Program
Judaic Studies
Department
Judaic Studies
College
Arts & Sciences
Year
2014

Primary Faculty:
Gila Safran-Naveh, Head
513 556-2300
navehgo@ucmail.uc.edu

Core Faculty
Steven Bowman
513 556-2299
bowmans@ucmail.uc.edu

John Brolley
513 556-6669
brollej@ucmail.uc.edu

Aryeh Finkelstein
513 556-6546
finkelai@UCMAIL.UC.EDU

Matthew Kraus
513 556-2298
matthew.kraus@uc.edu
I. Program Overview

The major in Judaic Studies in the UC McMicken College of Arts and Sciences (A&S) offers a comprehensive education in the history, literature and thought of the Jewish people from biblical times to the present. The major develops critical thinking and communication skills through a robust interdisciplinary approach. Students not only develop skills in such areas as history, religious studies, philosophy, literary studies, anthropology and language, they also apply these approaches in combination when analyzing particular aspects of Jewish Civilization. The major is designed to fit a wide variety of students’ abilities and interests: the major has two tracks, Hebrew Language and Experiential/Service Learning; expertise of faculty includes ancient Judaism, Jewish arts, archaeology, medieval Jewish history, Jewish literature, Holocaust studies, anthropology, religious studies, Zionism and modern Jewish history; and students can easily double-major with a number of relevant fields. Students benefit from a rich educational experience, which may include internships and travel in Israel. Judaic Studies fully integrates the resources of UC and draws upon the Hebrew Union College and the American Jewish Archive. Thus, Judaic Studies at UC provides an integrated humanities and social sciences education tailored to the needs of each individual student.
II. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

Original Program Learning Outcomes:
Upon completion of the BA program in Judaic Studies, students will be able to...

1. demonstrate mastery of key terms and issues associated with Jewish history, literature, religion, and thought.
2. critically analyze internal and external forces affecting Jewish history, literature, religion, and thought.
3. demonstrate mastery of selected primary sources relevant to Jewish history, literature, religion, and thought.
4. critically analyze scholarship related to Jewish history, literature, religion, and thought.
5. apply and analyze theoretical models relevant to Jewish history, literature, religion, and thought.
6. demonstrate critical thinking through writing and oral presentation, in particular an ability to identify and evaluate information from multiple perspectives.
7. independently select, analyze, and synthesize terms, topics, texts, and theories relevant to Jewish studies.
8. appreciate the relationship between service-learning and the academic side of Judaic Studies.
9. demonstrate the following minimum Hebrew competencies
   a. Listening, speaking, reading, and writing at the intermediate level.
   b. Cultural Awareness: Students demonstrate factual knowledge of cultural topics introduced in class, including aspects of history, geography, literature, and popular culture; they identify relationships between different aspects of Hebrew culture and parallels to their own.

Proposed new Program Learning Outcomes:
No revisions planned
III. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completing this grid.

See following pages.
<table>
<thead>
<tr>
<th>Key</th>
<th>E = Emerging</th>
<th>D = Developing</th>
<th>A = Achieved</th>
<th>=Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Learning Outcomes</strong></td>
<td><strong>Required Courses Identified in P-1</strong></td>
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<tr>
<td>JUDC 1027/1028 (Hist Jew Civ I II)</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td>JUDC 1030/1031 (Jew Civ Tutorial)</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td>JUDC 1035 (Intro to Jud)</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<td>2000+ (students choose 1 for Hebrew track 2 for S/E track)</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td>3000+ (students choose 3, 1 each in history, literature, and thought)</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td>JUDC 2011/2012 Second year Hebrew</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<td>Judc 3031/3032 Advanced Hebrew</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td>Judc 3065 or 3066 Judaic Studies Practicum or equivalent</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td>Capstone (JUDC 5097)</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td><strong>PLO 1</strong>: mastery of key terms</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td><strong>PLO 2</strong>: critical analysis of internal and external forces</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td><strong>PLO 3</strong>: mastery of primary sources</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td><strong>PLO 4</strong>: critical analysis of scholarship</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td><strong>PLO 5</strong>: apply theoretical knowledge</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
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<tr>
<td>PLO 6: written and oral proficiency reflecting multiple perspectives</td>
<td>E</td>
<td>E, D</td>
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<td>PLO 7: independent competence in Judaic Studies</td>
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<td>PLO 8: Appreciate relationship between service-learning and academic Judaic Studies</td>
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<tr>
<td>PLO 9 Minimum Hebrew Competency</td>
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</table>

**Important note:** Because of the Hebrew Language Requirement, some PLOs are not applicable to Hebrew courses while Hebrew specific PLOs are not applicable to other required courses. Judaic Studies has two tracks for the major, Hebrew Language and Service/Experiential Learning (which requires 2 free electives 2000-level or above, not 1). JUDC 3031/3032 only applies to the Hebrew Language Track while JUDC 3065 or 3066 or equivalent only applies to the Service/Experiential Learning Track. PLO 8 is achieved through an approved service or experiential learning course. This is required of students in the service/experience learning track of the major and optional for students in the Hebrew Language Track. All other columns apply equally to both tracks.
IV. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels.

- One helpful guide for this section is the “Program Assessment Checklist” (also available on the CET&L web site), which lists and describes a variety of possible assessment measures. You might include that list and then check off any of the measures that you plan to use to assess the learning outcomes in your program.

- As a next step with this Checklist, identify what knowledge/skills students must be able to demonstrate at various levels at the end of each required course and upon graduation, verify that they align with your program outcomes, and describe how that alignment will be measured and assessed.

Faculty in the Judaic Studies Department use a wide range of assessment approaches. Different approaches have been adopted as a function of class type (lecture, seminar, individual study), class size (large, introductory versus smaller upper division courses) and to some degree instructor style. These include:

Exams
Quizzes
Homework (online or written)
Oral presentations, individual
Group presentations
Research project proposals
Research papers
Reflective essays
Performance in upper-level courses (as measure of achievement in lower-level courses)
Assessment survey of selected courses based on PLOs
Exit interview with supervisor of Judaic Studies Practicum (for service learning track)
Annual assessment survey by faculty based on PLOs of capstone oral presentation
Annual focus group meeting with majors and minors (and recent graduates, if possible) assessing PLOs
Annual assessment report prepared by UGD (or designated faculty member)
Large scale analysis of assessment data every five years.

Please note—before “expected levels of achievement” can be adequately defined we anticipate the need to collect assessment data for a period of 2-3 years to develop a baseline picture of student academic achievement. After this period of baseline data the Curriculum Committee will meet to define expected levels of achievement for each PLO.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tool and stage (E=emerging, D=developing, A=Achieved) of assessment</th>
<th>Course(s) where assessment occurs</th>
</tr>
</thead>
</table>
| **PLO 1: mastery of key terms** | • 1000 level courses include term identification on quizzes, midterm and/or final  
• In 3000 level courses and capstone, mastery of terms assessed in written and oral assignments. | JUDC 1027 (E, D, A), JUDC 1028 (E, D, A), JUDC 1035 (E, D, A), JUDC 3000+ (E, D), CAPSTONE (D, A) |
| **PLO 2: critical analysis of internal and external forces** | • An assignment (unique to each of these courses) will be given each time the course is taught to assess at the “E” stage.  
• Students will complete at least one written assignment to assess at the “D” and “A” stages. | JUDC 1027(E), JUDC 1028 (E), JUDC 1035 (E), JUDC 3000+ (D,A), CAPSTONE (D, A) |
| **PLO 3: mastery of primary sources** | • An assignment (unique to each of these courses) involving close reading of texts will be given each time the course is taught to assess at the “E” stage.  
• Students will complete at least one written assignment to assess at the “D” and “A” stages. Students will complete one written assignment (graded according to faculty-developed guidelines that evaluate content and focus, organization, writing style, and grammar/spelling) to assess at the “A” stage.  
• Assignment requiring use of archival materials in Capstone course. | JUDC 1027(E), JUDC 1028 (E), JUDC 1035 (E), JUDC 3000+ (D,A), CAPSTONE (D, A) |
| **PLO 4: critical analysis of scholarship** | • Students will complete several written assignments describing and evaluating short selections from secondary literature in JUDC 1030 and 1031  
• In 3000+ courses, students will read and discuss selected secondary sources to be incorporated into a final research paper.  
• Capstone—written and oral assignments comparing, contrasting, and evaluating books and articles. Final paper showing application of various methods. | JUDC 1030/1031 (E,), JUDC 3000+ (E, D), CAPSTONE (D, A) |
| PLO 5: apply theoretical knowledge | • Application of theories in assignments for JUDC 1027 and JUDC 1028, since 1030 and 1031 are taken concurrently.  
• 3000+ Students will complete an 8-10 page research paper in order to practice applying theoretical models. These papers will be graded according to faculty-developed guidelines that evaluate the quality of paper’s thesis, arguments and supporting evidence as well as grammatical/stylistic issues.  
• Capstone—written and oral assignments as well as 15 page research paper. | JUDC 1030/1031 (E, D)  
JUDC 3000+ (E, D)  
CAPSTONE (D, A) |
| PLO 6: written and oral proficiency reflecting multiple perspectives | • 3000+ Students will complete an 8-10 page research paper in order to practice applying interdisciplinary models. These papers will be graded according to faculty-developed guidelines that evaluate the quality of paper’s thesis, arguments and supporting evidence as well as grammatical/stylistic issues.  
• Capstone—written and oral assignments as well as 15 page research paper. | JUDC 3000+ (E, D)  
CAPSTONE (D, A) |
| PLO 7: independent competence in Judaic Studies | • 3000+ develop paper idea and submit bibliography in consultation with faculty member.  
• Capstone—research proposal for 15 page paper developed independently by student. Proposal according to faculty-developed guidelines. | JUDC 3000+ (E)  
CAPSTONE (D, A) |
| PLO 8: Appreciate relationship between service-learning and academic Judaic Studies | • Oral and written assignments reflecting on relationship between service learning and academic study of Jewish civilization. | INTERNSHIP OR APPROVED SERVICE LEARNING |
| PLO 9 Minimum Hebrew Competency | • Regular quizzes, tests, oral presentations, oral performance in class, oral exam and essays.  
• Success at the next level. That is, ability to succeed in JUDC 3031 indicates achievement of SLOs for JUDC 2012.  
• Submissions to Judaic Studies Hebrew prizes | JUDC 2011 (E,D)  
JUDC 2012 (D,A)  
JUDC 3031/3032 (D,A) |
IV. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Assessment Personnel
Members of the department of Judaic Studies will review assessment information annually. The Director of Undergraduate Studies or another designated member of the department will coordinate. Department will be charged with analyzing and interpreting these data, producing an annual report.

Assessment schedule
In addition to the capstone course JUDC 5097, one 1000 level and one 3000 level course will be selected for assessment every semester where relevant. At the beginning of each semester, the UGD (or designated member) will contact all faculty teaching selected courses and remind them of the assessment data that will need to be collected for each course. At the conclusion of the semester, faculty will be sent a questionnaire with the SLOs of the particular course and will be asked to assess, with evidence, the extent to which these SLOs have been achieved. Whenever graduating students present oral reports of their final projects, faculty will receive an assessment form with the PLOs of the JUDC major and evaluate the extent to which the students reflect achievement of these PLOs. In addition, at the end of the Spring semester, UGD or designate will meet with a focus group of students (of all stages in the major) and solicit feedback on the departmental PLOs. The UGD or designate will organize these data according to the PLO that they address. He/she will produce summaries of these assessments. Once summarized, these data will be provided to the Department of JUDC annually (at the conclusion of the spring semester) to review assessment data for selected required courses and determine if actual level of achievement for each PLO matches the expected levels (n.b., initially these reviews will be used to generate baseline datasets on student achievement. After 2-3 years of data collection the Department of JUDC will use these baseline data to define expected levels of achievement for each PLO). A report will be produced and disseminated to the faculty at the beginning of the fall semester for their review and comment. If changes or modifications appear to be needed, the Department Head will explore the issue with relevant faculty. Annual reports and associated data and proposed recommendations (if any) will be stored and maintained by the UGD or designate.

While these annual reports and meetings allow for small-scale changes of courses, it is anticipated that every 4-5 years the Department will conduct larger-scale analyses of assessment data, with the end goal of identifying (and recommending) any major programmatic changes that may be needed.
V. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

VI. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?