Undergraduate Program Assessment

Department of Judaic and Near Eastern Studies

Student Learning Objectives

• Students are expected to gain knowledge of the diverse cultures, societies, and histories of the Jews from ancient/biblical to contemporary times, including:
  - Sephardic, Mizrahi, and Ashkenazic cultures and ethnicities;
  - Jewish philosophy and religion; Biblical and rabbinic literature; Jewish law; Jewish secularism, including Posen courses in Jewish Secularism and courses listed as part of the Religious Studies Certificate Program;
  - Critical issues of gender, nation, diaspora, and identity;
  - Contemporary formations—Holocaust, Israel, and American pluralism.

• In addition to gaining a wide knowledge of classical texts, students are expected to gain knowledge of:
  - The ability to read critically;
  - The ability to write and argue critically;
  - The ability to work collaboratively with others.

• The capacity for Outreach experience, including work at the Hatikvah center, travel to and study in Israel, volunteer and internships in local communities and schools, both Jewish day schools and non-sectarian public schools.

Hebrew Language Program

• Achieving proficiency in Modern Hebrew in the realms of speaking, writing, reading and listening; achieving proficiency in reading and writing Biblical Hebrew.

• Incorporating a Jewish and Israeli cultural component into the teaching of the language, to make it contextually meaningful.

Modern Hebrew

• By the end of Hebrew 120 (1st year non-intensive), reach Intermediate-Low/Intermediate-Mid Proficiency level in ACTFL terms, i.e., being able to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; ask and answer questions.

• By the end of Hebrew 240 (2nd year non-intensive), reach Intermediate-High Proficiency level in ACTFL terms, i.e., being able to handle successfully most uncomplicated communicative tasks and social situations; emerging evidence of connected discourse, particularly for simple narration and/or description.

• By the end of Hebrew 302 (3rd year), reach Advanced-Low or Advanced-Mid Proficiency level in ACTFL terms, i.e., converse in a clearly participatory fashion; initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; satisfy the requirements of school and work situations; narrate and describe with paragraph-length connected discourse.

• By the end of Hebrew 352 (Readings in Modern Hebrew), maintain Advanced Proficiency level (Advanced-Mid, hopefully Advanced-High), and handle somewhat-simplified and/or abridged literary pieces.

• By the end of Hebrew 362 (Modern Hebrew Literature), maintain Advanced-High proficiency level, and handle unabridged, unadapted literary pieces.

Biblical Hebrew

• By the end of Hebrew 121, acquire basic skill in reading Biblical passages, general understanding of the vocalization system, basic sentence structure, and all regular paradigms of the verb system, pronominal clitics included.

• By the end of Hebrew 241, be able to read any Biblical passage, identify any irregular verb form, acquire good understanding of the aspectual system of the verb, identify all jussive and shortened verb forms normally associated with the waw consecutive, acquire understanding of the various devices used in Biblical poetry (parallelisms, etc.).
Arabic and Near Eastern Studies
- Students are prepared in grammatical and conversational ways to eventually continue in either track on a graduate level.
- At the first year level students will acquire basic proficiency to handle functional tasks and some reading of newspaper articles.
- At the second year level students will acquire more complex grammatical structures, which can enable them to read texts relating to an area of specialization, such as biography, social or economic issues, or classical literature.

Assessment tools
- Direct methods: ACTFL-like proficiency tests for Modern Hebrew program
- Indirect methods: curriculum committee meetings; student focus groups; students’ end of program reports; alumni tracking; discussions at faculty retreats

Highlighted recent activities
- no information