

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

Program:

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).
- 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).
- 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).
- Critical thinking skills include analysis, synthesis, evaluation, problem solving and habits of mind; it may also include the capacities to seek truth, clarity, and accuracy while distinguishing facts from opinions and having a healthy skepticism about arguments and claims (Suskie, 2009).
- Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (VALUE Rubrics AAC&U).

*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):

- Students begin to practice or apply concept(s), including real-world scenarios and applications
- Students are building on concepts and topics
- Students may 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 the 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 PLOs

| WSCUC Core Competencies | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| Written Communication | | | | | | |
| Oral Communication | | | | | | |
| Quantitative Reasoning | | | | | | |
| Information Literacy | | | | | | |
| Critical Thinking | | | | | | |