**YU Program/Major Assessment Template:**

**Mission, Goals, Objectives & Curriculum Map[[1]](#footnote-1)**

**College/School Name:** Yeshiva University, Katz School of Science and Health

**Department/Program Name:** Associates Program in Liberal Arts

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**I. Department/Program Mission Statement**

**Definition:** A concise statement that outlines the guiding principles of core values of the department/program’s curriculum.

The mission of the Associate of Liberal Arts Program is to provide students with opportunities to integrate traditional liberal arts disciplines such as sociology, psychology, and human resources with emerging fields, such as data science and information systems toward entering one of YU’s bachelor’s programs or that of another institution, or to competently enter the business world.

***Department/program mission:***

The mission of Yeshiva University’s new Associate of Liberal Arts program is to enable students to develop knowledge comprehensively through an integrated approach to learning. Through exposure to a range of liberal arts disciplines and modes of inquiry, students will broaden and deepen their cultural literacy, communication, problem-solving and analytical skills. Subject areas to be addressed include: language, composition and literature; communication and speech; art; religious studies; and social, natural and behavioral sciences. Completed in two years, this 64-credit AA in Liberal Arts curriculum provides students with a well-rounded general education incorporating quantitative reasoning, writing, social science, humanities/global perspectives, and languages.

Like YU’s AS in Management and AA in Language, Literature, and Culture, the AA in Liberal Arts is a cohort-based block schedule in which students will demonstrate command of the subject matter expected of all third-year students, as well as sustained practice in the study skills necessary to succeed at the baccalaureate level. Designed to foster strong study skills and reflective independent learning, class sizes are kept small and faculty attention is individualized and proactive. Students will also benefit from embedded tutoring, peer communities, and opportunities for making explicit connections between academics and life outside the classroom.

AA in Liberal Arts Students will also have access to the rich extracurricular experiences available to all YU students, including lectures by guest speakers, student organizations, and opportunities for the spiritual reflection for which this faith-based University in known.

**II. Department/Program Student Learning Goals**

1. Students will be able to acquire and apply knowledge, modes of inquiry, and interdisciplinary perspectives from a broad range of liberal arts disciplines
2. Students will be able to develop the academic skills and intellectual discipline for success at the baccalaureate level.
3. Students will develop the communication, interpersonal, analytical, and technical skills required for entry-level positions in human/social services, teacher aides, business, and other related fields.

***Type 3-5 department or program student learning goals:***

1. Students will be able to collaborate on problem-based multidisciplinary projects.
2. Students will be able to gain generalist knowledge within disciplines as understood within historical and ethical contexts.
3. Students will be able to regularly and frequently engage in class dialogue about course content with respect to its personal, social and practical relevance.
4. Students will be able to investigate and critically consider real world applications of course knowledge and skills.

**III. Department/Program Student Learning Objectives:**

**These objectives should be the same as the ones listed in the chart below.**

1. Organize and conduct research of relevant and credible data sources.
2. Construct a multi-part presentation of findings that includes both individually and collaboratively crafted products.
3. Articulate and defend conclusions drawn from findings.
4. Distinguish between credible and unreliable data sources.
5. Integrate knowledge and skills among disciplines.
6. Evaluate real world scenarios with framework of new knowledge and skills.
7. Distinguish and/or synthesize multiple perspectives on a single topic.
8. Justify positions with valid reasoning and relevant evidence.
9. Apply knowledge and skills in solving problems.
10. Hypothesize and evaluate outcomes.

***Directions:***Complete the following table[[2]](#footnote-2) by listing each department/program goal in the left column. For each Program goal list 2-3 objectives in the right column. Remember that an objective is a specific, measurable, indicator of a learning goal. *Tip: Use the chart (presented on next page) of action words for specific performance indicators of the various cognitive processes in Bloom’s taxonomy if helpful.*

|  |  |
| --- | --- |
| **Department/Program Goal** | **Objectives** |
| 1. Students will be able to collaborate on problem-based multidisciplinary projects. Students will be able to demonstrate this goal by being able to:
 | a.) Organize and conduct research of relevant and credible data sources. |
| b.) Construct a multi-part presentation of findings that includes both individually and collaboratively crafted products. |
| c.) Articulate and defend conclusions drawn from findings. |
| 1. Students will be able to gain generalist knowledge within disciplines as understood within historical and ethical contexts. Students will be able to demonstrate this goal by being able to:
 | a.) Distinguish between credible and unreliable data sources. |
| b.) Integrate knowledge and skills among disciplines. |
| c.) Evaluate real world scenarios with framework of new knowledge and skills. |
| 1. Students will be able to regularly and frequently engage in class dialogue about course content with respect to its personal, social, and practical relevance. Students will be able to demonstrate this goal by being able to:
 | a.) Distinguish and/or synthesize multiple perspectives on a single topic. |
| b.) Justify positions with valid reasoning and relevant evidence. |
| 1. Students will be able to investigate and critically consider real world applications of course knowledge and skills. Students will be able to demonstrate this goal by being able to:
 | a.) Apply knowledge and skills in solving problems. |
| b.) Hypothesize and evaluate outcomes. |

**IV. Curriculum Mapping**

Levels Curriculum Map

|  |
| --- |
| Learning Objectives/Outcomes |
| REQUIRED COURSES/EXPERIENCES |
| FYWR 1020 | ENGL 2971 | ECON 1031 | POLI 1201 | HIST 2501 | MATH 1010 | STAT 1021 | SOCI 1001 | PSYC 1010 |
| Distinguish between credible and unreliable data sources. | X | X |  | X | X |  |  | X | X |
| Organize and conduct research of relevant and credible data sources. | X | X | X | X | X |  |  | X | X |
| Articulate and defend conclusions drawn from findings | X | X | X | X | X |  |  | X | X |
| Apply knowledge and skills in solving problems. | X | X | X | X | X | X | X | X | X |
| Hypothesize and evaluate outcomes. | X | X | X | X | X | X | X | X | X |
| Construct a multi-part presentation of findings that includes both individually and collaboratively crafted products. | X | X | X | X | X |  |  | X | X |
| Integrate knowledge and skills among disciplines. | X | X | X | X | X | X | X | X | X |
| Evaluate real world scenarios with framework of new knowledge and skills. | X | X | X | X | X |  | X | X | X |
| Distinguish and/or synthesize multiple perspectives on a single topic. | X | X | X | X | X |  |  | X | X |

1. Some of the content on this form is based on material from the University of Connecticut and University of Massachusetts (Amherst) learning assessment websites. [↑](#footnote-ref-1)
2. Table adapted from the OAPA handbook program based assessment and review, University of Massachusetts (Amherst). Retrieved Nov. 8, 2013 from http://www.umass.edu/oapa/oapa/publications/online\_handbooks/program\_based.pdf [↑](#footnote-ref-2)