

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

### Program: Ziegler School of Rabbinic Studies, MA in Rabbinic Studies

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):  
Ziegler School of Rabbinic Studies  
Master's & Ordination Program**

		<i>Masters the Masorah — synthetically and technically</i>		<i>Connect With Lay People and Skilled in Outreach</i>				<i>Distills the Tradition in ways useful to people's lives</i>	<i>Is Motivated by God and Shares that Faith</i>			<i>Loves Jews as Well as Judaism</i>		<i>Pursues a Socially Conscious Rabbinate</i>		<i>Elicits the Theological Underpinning of Sacred Texts</i>			<i>Teaches and Observes Mitzvot (commandments) Passionately</i>			
<b>YEAR</b>	<b>Ziegler Courses</b>	Students will be able to articulate traditional sources, academically and traditionally, into broad ideas and values.	Students will be able to competently render Hebrew and Aramaic primary sources into accessible English.	Students will be able to council, teach, and inspire in ways accessible to the broader community.	Students will see lay people as allies and partners in their shared work.	Students will be skilled practitioners in providing access to Jewish life and thought to people with minimal exposure.	Students will be familiar with current trends in adult education, technology resources, and community organizing.	Students will be capable of taking complex primary sources, both ancient and modern, and utilizing them in offering practical wisdom for daily life.	Students will be able to articulate their personal theological convictions in ways that are useful, expansive, and integrated.	Students develop and present an informed voice that mobilizes theological concerns on behalf of elevating and encourages members of the community to engage in that same endeavor.	Students practice and ethical deportment will reflect their core theological convictions and will manifest Jewish values and worldview.	Students will appreciate and celebrate the diversity of Jewish communities across geographic and chronological expanses.	Students' relationship to Jewish community will be not merely structural, but personally motivated.	Students will be familiar with the critical communal concerns and challenges of the place in which they live, and link them to the prophetic and rabbinic emphasis on justice and community organizing.	Students will be able to discern and implement appropriate ways of advancing those values and mobilizing their communities.	Students will perceive the conceptual coherence and significance of the vast details of Jewish textual tradition.	Students will utilize that understanding for the sake of contemporary human thriving and integration.	Students will be able to competently elicit the contemporary relevance of ancient and medieval text.	Students utilize dispassionately mastery for the sake of significant Jewish life.	Students will be able to articulate and exemplify the discipline of Jewish observance in their lives and in their teachings.		
<b>YEAR ONE</b>	<b>BIB 509 Readings in Humash</b>		I,D																			
	<b>HEB Hebrew Curriculum (Year Long)</b>		I,D																			
	<b>PHL 512 Introduction to Jewish Philosophy</b>	I,D	I,D						I							I,D		I,D				
	<b>RAB 507 Introduction to Halakhah</b>	I,D	I,D					I,D								I			I,D	I,D		
	<b>RAB 509 Introduction to Mishnah &amp; Tosefta/Beit Midrash</b>	I	I,D																			
	<b>RAB 550/1 Readings in Rabbinic Text (Year Long)</b>	I	I,D																			
	<b>BIB 510 Humash with Rashi</b>	I,D	I,D	I,D				I,D											I,D			



<b>YEAR THREE (IN ISRAEL; ALL YEAR LONG)</b>	<b>BIB</b> Bible Elective I & II	I,D	I,D					D	D						D	D	D			
	<b>HEB</b> Advanced Hebrew Language Studies I & II	I,D,M	I,D,M																	
	<b>PHL</b> Israel Seminar I & II	I,D	I,D								D	D								
	<b>RAB</b> Advanced Talmud I & II	I,D,M	I,D,M					D	D						D	D	D			
	<b>RAB</b> Introduction to Codes I & II	I,D,M	I,D,M					D	D						D	D	D	D	D	
	<b>RAB</b> Practical Halakhah I & II	I,D,M	I,D,M					D	D						D	D	D	D	D	
	<b>RAB</b> Midrash I & II	I,D,M	I,D,M					D	D						D	D	D			
<b>YEAR FOUR</b>	<b>PHL 553/556</b> Conservative Judaism: Theology, Law, Ethics I	D,M						M	D,M		D,M	M		D		D,M	D,M	D,M	D,M	D,M
	<b>PRS 507</b> Synagogue Skills (Year Long)			D,M																
	<b>PRS 521</b> Pastoral Counseling I	D,M		D,M	D,M	D,M	D,M	D,M					D,M				D,M			
	<b>RAB 575</b> Teaching Rabbinic Text	M		D,M		D,M	D	D,M	D,M	D,M	D,M									
	<b>RAB 538</b> Talmud Synthesis/Beit Midrash	M	M	D,M				D,M	M	D	D,M	D,M		D		D,M		D,M		
	<b>PRS 510</b> Chaplaincy			D,M	D,M	D,M	D,M					D,M	D,M				D,M			
	<b>PRS 520</b> Pastoral Counseling II	D,M		D,M	D,M	D,M		D,M					D,M				D,M			
<b>PRS 552</b> Life Cycle & Covenant	I,D,M		D,M	D,M	D,M		D,M	D,M	D,M	D,M	D,M	D,M				D,M	D,M			

<b>YEAR FIVE</b>	<b>EDU 560/1</b> Classroom Management/ Teaching Styles			D,M	D,M	D,M	D,M	D,M		D,M	D,M	D,M	D,M			M	M	M		
	<b>PRS 501</b> Senior Seminar I & II /Senior Internship (Year Long)			I,D,M	I,D,M	I,D,M	I,D,M					M	M							
	<b>PRS 512</b> MBA Course (Community Organizations)			D	D	D	D													
	<b>PRS 530/1</b> Advanced Homiletics I & II	M		M		M		M	M	M	M	M	M	D	D	M	M	M	M	M
	<b>BIB 518</b> Torah Anthologies	M		M		M		M	M	M	M	M	M	D	D	M	M	M	M	M
	<b>HIS 521</b> Issues of Modernity							D,M				D,M				D,M	D,M	D,M		
	<b>PHL 561</b> Issues of Social Justice	D,M		D,M	D,M	D,M	D,M	M	M	M	M	M	M	D,M	D,M		D,M	D,M	D,M	D,M
	<b>RAB 537</b> Capstone: Teaching Rabbinic Texts as Spiritual Mentoring	D,M		D,M		D,M		M	M	M	M					M	M	M	M	M