

**American Jewish University Curriculum Map**  
**Mapping WASC Senior College & University Commission (WSCUC) Core Competencies to**  
**Program Learning Outcomes (PLOs)**

**Program: CAS - CORE Curriculum**

For each WSCUC core competency (see definitions/descriptions below), determine which Program Learning Outcome (PLO) that competency aligns to- where that specific competency is likely to be developed and assessed at the program level. Then map how well each WSCUC core competency is aligned with each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/competency alignment as appropriate.

I = Introduced; D = Developed; M = Mastered \*see detailed description below

The WSCUC Core Competencies include: **Written Communication, Oral Communication, Quantitative Reasoning, Information Literacy, and Critical Thinking.** Core Competencies Definitions/Descriptions:

Written Communication:

- Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors (WASC Accreditation Handbook. 2013).
- Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum (VALUE Rubrics AAC&U).

Oral Communication:

- Communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically (WASC Accreditation Handbook, 2013).
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### Quantitative Reasoning:

- The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods (WASC Accreditation Handbook, 2013).
- Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind" competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). (VALUE Rubrics AAC&U)

### Information Literacy:

- The ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes (adapted from the Association of College and Research Libraries).
- An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally (WASC Accreditation Handbook, 2013).
- The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand (Adopted from the National Forum on Information Literacy, VALUE Rubrics AAC&U).

### Critical Thinking:

- The ability to think in a way that is clear, reasoned, reflective, informed by evidence and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth (WASC Accreditation Handbook, 2013).
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\*Introduced (I):

- Students just begin to learn about an idea or concept
- First/second introduction to that concept, typically through lecture
- Students are able to identify or discuss some aspects of the concept

Developed (D):

- Student begin to practice or apply concept(s), including real-world scenarios and applications
- Students are building on concepts and topics
- Students make work more hands-on with skills in labs, or they embed concepts into projects and activities

Mastered (M):

- Level of mastery appropriate for graduation
- Students have ability to synthesize and evaluate information, and demonstrate or teach a topic successfully
- Students will be confident in their skills on the job, in entry level positions and be successful professionally
- Where learning can be explicitly measured for assessment purposes

**WSCUC Core Competencies to Program Learning Outcomes (PLOs):  
CORE Curriculum**

<b>WSCUC Core Comps</b>	<b>PLO 1</b> Students will demonstrate effective written communication and information literacy skills in a variety of formats including research papers.	<b>PLO 2</b> Students will be able to critically reflect upon and analyze their own positions and their individual place in larger society.	<b>PLO 3</b> Students will demonstrate effective oral communication skills and be able to deliver speeches and presentations to a variety of audiences.	<b>PLO 4</b> Students will demonstrate sufficient quantitative reasoning skills to understand and solve problems in real-world situations.	<b>PLO 5</b> Students will understand and be able to apply research methods in the Social Sciences.	<b>PLO 6</b> Students will demonstrate understanding of the basic concepts and theoretical perspectives in the Natural Sciences.	<b>PLO 7</b> Students will develop an understanding of the principles and applications of service learning.	<b>PLO 8</b> Students will be able to critically engage with fundamental constructs while developing their own positions on these constructs.	<b>PLO 9</b> Students will be able to employ multiple disciplinary methods to analyze contemporary global issues and articulate ways to address these problems.	<b>PLO 10</b> Students will possess a broad understanding of the history, governance and culture of Israel.	<b>PLO 11</b> Students will possess a broad understanding of Jewish history, culture, values, traditions, and schools of thought.	<b>PLO 12</b> Students will be able to synthesize their course work as well as their educational experiences and interests into a significant and practical capstone project.
<b>Written Comm.</b>	I,D,M	I,D						I,D,M				
<b>Oral Comm.</b>			I,D,M									
<b>Quantitative Reasoning</b>				I,D,M	I,D	I,D						
<b>Information Literacy</b>	I,D,M	I,D			I,D,M	I,D,M		I,D	I			
<b>Critical Thinking</b>	I,D	I,D,M	I	I	I,D,M	I,D,M	I,D	I,D	I,D	I,D	I,D	I,D,M

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**Program: BIOETHICS**

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**WSCUC Core Competencies to PLOs:  
Bioethics Undergraduate Program**

<b>WSCUC Core Competencies</b>	<b>PLO 1</b> Students will understand and apply the basic concepts, methods and analyses of mathematics and statistics.	<b>PLO 2</b> Students will understand and apply the basic concepts, methods, and theories of general and organic chemistry, and biochemistry.	<b>PLO 3</b> Students will understand and apply the basic concepts, methods, and theories of biology.	<b>PLO 4</b> Students will understand and apply the basic concepts, methods, and theories of physics.	<b>PLO 5</b> Students will be able to communicate effectively in a variety of formats, including verbal and written communication.	<b>PLO 6</b> Students will demonstrate familiarity with the major concepts and theoretical perspectives in Ethics.	<b>PLO 7</b> Students will develop and use critical thinking skills to analyze information and situations in order to respond and act ethically.	<b>PLO 8</b> Students will develop practical skills through internship experience in a medical, health administration, or the allied health professional setting.
<b>Written Communication</b>					D,M	D		D
<b>Oral Communication</b>					D	D		D
<b>Quantitative Reasoning</b>	I,D,M	D	D	D				
<b>Information Literacy</b>	I				I,D			
<b>Critical Thinking</b>	I,D	I,D	I,D	I,D	D	D	I,D	D,M

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**Program: Business**

For each WSCUC core competency (see definitions/descriptions below), determine which Program Learning Outcome (PLO) that competency aligns to- where that specific competency is likely to be developed and assessed at the program level. Then map how well each WSCUC core competency is aligned with each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/competency alignment as appropriate.

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**WSCUC Core Competencies to PLOs:  
Business Undergraduate Program**

<p><b>WSCUC Core Competencies</b></p>	<p><b>PLO 1</b> Students will demonstrate problem solving skills using appropriate multidisciplinary analytical and decision-making skills to identify, structure, and solve business problems.</p>	<p><b>PLO 2</b> Students will demonstrate an ethical paradigm, social responsibility, and environmental sustainability in problem-solving.</p>	<p><b>PLO 3</b> Students will develop and enhance their personal and professional development skills needed to build a team, lead a team and collaborate in order to take an idea or concept from inception to completion within a diverse business environment.</p>	<p><b>PLO 4</b> Students will learn the basic fundamentals of innovative thinking, market testing ideas, production and distribution, customer service and feedback.</p>	<p><b>PLO 5</b> Oral communication: Students will demonstrate the capacity to successfully engage in the multiple uses and settings for oral communication in the work place.</p>	<p><b>PLO 6</b> Written communication: Student will demonstrate the capacity to successfully engage in the multiple uses and settings for written communication in the work place.</p>	<p><b>PLO 7</b> Student will demonstrate an understanding of the three components of the Service Economy (for-profit, nonprofit and government), the differences between these components and the interdependence each has with the other.</p>
<p><b>Written Communication</b></p>						<p>I,D,M</p>	
<p><b>Oral Communication</b></p>					<p>I,D,M</p>		
<p><b>Quantitative Reasoning</b></p>	<p>I,D,M</p>						

<b>Information Literacy</b>		I,D		I,D	I,D,M	I,D,M	I,D
<b>Critical Thinking</b>	I,D,M	I,D,M	I,D,M	I,D,M	D	D	I,D

**American Jewish University Curriculum Map**  
**Mapping WASC Senior College & University Commission (WSCUC) Core Competencies to**  
**Program Learning Outcomes (PLOs)**

**Program: Jewish Studies Undergraduate Program**

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**WSCUC Core Competencies to PLOs:  
Jewish Studies Undergraduate Program**

<b>WSCUC Core Competencies</b>	<b>PLO 1</b> Developing workable knowledge in an area of Jewish studies.	<b>PLO 2</b> Receiving an appreciating for the nuances and attributes of the traditional view of that area of Jewish intellectual and spiritual achievement	<b>PLO 3</b> Mastering the critical methodologies by which traditional assumptions are questioned by the academy and in the light of modernity	<b>PLO 4</b> Mastering relevant linguistic, symbolic and legal methodologies inherent in the given tradition.	<b>PLO 5</b> Balancing the traditional with the critical views of a given tradition.	<b>PLO 6</b> Develop the capacity to read, analyze and critique primary and secondary sources in a given tradition.	<b>PLO 7</b> Considering a given religious or cultural phenomenon in Jewish studies in the light of parallel phenomena in other traditions.	<b>PLO 8</b> Develop skills in scholarly writing and analysis.
<b>Written Communication</b>	I	D	D	D	M	D	D	M
<b>Oral Communication</b>	I	D	D	I	D	D	D	M
<b>Quantitative Reasoning</b>								
<b>Information Literacy</b>	I	M	M	D	M	D	M	M
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**WSCUC Core Competencies to PLOs:  
Liberal Studies Undergraduate Program**

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<b>Oral Communication</b>				I,D,M		
<b>Quantitative Reasoning</b>	I,D	I,D				
<b>Information Literacy</b>				I,D,M	I,D	
<b>Critical Thinking</b>	I,D	I,D,M	I,D	I,D,M	I,D	I,D

**American Jewish University Curriculum Map**  
**Mapping WASC Senior College & University Commission (WSCUC) Core Competencies to**  
**Program Learning Outcomes (PLOs)**

**Program: Literature, Communication, & Media (LCM)**

For each WSCUC core competency (see definitions/descriptions below), determine which Program Learning Outcome (PLO) that competency aligns to- where that specific competency is likely to be developed and assessed at the program level. Then map how well each WSCUC core competency is aligned with each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/competency alignment as appropriate.

I = Introduced; D = Developed; M = Mastered \*see detailed description below

The WSCUC Core Competencies include: **Written Communication, Oral Communication, Quantitative Reasoning, Information Literacy, and Critical Thinking.** Core Competencies Definitions/Descriptions:

Written Communication:

- Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms, or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors (WASC Accreditation Handbook. 2013).
- Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum (VALUE Rubrics AAC&U).

Oral Communication:

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- Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors (VALUE Rubrics AAC&U).

### Quantitative Reasoning:

- The ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods (WASC Accreditation Handbook, 2013).
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### Information Literacy:

- The ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes (adapted from the Association of College and Research Libraries).
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- The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand (Adopted from the National Forum on Information Literacy, VALUE Rubrics AAC&U).

### Critical Thinking:

- The ability to think in a way that is clear, reasoned, reflective, informed by evidence and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth (WASC Accreditation Handbook, 2013).
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\*Introduced (I):

- Students just begin to learn about an idea or concept
- First/second introduction to that concept, typically through lecture
- Students are able to identify or discuss some aspects of the concept

Developed (D):

- Student begin to practice or apply concept(s), including real-world scenarios and applications
- Students are building on concepts and topics
- Students make work more hands-on with skills in labs, or they embed concepts into projects and activities

Mastered (M):

- Level of mastery appropriate for graduation
- Students have ability to synthesize and evaluate information, and demonstrate or teach a topic successfully
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- Where learning can be explicitly measured for assessment purposes

**WSCUC Core Competencies to PLOs:  
LCM Undergraduate Program**

<b>WSCUC Core Competencies</b>	<b>PLO 1</b> Students will be able to analyze and critically interpret texts in their historical, cultural, and political contexts.	<b>PLO 2</b> Students will be able to express themselves clearly using the written word.	<b>PLO 3</b> Students will be able to concisely and persuasively present organized information and ideas to a live audience.	<b>PLO 4</b> Students will be able to utilize digital media for the creation of informational and emotive texts.	<b>PLO 5</b> Students will be able to analyze and critically interpret the effect of social dynamics on the influence of production, reception, and circulation of media texts.
<b>Written Communication</b>		I,D,M		D	
<b>Oral Communication</b>			I,D,M		
<b>Quantitative Reasoning</b>					
<b>Information Literacy</b>	I,D,M	D	D	D	I,D,M
<b>Critical Thinking</b>	I,D,M	D	D	D	I,D,M

**American Jewish University Curriculum Map**  
**Mapping WASC Senior College & University Commission (WSCUC) Core Competencies to**  
**Program Learning Outcomes (PLOs)**

**Program: Political Science**

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#### Quantitative Reasoning:

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**WSCUC Core Competencies to PLOs  
Political Science Undergraduate Program**

<b>WSCUC Core Competencies</b>	<b>PLO 1 Informed and Ethical Citizenry</b>	<b>PLO 2 Critical Thinking in Political Science Theory and Knowledge</b>	<b>PLO 3 Communication and Research Skills</b>
<b>Written Communication</b>			I,D,M
<b>Oral Communication</b>			I,D,M
<b>Quantitative Reasoning</b>		I	I
<b>Information Literacy</b>		I,D	I,D,M
<b>Critical Thinking</b>		I,D,M	I,D

**American Jewish University Curriculum Map**  
**Mapping WASC Senior College & University Commission (WSCUC) Core Competencies to**  
**Program Learning Outcomes (PLOs)**

**Program: Psychology**

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**WSCUC Core Competencies to PLOs**  
**Department of Psychology**

<b>WSCUC Core Competencies</b>	<b>Knowledge</b> Students will acquire and understand basic theories in psychology including major theorists and key research findings.	<b>Research</b> Students will understand how to interpret data, understand issues related to reliability and validity, formulate a research question, read and summarize research articles, and learn APA style.	<b>Diversity and Ethics</b> Students will learn about ethical issues related to both research and clinical practice including issues of confidentiality, informed consent, responsibility to participants or clients and will become aware of cultural differences in understanding psychology.	<b>Career Development</b> Students will be introduced to career options in the field, how to prepare for graduate school, and develop their own goals or career plans.
<b>Written Communication</b>	D, M	D, M	D, M	D
<b>Oral Communication</b>	D, M	D, M	D, M	
<b>Quantitative Reasoning</b>	D, M	D, M		D
<b>Information Literacy</b>	D, M	D, M	D	D
<b>Critical Thinking</b>	D, M	D, M	D, M	D, M