

## **American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)**

### **Program: Master's in Business Administration (MBA)**

A course to program curriculum map is a graphic that illustrates how courses in a program's curriculum contribute to the overall learning outcomes of that program. It can visually indicate where specific learning takes place and the level of engagement within the structure of the program.

A course to program curriculum map is useful for a variety of reasons and can provide your program with the following information:

- It can identify courses where specific PLOs are likely to be achieved, as well as courses that are not related to any PLOs.
- It can identify courses that include an assignment that might be used as an embedded program level assessment tool.
- It can identify gaps in curriculum. For instance, through curriculum mapping faculty may realize that a PLO may not be addressed properly and may only be mapping to a few courses.
- It may lead faculty to address a need for sequencing courses within the curriculum or to modify the existing sequences of courses.
- It can identify how different courses serve different purposes in achieving student learning within a program.

List each course in your program on the next page in the left hand column. For each course, determine which Program Learning Outcome (PLO) that course aligns to, that is where the specific PLO is likely to be achieved. Then map how well each course teaches and assesses each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/course alignment as appropriate.

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

The goals of aligning courses to PLOs are:

- To highlight the relationship between the core required courses to the PLOs because these are the courses that provide the program's foundational educational experience for students in your discipline.
- To identify a particular course's contribution to a PLO.
- To describe the level of student knowledge and skills obtained in a particular required course, in the context of student's acquisition of PLOs based on levels determined (introduced, developed, mastered).
- Ensure students have been introduced to all PLOs, have had formative feedback and opportunities for practice and development, and are assessed concerning successful student learning mastery for each PLO prior to graduation.

\*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

**Courses to Program Learning Outcomes (PLOs):  
MBA Program**

<b>MBA Courses</b>	<b>PLO 1</b> Leadership and Management Skills	<b>PLO 2</b> Board Base Knowledge in Business	<b>PLO 3</b> Financial Management Knowledge and Fundraising Skills	<b>PLO 4</b> Marketing Skills	<b>PLO 5</b> Social Entrepreneurship Skills	<b>PLO 6</b> Strategic Management and Analytical Skills	<b>PLO 7</b> Critical Thinking and Communication Skills	<b>PLO 8</b> Research Skills
<b>MGT 500 Management Theory &amp; Process (3)</b>	I	I,D			I	I	I	
<b>MGT 503 Human Resources Management (3)</b>	I,D	I				I	I	
<b>MGT 504 Organizational Behavior, Leadership &amp; Group Process (3)</b>	I,D	I,D			I		I,D	
<b>MGT 505 Strategic Planning &amp; Program Evaluation (3)</b>		I		I		I,D	I,D	I,D
<b>MGT 506 Management Accounting &amp; Budgeting (4)</b>	I	I	I,D			I	I	I
<b>MGT 507 Information Management (3)</b>	I,D	I,D		I,D		I,D	D	I,D

<b>MBA Courses</b>	<b>PLO 1</b> Leadership and Collaboration Skills	<b>PLO 2</b> Board Base Knowledge in Business	<b>PLO 3</b> Financial Management Knowledge and Skills	<b>PLO 4</b> Marketing Skills	<b>PLO 5</b> Social Entrepreneurship Skills	<b>PLO 6</b> Strategic Management and Analytical Skills	<b>PLO 7</b> Critical Thinking and Communication Skills	<b>PLO 8</b> Research Skills
<b>MGT 508</b> <b>Law &amp; Taxation for Nonprofit Institutions (3)</b>	I,D	D	I,D				I,D	
<b>MGT 509</b> <b>Introduction to Fundraising (3)</b>	D	D	I,D	I,D		D	I,D	D
<b>MGT 510</b> <b>Managing the Nonprofit Enterprise (3)</b>		D				I,D	I,D	
<b>MGT 511</b> <b>Colloquium Series (1)</b>	D	D					D	
<b>MGT 512</b> <b>Applied Business Ethics (3)</b>	D	D			I,D		D	
<b>MGT 513</b> <b>Internship Practicum (3)</b>	D	D,M					D,M	D
<b>MGT 514</b> <b>Thesis/ Capstone Project(4)</b>	D	D,M					D,M	D,M
<b>MGT 518</b> <b>Executive Leadership (3)</b>	D,M				D	D	D	

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<b>MGT 519</b> <b>Business Plan Development (3)</b>	D	D	D	D	D	D,M	D	
<b>MGT 540</b> <b>Structure of the American Jewish Community (3)</b>	I,D	D			I,D			
<b>MGT 550</b> <b>Marketing for the Nonprofit Sector (3)</b>		D	D			D	D	D
<b>MGT 560</b> <b>Advanced Budget &amp; Finance (3)</b>		D	D,M			D,M		
<b>MGT 562</b> <b>Conflict Resolution &amp; Mediation (3)</b>	D,M	D				D	D,M	
<b>MGT 563</b> <b>Advanced Fundraising (3)</b>		D	D,M			D,M		
<b>MGT 569a</b> <b>Special Topics: Annual Giving/Planned Giving (3)</b>		D	D			D		

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<b>MGT 569a</b> Art of Grant Writing & Grant Making (3)	<b>D,M</b>	<b>D</b>	<b>D,M</b>			<b>D,M</b>	<b>D</b>	<b>D</b>
<b>MGT 569b</b> Good Governance (2)	<b>D,M</b>	<b>D,M</b>				<b>D</b>	<b>D</b>	<b>D</b>
<b>MGT 570</b> Nonprofit Organizations & the Public Sector (3)	<b>D</b>	<b>D</b>			<b>D,M</b>	<b>D</b>	<b>D</b>	
<b>MGT 573</b> Advanced Issues in Human Resource Management (3)	<b>D,M</b>	<b>D,M</b>				<b>D</b>	<b>D</b>	
<b>MGT 500</b> Continuing Thesis (1)							<b>M</b>	<b>M</b>