opinions and offer their own hypotheses to address the difficulties.

*Prerequisite: T41##SP              Advanced Talmud Intensive*

T51## SP                      Independent Talmud Intensive                      6 credits

In this course the lectures and interaction with the Rosh Yeshiva are designed to prepare the student for graduate work in Talmud. Group Seminars meet weekly, giving the student the opportunity to present and defend his conclusions.

*Prerequisite: T51## FA              Independent Talmud Intensive*

### TALMUD SURVEY

T12## FA                      Introductory Talmud Survey                      5 credits

In the introductory course, the students are guided in making the transition from their high school training to the post-secondary level. This course is an introductory course in basic textual reading.

*No prerequisites.*

T12## SP                      Introductory Talmud Survey                      5 credits

In this course the students approach the Tractate with an eye towards developing their breadth of Talmud knowledge. The focus is on another chapter in the Tractate than is being studied in the Talmud Intensive courses.

*Prerequisite: T12## FA              Introductory Talmud Survey*

T12##SU                      Introductory Talmud Survey                      5 credits  
In this course the emphasis is on surveying the text and through practice, honing the required thinking skills.

*Prerequisite: T12## SP                      Introductory Talmud Survey*

T22## FA                      Beginners Talmud Survey                      5 credits  
On this level the students begin to increase their breadth of Talmud knowledge. They study the Talmud text with the basic commentary of Rashi. This improves the students' familiarity of the Talmud's logical give-and-take.

*Prerequisite: T12##SU                      Introductory Talmud Survey*

T22## SP                      Beginners Talmud Survey                      5 credits  
In this course the students continue to broaden their Talmud knowledge. The students review the chapter being studied thus enriching their Talmudic vocabulary and knowledge.

*Prerequisite: T22## FA                      Beginners Talmud Survey*

T22##SU                      Beginners Talmud Survey                      5 credits  
In this course the students further enrich their Talmudic vocabulary and knowledge by continuously reviewing the chapter being studied. The persistent study of the Talmud with the basic commentary of Rashi, further improves the students' familiarity of the Talmud's logical give-and-take.

*Prerequisite: T22##SP                      Beginners Talmud Survey*

T32## FA                      Intermediate Talmud Survey                      5 credits  
In this course the student expands his knowledge of Talmudic discourse and case law, while learning to focus his understanding of the texts. Consequently this further develops the students' tools to independently study Talmudic texts.

*Prerequisite: T22##SU                      Beginners Talmud Survey*

T32## SP                      Intermediate Talmud Survey                      5 credits  
In this course the student further pursues his Survey/B'khus studies. He maintains his own pace and aims to cover as much of the tractate as possible within the limitations of the semester.

*Prerequisite: T32##FA                      Intermediate Talmud Survey*

T32##SU                      Intermediate Talmud Survey                      5 credits  
In this course the students are expected to have developed a broad knowledge base of Talmudic case law and the skills needed to independently study Talmudic texts. They study at a significantly faster pace and cover more ground in the Tractate. In addition the students will occasionally reference the pertinent commentaries.

*Prerequisite: T32##SP                      Intermediate Talmud Survey*

T42## FA                      Advanced Talmud Survey                      5 credits

On this level the students expound on the Talmud and the basic commentaries. When students need assistance they can approach an available faculty member. The faculty will generally direct the student to one or more commentaries in the library which discuss the question.

*Prerequisite: T32##SU              Intermediate Talmud Survey*

T42## SP                      Advanced Talmud Survey                      5 credits

In this course the students begin to study the text with additional commentaries and cross-section the various commentaries. Additionally in this course the range of topics begins to broaden.

*Prerequisite: T42##FA              Advanced Talmud Survey*

T52## FA                      Independent Talmud Survey                      5 credits

On this level the students continue to expand their knowledge of Talmudic case law, while learning to focus their efforts on an in-depth understanding of the text. Students are expected to review various citations of the text and some of the major commentaries.

*Prerequisite: T42##SP              Advanced Talmud Survey*

T52## SP                      Independent Talmud Survey                      5 credits

In this course the students learn to go beyond the literal meaning and to look for underlying assumptions and implied meanings. The vehicle for developing this approach lies in the study of the basic Rishonim commentators.

*Prerequisite: T52## FA              Independent Talmud Survey*

## HALACHA SURVEY

The study of Halacha is an integral part of the curriculum. The Talmud discusses case law, however, it does not necessarily present the final ruling; nor does it address modern day applications of the Halacha. The Shulchan Aruch or book of Legal Codes constitutes the final culmination of Talmudic debate epitomized in legal decisions. Thus, it is extremely important for students to devote part of their time to Halacha in order to become more knowledgeable in the practical aspects. This will enable them to better participate in the day-to-day laws and practices of our community.

The Halacha Survey courses deal mainly with practical Halacha as applied to daily life, the Sabbath and the Jewish Holidays, daily prayers, etc. The principal text used in the Halacha Survey courses is the six-volume Mishnah Berurah, which is a commentary on Shulchan Aruch Orach Chaim. The Mishnah Berurah, a 20th century classic written by Harav Yisroel Meir Kagan of Radun (also known as the Chofetz Chaim, for the widely

acclaimed treatise he authored by that title) is a brilliant compendium of the major Halachic literature of the last 200 years.

### HALACHA TEXT LISTINGS

The following is a list of the various areas of Halacha studied in the Halacha survey courses and a brief description of some of the major topics they discuss. The assigned subject matter is selected from this list. The subject matter is listed as they appear on Yeshivath Viznitz scholastic records.

01 - Hilchos Hanhogas Haboker: These laws deal with the obligations of the practicing Jew in the early morning.

02 - Hilchos Tzitzis: These cover the laws of Tzitzis. Students will study the authoritative judgments of Rabbi Joseph Karo, Rabbi Moses Isserlish and the glosses of later commentators and interpreters.

03 - Hilchos Tfillin: Topics include the laws of Tfillin, what they symbolize, how they can be worn, and how they should be worn, etc.

04 - Hilchos Birchos Hashachar: The laws of the morning blessings are studied in depth, with a view toward understanding how they are derived from Talmudic sources.

05 - Hilchos Krias Shema: The laws dealing with the fundamental expression of Jewish faith the Shema, its incorporation in prayer, its specific obligation, when and under what conditions it may be recited. The student will study the basic text and a selection of rabbinical responsa from the past three centuries.

06 - Hilchos Tefila: The laws of ritual prayer based to a large extent on the Talmud Tractate Berachos. Students should be familiar with relevant Talmudic passages. Since much of the basic material should have been studied in high school, this course will focus on the rich secondary halachic literature on this topic.

07 - Hilchos Nsias Kapaim, Krias Sefer Torah, Bais Haknesses: The laws of priestly blessings; the writing, repairing, reading and maintaining the Torah Scroll; The ritual of the synagogue.

08 - Hilchos Netilas Yidayim: The laws of ritual purification, mealtime behavior. Many of these laws are familiar to the student, but some are quite complex and in this course the entire body of relevant Halacha is covered.

09 - Hilchos Birchos Hapiros: The laws of blessings for a broad range of foods and natural phenomena. The underlying categorization for all blessings.

10 - Hilchos Mincha/Maariv: The laws pertaining to the Mincha and Maariv prayers.

11 - Hilchos Shabbos: The laws of the Sabbath are taught in two sections: Section one includes the preparation for the Sabbath; the sanctification of the Sabbath; the Sabbath service; the Sabbath ritual. Section two includes the laws of prohibited work on the Sabbath. Students will study the specific application of the Biblical prohibition on creative labor. A background in the Tractate Shabbos is highly recommended. Students lacking such a background will be expected to study the relevant Talmudic sources.

12 - Hilchos Pesach: The laws of the Passover holiday. Familiarity with Tractate Pesachim is recommended. These laws range from the prohibition on leavened bread and various derivative foods to the laws of the Seder, the prayers for the festival.

13 - Hilchos Yom Tov: The laws of the festivals and holidays. These laws deal with both Biblical and Rabbinical prohibitions on labor, as well as the positive requirements for honoring the holidays and sanctifying the festivals.

14 - Hilchos Chol Hamoed: This course covers the laws of the intervening days of the festivals, which have an entire category of laws defining their status. Much of this is derived from the Tractate Moed Katan.

15 - Hilchos Tisha B'Av, Taanis: The laws included in this course are those describing fast days, the ritual requirements and the prayer service on fast days. The day of great sorrow, Tisha B'Av has a full complement of relevant laws that pertain only to this special day.

16 - Hilchos Rosh Hashanah, Yom Kippur: Shofer, the Ten Days of Atonement, the New Year ritual, and assorted other practices associated with Rosh Hashanah as well as the entire set of Yom Kippur laws.

17 - Hilchos Succah, Hilchos Arba Minim: A survey of the laws of the Holiday of Succos and the laws of the four species.

18 - Hilchos Chanukah, Purim: A survey of the laws of these two Holidays.

19 - Hilchos B'tzias Hapas, Seudah: Laws pertaining to eating bread and to meals.

#### HALACHA SURVEY COURSE DESCRIPTIONS

H12## FA

Introductory Halacha Survey

1 credit

On the Introductory level the student is introduced to the study of Shulchan Aruch Orach Chaim with the commentary of the Mishnah Berurah on a basic level. The

commentary of the Mishnah Berurah is unique, as it combines practical Halacha with ethical concepts.

*No prerequisites.*

H12## SP                                      Introductory Halacha Survey                                      1 credit

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

*Prerequisite: H12##FA                                      Introductory Halacha Survey*

H12## SU                                      Introductory Halacha Survey                                      1 credit

In this course the students accustomed to the style of the writing of the Chofetz Chaim's Mishnah Berurah study it on a deeper level. The emphasis is on studying the text in depth using their developing textual and analytical skills.

*Prerequisite: H12##SP                                      Introductory Halacha Survey*

H22## FA                                      Beginners Halacha Survey                                      1 credit

On this level the student begins to study the companion commentaries of the Be'ur Halacha and Sha'ar Hatziun. This in turn gives the students a new understanding of the Mishnah Berurah.

*Prerequisite: H12##SU                                      Introductory Halacha Survey*

H22## SP                                      Beginners Halacha Survey                                      1 credit

In this course the students begin to analyze how the Mishnah Berurah came to a specific conclusion in a scenario where there is more than one opinion. This improves the students understanding of Halacha.

*Prerequisite: H22##FA                                      Beginners Halacha Survey*

H22## SU                                      Beginners Halacha Survey                                      1 credit

In this course the students apply the skills acquired in previous courses to focus exclusively on the commentary of the Be'ur Halacha. The Be'ur Halacha brings many sources from the Talmud, the Tur and other Halachic commentaries.

*Prerequisite: H22##SP                                      Beginners Halacha Survey*

H32## FA                                      Intermediate Halacha Survey                                      1 credit

On this level the students study the Mishnah Berurah and the major classical texts independently. There is an emphasis on comparing and contrasting the various commentaries and approaches. The objective is to become more knowledgeable with practical Halacha.

*Prerequisite: H22##SU                                      Beginners Halacha Survey*

H32## SP                                      Intermediate Halacha Survey                                      1 credit



In this course the student is expected to use his knowledge of Halacha he studied during the previous courses to expand his breadth of Halachic knowledge, and its practical application in everyday life.

*Prerequisite: H32##FA*

*Intermediate Halacha Survey*

H32##SU

Intermediate Halacha Survey

1 credit

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

*Prerequisite: H32##SP*

*Intermediate Halacha Survey*

H42## FA

Advanced Halacha Survey

1 credit

On this level the student will continue to study Halacha in-depth. Besides the obvious benefit of knowing more Halacha, this knowledge will assist him in analyzing the various parts and components to understand the underlying principles of the Halacha.

*Prerequisite: H32##SU*

*Intermediate Halacha Survey*

H42## SP

Advanced Halacha Survey

1 credit

In this course the students study the view of various Poskim and must understand the intellectual bases for each ones conclusion. The students are taught that just as by the study of Talmud, so too they need to reconstruct the hypotheses of why some Poskim reject the hypotheses of the other Poskim.

*Prerequisite: H42## FA*

*Advanced Halacha Survey*

H52## FA

Independent Halacha Survey

1 credit

On this level the students begin to study some of the more contemporary Sifrei Halacha like the Shmiras Shabbos Hilchoso, the commentary of the Piskai Teshuva and other "Kitzur Halacha Seforim" (literally short Halacha books).

*Prerequisite: H42## SP*

*Advanced Halacha Survey*

H52## SP

Independent Halacha Survey

1 credit

The final course is designed to prepare the student for the future study of basic essential Halacha. This includes students who will not pursue Halacha on the graduate level. Nonetheless they need knowledge of basic Halacha to follow the traditions of our community on an everyday basis.

*Prerequisite: H52## FA*

*Independent Halacha Survey*

Sample Undergraduate Curriculum- Option 1

Year 1Fall Semester

T1115FA	Mesechta Succah 1a	Talmud	6
T1215FA	Mesechta Succah 2-3	Talmud	5
H1217FA	Hilchos Succah	Halacha	1

Spring Semester

T1115 SP	Mesechta Succah 1b	Talmud	6
T1215 SP	Mesechta Succah 4-5	Talmud	5
H1217 SP	Hilchos Arba Minim	Halacha	1

Summer Semester

T1113SU	Mesechta Beitza 1a	Talmud	6
T1213SU	Mesechta Beitza 2-3	Talmud	5
H1213 SU	Hilchos Yom Tov	Halacha	1

*Cumulative Total: 36 credits*Year 2Fall Semester

T2110 FA	Mesechta Baba Basra 1	Talmud	6
T2210 FA	Mesechta Baba Basra 2-5	Talmud	5
H2211 FA	Hilchos Shabbos	Halacha	1

Spring Semester

T2110 SP	Mesechta Baba Basra 3a	Talmud	6
T2210 SP	Mesechta Baba Basra 3b	Talmud	5
H2209 SP	Hilchos Birchas Hapairos	Halacha	1

Summer Semester

T2210 SU	Mesechta Baba Basra 4a	Talmud	6
T2210 SU	Mesechta Baba Basra 4b	Talmud	5
H2209 SU	Hilchos Birchas Hapairos	Halacha	1

*Cumulative Total: 72 credits*Year 3Fall Semester

T3107 FA	Mesechta Gittin 1	Talmud	6
T3207 FA	Mesechta Gittin 3-4	Talmud	5
H3209 FA	Hilchos Birchas Hapairos	Halacha	1

Spring Semester

T3107 SP	Mesechta Gittin 2	Talmud	6
T3207 SP	Mesechta Gittin 6-7-8	Talmud	5
H3211 SP	Hilchos Shabbos	Halacha	1

Summer Semester

T3106 SU	Mesechta Kiddushin 1	Talmud	6
T3206 SU	Mesechta Kiddushin 2	Talmud	5
H3215SU	Hilchos Tisha B'Av, Taanis	Halacha	1

*Cumulative Total: 108 credits*Year 4Fall Semester

T4108 FA	Mesechta Baba Kama 1	Talmud	6
T4208 FA	Mesechta Baba Kama 2	Talmud	5
H4206 FA	Hilchos Tefila	Halacha	1

Spring Semester

T4107 SP	Mesechta Baba Kama 7	Talmud	6
T4207 SP	Mesechta Baba Kama 6	Talmud	5
H4206 SP	Hilchos Tefila	Halacha	1

*Cumulative Total: 132 credits*Year 5Fall Semester

T5105 FA	Mesechta Yevamos 1	Talmud	6
T5205 FA	Mesechta Yevamos 5	Talmud	5
H5203 FA	Hilchos Tfillin	Halacha	1

Spring Semester

T5105 SP	Mesechta Yevamos 2	Talmud	6
T5205SP	Mesechta Yevamos 6	Talmud	5
H5212 SP	Hilchos Pesach	Halacha	1

*Cumulative Total: 156 credits*

## Option 2

*Note: Students who choose option two study Talmud Research, Halacha Intensive and Halacha Analysis on the Advanced and Independent levels.*

### TALMUD RESEARCH

T43## FA                      Talmud Research I                      1 credit

On this level the students continue to hone their analytic and textual skills and avoid superficiality. Intellectual creativity is encouraged, and leads to a deeper understanding of the text.

*Prerequisite: T32##SU              Intermediate Talmud Survey*

T43## SP                      Talmud Research I                      1 credit

In this course the student becomes increasingly independent of faculty assistance, and is capable of coming up with original interpretations of his own. The breadth of study provides the student with a sense of accomplishment and positive reinforcement for further Talmud study.

*Prerequisite: T43## FA              Talmud Research I*

T53## FA                      Talmud Research II                      1 credit

On this level the students study with minimal guidance and faculty assistance. The focus is to develop an incipient independent scholar which will lead to a lifetime of learning and potentially to master significant sections of the Talmud.

*Prerequisite: T43## SP              Talmud Research I*

T53## SP                      Talmud Research II                      1 credit

In this final Talmud Research course the students prepare to enter Talmud graduate programs. In addition the students are expected to assist younger students in their studies.

*Prerequisite: T53## FA              Talmud Research II*

### HALACHA INTENSIVE

*Note: The study of Halacha Intensive and Halacha Analysis is based on the graduate level Halacha program; see below for details.*

H41## FA                      Halacha Intensive I                      6 credits

In this course the students delve into the development of the Halacha. The focus is on the intense study of the Gemora Rashi and Tosfos, with the commentaries of the Rif, Rambam and Rosh.

*Prerequisite: H32##SU              Intermediate Halacha Survey*

H41## SP                                      Halacha Intensive I                                      6 credits  
This course builds upon the previous semester; in addition to the Gemora, Rashi, Tosfos, and the Rif, Rambam and Rosh the students begin studying the Tur with the commentary of the Bais Yosef.

*Prerequisite: H41## FA                      Halacha Intensive I*

H51## FA                                      Halacha Intensive II                                      6 credits  
On this level the focus is the study of the Tur with additional commentaries; including the Bach, the Schach, and Taz. This further trains the students understanding of the intricacies of the study of Halacha.

*Prerequisite: H41## SP                                      Halacha Intensive I*

H51## SP                                      Halacha Intensive II                                      6 credits  
In this course the students mostly get used to the usage of words of the Shulchan Aruch and Poskim, especially the later Poskim (Achronim) since their usage of words and the way they write is not known to students who spent most their time learning Gemara.

*Prerequisite: H51## FA                                      Halacha Intensive II*

#### HALACHA ANALYSIS

H44## FA                                      Halacha Analysis I                                      5 credits  
In this companion course to the Halacha Intensive course the students focus on *sugyas* (Talmudic topics) with a slant toward Halacha. This course focuses on training the students to study the Gemora thoroughly.

*Prerequisite: H32##SU                                      Intermediate Halacha Survey*

H44## SP                                      Halacha Analysis I                                      5 credits  
In this companion course to the Halacha Intensive course the students study and analyze how and why the Rif, the Rambam and the Rosh came to their conclusions. In addition they study the contrasts between each opinion.

*Prerequisite: H41## FA                                      Halacha Analysis I*

H54## FA                                      Halacha Analysis II                                      5 credits  
In this companion course to the Halacha Intensive course the students the Tur with the Bais Yosef. This course focuses on training the students to recognize the subtle differences between theoretical underpinnings and practical application.

*Prerequisite: H41## SP                                      Halacha Analysis I*

H54## SP                                      Halacha Analysis II                                      5 credits

In this companion course to the Halacha Intensive course the emphasis is on the Shulchan Aruch and the later Poskim (Achronim). The additional study and review assists the students to solidify their training in the study of Halacha.

*Prerequisite: H51## FA                                      Halacha Analysis II*

Sample Undergraduate Curriculum- Option 2

Year 1

Fall Semester

T1115FA	Mesechta Succah 1a	Talmud	6
T1215FA	Mesechta Succah 2-3	Talmud	5
H1217FA	Hilchos Succah	Halacha	1

Spring Semester

T1115 SP	Mesechta Succah 1b	Talmud	6
T1215 SP	Mesechta Succah 4-5	Talmud	5
H1217 SP	Hilchos Arba Minim	Halacha	1

Summer Semester

T1113SU	Mesechta Beitza 1a	Talmud	6
T1213SU	Mesechta Beitza 2-3	Talmud	5
H1213 SU	Hilchos Yom Tov	Halacha	1

*Cumulative Total: 36 credits*

Year 2

Fall Semester

T2110 FA	Mesechta Baba Basra 1	Talmud	6
T2210 FA	Mesechta Baba Basra 2-5	Talmud	5
H2211 FA	Hilchos Shabbos	Halacha	1

Spring Semester

T2110 SP	Mesechta Baba Basra 3a	Talmud	6
T2210 SP	Mesechta Baba Basra 3b	Talmud	5
H2209 SP	Hilchos Birchas Hapairos	Halacha	1

Summer Semester

T2210 SU	Mesechta Baba Basra 4a	Talmud	6
T2210 SU	Mesechta Baba Basra 4b	Talmud	5
H2209 SU	Hilchos Birchas Hapairos	Halacha	1

*Cumulative Total: 72 credits*

Year 3Fall Semester

T3107 FA	Mesechta Gittin 1	Talmud	6
T3207 FA	Mesechta Gittin 3-4	Talmud	5
H3209 FA	Hilchos Birchas Hapairos	Halacha	1

Spring Semester

T3107 SP	Mesechta Gittin 2	Talmud	6
T3207 SP	Mesechta Gittin 6-7-8	Talmud	5
H3211 SP	Hilchos Shabbos	Halacha	1

Summer Semester

T3106 SU	Mesechta Kiddushin	1	Talmud	6
T3206 SU	Mesechta Kiddushin 2		Talmud	5
H3215SU	Hilchos Tisha B'Av, Taanis		Halacha	1

*Cumulative Total: 108 credits*Year 4Fall Semester

H4134 FA	Hilchos_Taruvois	Halacha	6
H4408 FA	Hilchos Netilas Yodaim	Halacha	5
T4315 FA	Mesechta Succah 1	Talmud	1

Spring Semester

H4109 SP	Birchas Hapairos	Halacha	6
H4406 SP	Hilchos Tefilla	Halacha	5
T4301 SP	Mesechta Succah 2-3	Talmud	1

*Cumulative Total: 132 credits*Year 5Fall Semester

H5123 FA	Hilchos Birchas Hamozon	Halacha	6
H5407 FA	Krias HaTorah-Bais Haknesses	Halacha	5
T5301 FA	Mesechta Berachos 1-3	Talmud	1

Spring Semester

H5120SP	Hilchos Gittin	Halacha	6
H5414 SP	Hilchos Chol Hamoed	Halacha	5
T5301 SP	Mesechta Berachos - 6	Talmud	1

*Cumulative Total: 156 credits*

The following is a breakdown of the courses, credit components and semesters for the current Independent (U5) level:

Independent Level

	<u>Fall Semester</u>	<u>Spring Semester</u>
Talmud Intensive	5 credits	5 credits
Talmud Survey	4 credits	4 credits
Halacha	3 credits	3 credits
Bible	1 credit	1 credit
Mussar and Chassidus	1 credit	1 credit
Sub Total:	<u>14 credits</u>	<u>14 credits</u>
Total:	<u>126 credits</u>	<u>140 credits</u>

See above for Talmud content.

Talmud Intensive

5109## Independent Talmud Intensive 5 credits  
 In this course the difficulties in Talmudic thought not addressed in earlier courses must be dealt with, and the student's capacity for creative thinking is further developed. The students are expected to study the contrast between the opinions and offer their own hypotheses to address the difficulties.  
*Prerequisite: Advanced Talmud Intensive*

5110## Independent Talmud Intensive 5 credits  
 In this course the lectures and interaction with the Rosh Yeshiva are designed to prepare the student for graduate work in Talmud. Group Seminars meet weekly, giving the student the opportunity to present and defend his conclusions.  
*Prerequisite: Independent Talmud Intensive*

Talmud Survey

5209## Independent Talmud Survey 4 credits  
 On this level the students continue to expand their knowledge of Talmudic case law, while learning to focus their efforts on an in-depth understanding of the text. Students are expected to review various citations of the text and some of the major commentaries.  
*Prerequisite: Advanced Talmud Survey*

5210## Independent Talmud Survey 4 credits  
 In this course the students learn to go beyond the literal meaning and to look for underlying assumptions and implied meanings. The vehicle for developing this approach lies in the study of the basic Rishonim commentators.



*Prerequisite: 5209## Independent Talmud Survey*

See above for Halacha content.

### Halacha Survey

2209## Independent Halacha Survey 3 credits

On this level, the student will continue to study Halacha in-depth. Besides the obvious benefit of knowing more Halacha, this knowledge will serve to help him understand the underlying principles. He will then feel more confident and competent to compare case laws and give a Halachic opinion.

*Prerequisite: Advanced Halacha Survey*

2210## Independent Halacha Survey 3 credits

In this course the student is expected to be able to analyze a Halachic inquiry's elements and parts. Using his knowledge of Halacha and the guiding principles gleaned from the commentaries and contemporary Poskim (halachic authorities), he should be prepared to provide a Psak Halacha (Halachic decision). This inherent knowledge will be the foundation of the students' graduate work.

*Prerequisite: Independent Halacha Survey*

### BIBLE COURSES

Students in an undergraduate academic program are expected to be familiar with the basic text of the Bible. The Bible courses that are offered focus on the advanced study of the Bible with exegetical and commentary literature. Students study the weekly portion of the Bible known as Parshas Hashuvia. Various commentaries i.e. Rashi, Ramban, Ibn Ezra, Sforno, Kli Yakar, Ohr HaChaim etc. are studied in conjunction with the weekly portion.

3109 Independent Bible 1 credit

On this level the students will have developed their skills to independently analyze the text of the Bible and its commentaries. The course is designed to demonstrate the student's capability for independent study without the assistance of their instructor.

*Prerequisite: Advanced Bible*

3110 Independent Bible 1 credit

In this course, the students are expected to apply ever-increasing levels of depth to their study of the weekly portion (Parshas Hashuvia). They are expected to augment their study of Chumash by studying the more advanced commentaries on a weekly basis.

*Prerequisite: Independent Bible*

### MUSSAR AND CHASIDUS

The study of Mussar and Chassidus, or Jewish ethics and philosophy 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, maturation of character, persistence, involvement with and concern for others, as well as the

growth of self-confidence. In addition the students gain a deeper understanding of Chassidic philosophy.

### TEXT LISTINGS

Each semester one text from each of the following text lists is covered.

#### MUSSAR

*Chovos Hatalmidim*  
*Kav Hayusher*  
*Mesilas Yeshurim*  
*Orchas Tzadikim*  
*Pele Yoetz*  
*Raishis Chochma*  
*Sefer Hayosher*  
*Shaarei Tshuva*  
*Shmiras Halashen*  
*Zera Kodesh*

#### CHASSIDUS

*Ahavas Yisroel*  
*Ahavas Shulem*  
*Avodas Yisroel*  
*Beer Mayim Chayim*  
*Imrei Chaim*  
*Imrei Noam*  
*Tanya*  
*Toldos*  
*Toras Chaim*  
*Zemach Tzadik*

1009 Independent Mussar and Chassidus 1 credit

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

*Prerequisite: Advanced Mussar and Chassidus*

1010 Independent Mussar and Chassidus 1 credit

In this course the students study the classic Mussar and Chassidic texts independently. As the students prepare to complete their undergraduate studies at Yeshivath Viznitz, they sharpen their skills of studying Mussar and Chassidus. This in turn assists them to develop a commitment to the life long process of character development and ethical conduct.

*Prerequisite: Independent Mussar and Chassidus*

### Sample Curriculum

#### Year 5

##### Fall Semester

210923	Hilchos Birchas Hamozon	Halacha	5
520901	Mesechta Berachos	Talmud	4
220907	Krias HaTorah-Bais Haknesses	Halacha	3
3109	Parshas Hashavua	Bible	1
1009	Kav Hayashar-Imrei Noam	Mussar	1

##### Spring Semester

211040	Mishna Berura Vol. 1	Halacha	5
521001	Mesechta Berachos	Talmud	4
221050	Mishna Berura Vol. 2	Halacha	3
3110	Parshas Hashavua	Bible	1
1010	Pele Yoetz-Tanya	Mussar	1

*Cumulative Total: 140 credits*

## GRADUATE PROGRAM

Yeshivath Viznitz offers several programs of graduate study for qualified graduates. For acceptance into the graduate program, a student must have completed the undergraduate program of our institution, or its equivalent at another Talmudic or Rabbinical institution. Applicants must submit a record of their undergraduate course work. The student must have a First Talmudic Degree or a First Rabbinical Degree or its equivalent.

Tuition for graduate students is heavily subsidized by the Yeshiva with a charge of only \$1,000 annually for the five-year program. This is in recognition of the great commitment made by students undertaking the completion of this program, as well as the meager means most [married] students have by forgoing income opportunities to undertake this rigorous study.

Students considering graduate studies should recognize that such study requires a full time commitment. The amount of time spent for preparation, study and research will be far in excess of that required for undergraduate work. A greater proportion of course work will be designed to setting the student on the path of independent scholarship and professional studies. While research and study are guided by graduate supervisors and mentors, the bulk of daily studies are carried out with a Chavrusa (peer study partner).

The graduate program at Yeshivath Viznitz offers students the opportunity to continue their Talmudic and Rabbinical studies on a more advanced level. It also provides the students with the scholastic preparation necessary to become Magidei Shiur (lecturers).

The basic outline of the graduate program is similar to the undergraduate program. Students generally carry an academic load of fourteen credits per semester. These credits are from both the Talmud and Halacha Departments. Students may choose their major from one of these fields. At this level of scholarship the departments of Talmud and Halacha become very closely related. Students do independent research in both of these areas simultaneously. In addition, the laws and principles contained in the works of Halacha can be traced through the Talmud in the form of debate and discussion. For this reason the degree granted to graduates completing the five-year program is a combined Talmud and Halacha degree entitled Advanced Talmudic/Rabbinic Degree.

The Advanced Jewish Studies Scholar Degree program is a five year doctoral-level program which follows the general framework of the Advanced Talmudic/Rabbinic Degree program – albeit at the highest levels of Talmudic and Rabbinic scholarship. Generally this program is highly customized for each Scholar Degree candidate to maximize their individual skills and knowledge.

## HALACHA

While the Bible establishes the basic body of Jewish law and the oral law further explains the recorded text through the Mishnah and the Gemorah, it is the Halacha that, based on rabbinical determinations, renders final practical judgment. The Halacha then is the living law, the embodiment of Biblical and Talmudic principles. The major codifiers of the Halacha accomplished the daunting task of reducing the extensive case law texts of the Talmud, extracting only the final judgments of Talmudic debates and delivering their own judgment where opinions were unclear or in conflict. The codifiers also brought together the vast legal literature under a topical system.

Rabbi Alfasi (the Rif), the Rambam, and Rabbeinu Asher (the Rosh) perhaps the best known of the codifiers, contributed to the creation of the Code of Jewish Law. By the end of the fifteenth century these codes were updated and reworked into a single code based on the Arba Turim: Orach Chaim, Yoreh Deah, Even HaEzer, and Choshan Mishpat. The resulting work, the Shulchan Aruch, offers the authoritative judgments of two rabbinical scholars, Rabbi Yosef Karo and Rabbi Moshe Isserlis, representing the coming together of both the Sefardic and Ashkenazic traditions.

The student delves into the actual development of the Halacha tracing it back to the Gemora Rashi and Tosfos, followed by the opinions of the Rif, Rambam and Rosh. They then study the Tur and Bais Yosef, Bach, Schach, and Taz, followed by the Mechaber and Remah and the major Nesei Keilim on Shulchan Aruch, including the Mogen Avruhom, Pre Megodim, Dogul Mervava, Reb Akiva Eiger, etc. With this solid background, the student can now begin to appreciate the subtleties found in the Poiskim in Shulchan Aruch.

As with all living laws, codification did not stop the process of reinterpretation and fresh application of legal principles to new issues. A significant body of Responsa makes new law by applying Talmudic principles through original interpretations, while commentary literature attempts to clarify already existing law.

## HALACHA TEXT LISTINGS

The following is a list of the various areas of Halacha studied in the Department of Halacha and a brief description of some of the major topics they discuss. The assigned subject matter is selected from this list. The subject matter is listed as they appear on Yeshivath Viznitz scholastic records.

01 - Hilchos Hanhogas Haboker: These laws deal with the obligations of the practicing Jew in the early morning.

02 - Hilchos Tzitzis: These cover the laws of Tzitzis. Students will study the authoritative judgments of Rabbi Joseph Karo, Rabbi Moses Isserlish and the glosses of later commentators and interpreters.

03 - Hilchos Tfillin: Topics include the laws of Tfillin, what they symbolize, how they can be worn, and how they should be worn, etc.

04 - Hilchos Birchos Hashachar: The laws of the morning blessings are studied in depth, with a view toward understanding how they are derived from Talmudic sources.

05 - Hilchos Krias Shema: The laws dealing with the fundamental expression of Jewish faith the Shema, its incorporation in prayer, its specific obligation, when and under what conditions it may be recited. The student will study the basic text and a selection of rabbinical responsa from the past three centuries.

06 - Hilchos Tefila: The laws of ritual prayer based to a large extent on the Talmud Tractate Berachos. Students should be familiar with relevant Talmudic passages. Since much of the basic material should have been studied in high school, this course will focus on the rich secondary halachic literature on this topic.

07 - Hilchos Nsias Kapaim, Krias Sefer Torah, Bais Haknesses: The laws of priestly blessings; the writing, repairing, reading and maintaining the Torah Scroll; The ritual of the synagogue.

08 - Hilchos Netilas Yidayim: The laws of ritual purification, mealtime behavior. Many of these laws are familiar to the student, but some are quite complex and in this course the entire body of relevant Halacha is covered.

09 - Hilchos Birchos Hapiros: The laws of blessings for a broad range of foods and natural phenomena. The underlying categorization for all blessings.

10 - Hilchos Mincha/Maariv: The laws pertaining to the Mincha and Maariv prayers.

11 - Hilchos Shabbos: The laws of the Sabbath are taught in two sections: Section one includes the preparation for the Sabbath; the sanctification of the Sabbath; the Sabbath service; the Sabbath ritual. Section two includes the laws of prohibited work on the Sabbath. Students will study the specific application of the Biblical prohibition on creative labor. A background in the Tractate Shabbos is highly recommended. Students lacking such a background will be expected to study the relevant Talmudic sources.

12 - Hilchos Pesach: The laws of the Passover holiday. Familiarity with Tractate Pesachim is recommended. These laws range from the prohibition on leavened bread and various derivative foods to the laws of the Seder, the prayers for the festival.

13 - Hilchos Yom Tov: The laws of the festivals and holidays. These laws deal with both Biblical and Rabbinical prohibitions on labor, as well as the positive requirements for honoring the holidays and sanctifying the festivals.

14 - Hilchos Chol Hamoed: This course covers the laws of the intervening days of the festivals, which have an entire category of laws defining their status. Much of this is derived from the Tractate Moed Katan.

15 - Hilchos Tisha B'Av, Taanis: The laws included in this course are those describing fast days, the ritual requirements and the prayer service on fast days. The day of great sorrow, Tisha B'Av has a full complement of relevant laws that pertain only to this special day.

16 - Hilchos Rosh Hashanah, Yom Kippur: Shofer, the Ten Days of Atonement, the New Year ritual, and assorted other practices associated with Rosh Hashanah as well as the entire set of Yom Kippur laws.

17 - Hilchos Succah, Hilchos Arba Minim: A survey of the laws of the Holiday of Succos and the laws of the four species.

18 - Hilchos Chanukah, Purim: A survey of the laws of these two Holidays.

19 - Hilchos B'tzias Hapas, Seudah: Laws pertaining to eating bread and to meals.

20 - Hilchos Gittin: Laws of divorce and the complex divorce document or Get. The principles of giving witness, the taking possession of legal documents, and the halachic requirements for verification.

23 - Hilchos Birchos Hamazon: The laws of the blessings before, during and after the meal, and the blessings of Birchas Hamazon.

24 - Hilchos Birchos Horaich: The laws of saying blessings for smelling sweet scents.

25 - Hilchos Sha'ar Berachos: A survey of all types of blessings

27 - Hilchos Bishul Akum, Yayin Nesech: The laws of cooking done by Gentiles and the laws of wine that comes in sight or contact with Gentiles.

28 - Hilchos Yibum: The laws of a sister in law after her husband dies without leaving children.

- 29 - Hilchos Kesubos: The laws, obligations, and the legal effect of the Jewish marriage contract.
- 30 - Hilchos Nidah: Laws of changes in ritual status caused by the menses.
- 31 - Kibud Av V'em: Laws of honoring parents.
- 32 - Talmud Torah, Tzedoka: Laws of the studying of the Torah and of giving tzedoka.
- 33 - Hilchos Buser B'Cholov: Laws of separation of dairy and meat.
- 34 - Hilchos Taruvis: Laws of mixtures of prohibited foods.
- 35 - Hilchos Kedushin: The laws of the procedures whereby women become betrothed and related regulations and obligations.
- 36 - Hilchos Sefer Torah-Mezuzah: Laws and procedures for Scribes
- 37 - Hilchos Mikvaos: The laws and detailed discussions of architectural requirements for ritual baths, dimensions and other specifications.
- 40 - Mishna Berura, Vol. 1: A compilation of Halachic laws with commentary by Rabbi Yisroel Meir Kagan, of Radin.
- 50 - Mishna Berura, Vol. 2: Various Halachos with commentary by Rabbi Yisroel Meir Kagan, of Radin.
- 60 - Mishna Berura, Vol. 3: Hilchos Shabbos with commentary by Rabbi Yisroel Meir Kagan, of Radin.
- 70 - Orach Chaim Vol. 1: A thorough study of the Shulchan Aruch and its commentaries selected from Simonim (chapters) 1-241 of the Orach Chaim section.
- 71 - Orach Chaim Vol. 2: A thorough study of the Shulchan Aruch and its commentaries selected from Simonim (chapters) 242-416 of the Orach Chaim section.
- 72 - Orach Chaim Vol. 3: A thorough study of the Shulchan Aruch and its commentaries selected from Simonim (chapters) 417-697 of the Orach Chaim section.
- 80 - Choshan Mishpat Vol. 1: A thorough study of select Simonim (chapters) from the Choshan Mishpat section of the Shulchan Aruch.
- 81 - Choshan Mishpat Vol. 2: A thorough study of select Simonim (chapters) from the Choshan Mishpat section of the Shulchan Aruch

82 - Choshan Mishpat Vol. 3: A thorough study of select Simonim (chapters) from the Choshan Mishpat section of the Shulchan Aruch

GRADUATE COURSE LISTINGS

TALMUD INTENSIVE

GT11##FA	Graduate Talmud Intensive I	6 credits
GT11##SP	Graduate Talmud Intensive I	6 credits
GT21## FA	Graduate Talmud Intensive II	6 credits
GT21## SP	Graduate Talmud Intensive II	6 credits
GT31## FA	Graduate Talmud Intensive III	6 credits
GT31## SP	Graduate Talmud Intensive III	6 credits
GT4## FA	Graduate Talmud Intensive IV	6 credits
GT4## SP	Graduate Talmud Intensive IV	6 credits
GT5## FA	Graduate Talmud Intensive V	6 credits
GT5## SP	Graduate Talmud Intensive V	6 credits

HALACHA

Graduate Halacha Intensive

GH11##FA	Graduate Halacha Intensive III	6 credits
GH11##SP	Graduate Halacha Intensive III	6 credits
GH21## FA	Graduate Halacha Intensive IV	6 credits
GH21## SP	Graduate Halacha Intensive IV	6 credits
GH31## FA	Graduate Halacha Intensive V	6 credits
GH31## SP	Graduate Halacha Intensive V	6 credits
GH41## FA	Graduate Halacha Intensive VI	6 credits
GH41## SP	Graduate Halacha Intensive VI	6 credits
GH51## FA	Graduate Halacha Intensive VII	6 credits
GH51## SP	Graduate Halacha Intensive VII	6 credits

Graduate Halacha Research



GH13## FA	Graduate Halacha Research I	2 credits
GH13## SP	Graduate Halacha Research I	2 credits
GH23## FA	Graduate Halacha Research II	2 credits
GH23## SP	Graduate Halacha Research II	2 credits
GH33## FA	Graduate Halacha Research III	2 credits
GH33## SP	Graduate Halacha Research III	2 credits
GH43## FA	Graduate Halacha Research IV	2 credits
GH43## SP	Graduate Halacha Research IV	2 credits
GH53## FA	Graduate Halacha Research V	2 credits
GH53## SP	Graduate Halacha Research V	2 credits

## Sample Graduate Curriculum

### Year 1

#### Fall Semester

GT1102 FA	Mesechta Shabbos	Talmud	6
GH1111 FA	Hilchos Shabbos	Halacha	6
GH1307 FA	Krias HaTorah-Bais Haknesses	Halacha	2

#### Spring Semester

GT1102 SP	Mesechta Shabbos	Talmud	6
GH1111 SP	Hilchos Shabbos	Halacha	6
GH1311 SP	Hilchos Shabbos	Halacha	2

### Year 2

#### Fall Semester

GT2102 FA	Mesechta Shabbos	Talmud	6
GH2111 FA	Hilchos Shabbos	Halacha	6
GH2311 FA	Hilchos Shabbos	Halacha	2

#### Spring Semester

GT2102 SP	Mesechta Shabbos	Talmud	6
GH2111 SP	Hilchos Shabbos	Halacha	6
GH2311 SP	Hilchos Shabbos	Halacha	2

### Year 3

#### Fall Semester

GT3102 FA	Mesechta Shabbos	Talmud	6
GH3111 FA	Hilchos Shabbos	Halacha	6

GH3311 FA Hilchos Shabbos	Halacha	2
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Spring Semester

GT3102 SP Mesechta Shabbos	Talmud	6
GH3111 SP Hilchos Shabbos	Halacha	6
GH3311 SP Hilchos Shabbos	Halacha	2

Year 4

Fall Semester

GT4107 FA Mesechta Gittin	Talmud	6
GH4120 FA Hilchos Gittin	Halacha	6
GH4320 FA Hilchos Gittin	Halacha	2

Spring Semester

GT4107 SP Mesechta <u>Gittin</u>	Talmud	6
GH4120 SP Hilchos <u>Gittin</u>	Halacha	6
GH4320 SP Hilchos <u>Gittin</u>	Halacha	2

Year 5

Fall Semester

GT5150 FA Mesechta Nidah	Talmud	6
GH5130 FA Hilchos Nidah	Halacha	6
GH5330 FA Hilchos Nidah	Halacha	2

Spring Semester

GT5150 SP Mesechta Nidah	Talmud	6
GH5130 SP Hilchos Nidah	Halacha	6
GH5330 SP Hilchos Nidah	Halacha	2

## BOARD OF DIRECTORS

### Primary Board Members

Mr. Abraham Einhorn  
Rabbi Zishe Friedman  
Mr. David Rosenberg

### Advisory Board Members

Rabbi Avrohom M. Hager  
Rabbi Yakov Y. Hager  
Mr. Pinchus Klein  
Mr. Pinchus Neiman  
Rabbi Israel Rosenberg

## ADMINISTRATION

Mr. David Rosenberg  
Rabbi Mechel Deutsch  
Rabbi Pinchus Samuel  
Rabbi Joseph Gruber  
Rabbi Israel Neiman  
Rabbi Allie Pinkasovits  
Rabbi Chaim M. Rosenfeld  
Rabbi David Berger

CEO/Executive Director  
Administrator, Director of Bursar's Office  
Financial Aid Administrator  
Menahel Ruchni – Dean of Students  
Registrar  
General Manager  
Controller  
Manager- Kiamesha Lake

## FACULTY

Rabbi Israel Hager  
Rabbi Refoel Schorr  
Rabbi Joseph Gruber  
Rabbi Yisroel M. Gruber  
Rabbi Eliezer D. Schlager  
Rabbi Shmuel Greenberger  
Rabbi Chaim M. Hager  
Rabbi Berish Rosenberg  
Rabbi Eliezer Hersch Spira  
Rabbi Yehoshua Stern  
Rabbi Meir A. Friedman  
Rabbi Yisroel Schneebalg  
Rabbi Chaim Stein

Dean  
Rosh Yeshiva  
Menahel Ruchni (Undergraduate)  
Assistant Menahel Ruchni and Mashgiach – Iyun  
Mashgiach - Shiur Iyun  
Magid Shiur – Iyun  
Magid Shiur – Iyun  
Magid Shiur – Iyun  
Magid Shiur – Iyun  
Magid Shiur – Iyun  
Shoel Umeshiv – Iyun  
Shoel Umeshiv – Iyun  
Shoel Umeshiv – Iyun

Rabbi Zelig M. Fliegman	Mashgiach – Shiur Poshut
Rabbi Pinchus N. Greenberger	Mashgiach and Shoel Umeshiv – Shiur Poshut
Rabbi Avrum Lorencz	Mashgiach and Shoel Umeshiv – Shiur Poshut
Rabbi Pinchus Ahron Fisch	Magid Shiur – Shiur Poshut
Rabbi Naftula Hager	Magid Shiur – Shiur Poshut
Rabbi Yakov Y. BR”M Hager	Magid Shiur – Shiur Poshut
Rabbi Moshe Oberlander	Magid Shiur – Shiur Poshut
Rabbi Naftula Spira	Magid Shiur – Shiur Poshut
Rabbi Moshe A. Srulowitz	Magid Shiur – Shiur Poshut
Rabbi Burech Stern	Magid Shiur – Shiur Poshut
Rabbi Uri Moskowitz	Shoel Umeshiv – Early Morning and Night Seder
Rabbi Pinchus Stern	Shoel Umeshiv – Early Morning and Night Seder
Rabbi Hershel Rosenberg	Shoel Umeshiv – Early Morning and Night Seder
Rabbi Moshe Fliegman	Mashgiach – Early Morning Seder
Rabbi Shmuel S. Fliegman	Mashgiach – Early Morning Seder
Rabbi Zev Turkeltaub	Mashgiach – Early Morning Seder
Rabbi Yisroel Wertzberger	Mashgiach – Early Morning Seder
Rabbi Chaim M. Hager	Shoel Umeshiv – Early Morning Seder
Rabbi Meir Halbrecht	Mashgiach – Night Seder
Rabbi Yisroel Y. Brief	Shoel Umeshiv – Night Seder
Rabbi Yirmia Goldhirsh	Shoel Umeshiv – Night Seder
Rabbi Moshe Tauber	Shoel Umeshiv
Rabbi Shlomo Z. Goldhirsch	Shoel Umeshiv
Rabbi David Lorencz	Shoel Umeshiv
Rabbi Avrohom Hass	Shoel Umeshiv
Rabbi Yaakov D. Rosenberg	Redactor of Shiurim
Rabbi Mordechai Berger	Rosh Chaburah Monsey
Rabbi Chaim M. Braunstein	Rosh Chaburah Monsey
Rabbi Shlomo E. Braunstein	Rosh Chaburah Monsey
Rabbi Yidel Gottlieb	Rosh Chaburah Monsey
Rabbi Shea Hager	Rosh Chaburah Monsey
Rabbi Eliezer Hersh Spira	Rosh Chaburah Monsey
Rabbi Hershel Kahana	Rosh Chaburah Monsey
Rabbi Isaac Kahana	Rosh Chaburah Monsey
Rabbi Moshe Kessler	Rosh Chaburah Monsey
Rabbi Chaim M. Ruttner	Rosh Chaburah Monsey
Rabbi Elya D. Ruttner	Rosh Chaburah Monsey
Rabbi Alexander Sompolinsky	Rosh Chaburah Monsey
Rabbi Dovid Yosef Tannenbaum	Rosh Chaburah Monsey
Rabbi David Twersky	Rosh Chaburah Monsey
Rabbi Levi Yitzchok Wiznitzer	Rosh Chaburah Monsey
Rabbi Ezriel Wertzberger	Mashgiach and Assistant to Roshei Chaburah Monsey
Rabbi Yekusiel Farkas	Assistant to Roshei Chabura Monsey

## COMPLAINT POLICY

### Internal Complaint Policy

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

### AARTS Complaint Procedure

Complaints can be filed with the office of the Association of Advanced Rabbinical and Talmudic Schools (AARTS), the agency that accredits Yeshivath Viznitz, by writing to 11 Broadway, Suite 405, New York, NY 10004, with the title: Student Complaint – Yeshivath Viznitz. AARTS can also be contacted at Tel. (212) 363-1991 or Fax: (212) 533-5335.

### NY State Complaint Policy

A student also has the right to file a complaint with the State of New York Education Department using the policy below.

For all types of complaints concerning colleges and universities in New York State, 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 College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please note: Every New York State college and university is required to establish, publish, and enforce explicit policies related to redress of grievances.

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

- The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted below.
- The Office does not handle anonymous complaints.
- The Office does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office does not handle complaints concerning actions that occurred more than five years ago.
- The Office does not intervene in matters that are or have been in litigation.

Complaints concerning **programs in fields leading to professional licensure** (e.g., nursing) should be directed to:

Office of the Professions  
Professional Education Program Review  
Education Building, 2 West  
Albany, NY 12234

A complaint against a college in the **State University system** should be sent to:

State University of New York  
Central Administration  
State University Plaza  
Albany, NY 12246

A complaint against a college in the **City University system** should be sent to:

City University of New York  
Office of the General Counsel  
205 East 42nd Street, 11th Floor  
New York, NY 10017

**Civil rights:** a complaint involving discrimination based on race, color, national origin, age, disability and sex, including sexual harassment, should be filed with the U.S. Office for Civil Rights:

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](mailto:OCR.NewYork@ed.gov)

Or with:

**NYS Division of Human Rights**  
<https://dhr.ny.gov/complaint>

A complaint of **consumer fraud** on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.

For a complaint about **state student financial aid matters**, contact the Higher Education Services Corporation (HESC) Customer Communications Center at 1-888-NYS-HESC.

Complainants should be aware that the Office of College and University Evaluation does not conduct a judicial investigation and has no legal authority to require a college or university to comply with a complainant's request.

If your complaint does not fall into one of the exceptions noted above, a complaint form can be accessed at

<http://www.highered.nysed.gov/ocue/spr/documents/complaintform-accessible.pdf>.

Further information regarding filing a complaint with the New York State can be found at

<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>.

## NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (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 Yeshivath Viznitz receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yeshivath Viznitz to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the



institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Yeshivath Viznitz whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena, to proceed with or defend against the legal action. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- The information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)): name, student status, marital status, spouse's name, telephone number, address, date of birth, place of birth, dates of attendance, degrees granted, dates degrees granted, names of prior institutions attended, chavrusas, chaburas, roommates, photos, dormitory building/room numbers,

seat information, parents' and parents in-law's names, addresses, occupations, congregations, and similar background information.

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

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

## 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. Yeshivath Viznitz forbids unauthorized distribution of copyrighted material including unauthorized peer-to-peer sharing. Safeguards are in place to prevent unauthorized distribution of copyrighted materials. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to

five years and fines of up to \$250,000 per offense. For more information, see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

Legal alternatives to obtain copyrighted material include:

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

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

## MAP AND DIRECTIONS

### **Yeshivath Vitznitz**

Main Campus Office  
15 Elyon Road  
Monsey, NY 10952



From Garden State Parkway N:

1. Take Garden State Parkway N.
2. Take exit 172 for Grand Avenue toward Montvale/Park Ridge.
3. Use the left lane to keep left at the fork and continue toward W Grand Ave.
4. Turn left onto W Grand Ave.
5. Turn right onto Chestnut Ridge Rd.
6. Turn left onto Hungry Hollow Rd.
7. Turn left onto Old Nyack Turnpike.
8. Turn right onto Saddle River Rd.
9. Turn left onto NY-59 W.
10. Turn right onto N Saddle River Rd.
11. Turn right onto W Maple Ave.
12. Turn right onto Elyon Rd. Destination will be on the left.

From Brooklyn:

1. Take the Interstate 278 E/Bklyn - Qns Expwy E.
2. Use the left lane to take the I-278/Triboro Bridge exit.
3. Use the left lane to take exit 47 for Interstate 87 N/Major Deegan Expressway toward Albany.
4. Continue onto I-87 N.
5. Take exit 7N-7S for U.S. 1 N/Interstate 95 N/Cross Bronx Expressway/Interstate 95 S toward New Haven/G Washington Bridge/Trenton.
6. Continue onto I-95/Interstate 95 Lower Level S.
7. Use the left lane to take exit 72A for New Jersey 4 W toward Paramus.
8. Use the right 3 lanes to merge onto NJ-17 N toward Mahwah/Garden State Parkway N.
9. Take the Garden State Parkway N exit.
10. Merge onto Garden State Pkwy.
11. Take exit 172 for Grand Avenue toward Montvale/Park Ridge.
12. Use the left lane to keep left at the fork and continue toward W Grand Ave.
13. Turn right onto Chestnut Ridge Rd.
14. Turn left onto Hungry Hollow Rd.
15. Turn left onto Old Nyack Turnpike.
16. Turn right onto Saddle River Rd.
17. Turn left onto NY-59 W.
18. Turn right onto N Saddle River Rd.
19. Turn right onto W Maple Ave.
20. Turn right onto Elyon Rd. Destination will be on the left.