

SAMPLE CURRICULUM MAP # 1: A Hypothetical A.A. Arts Program

<p>LEGEND</p> <p>[I] OUTCOME STATEMENT:</p> <p>The program outcome is (X) EXPLICITLY (score of 2) or (M) IMPLICITLY (score of 1) reflected in the course syllabus as being a learning outcome for this course.</p> <p>[II] LEVEL OF INSTRUCTION:</p> <p>(I) INTRODUCED - Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given course (score of 1).</p> <p>(E) EMPHASIZED - Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately (score of 2).</p> <p>(R) REINFORCED - Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts (score of 3).</p> <p>(A) ADVANCED - Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity (score of 4).</p> <p>[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:</p> <p>(F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal feedback (score of 1).</p>	SEMESTER:	FALL 2009	SELECTED GENERAL EDUCATION COMPETENCIES -- The A.A. Arts Program Graduates Will Be Able To:																		COURSE BREADTH SCORES	COURSE DEPTH SCORES	COURSE ASSESSMENT FOCUS SCORES						
	UNIT RESPONSIBLE:	GENERAL EDUCATION COMMITTEE	1. Communicate effectively: -read and write at the college level and appropriately for a larger audience in professional work -speak appropriately for the given audience	2. Use technology effectively to research topics and prepare appropriate materials for class assignments and for life's tasks and challenges	3. Choose self-direction, responsible risk-taking, adaptability, lifelong learning, life skills for effective management of one's life, including time and money	4. Evaluate information effectively: -select and interpret quantitative and qualitative sources appropriately -find, manage, and apply the best and most accurate information -identify and integrate information appropriately into academic and personal endeavors	5. Solve problems: -use critical thinking and ethical reasoning -employ creative approaches -apply scientific reasoning to appropriate situations -determine needed information and use it purposefully to solve problems in new and different contexts	6. Recognize and respect diverse cultures (e.g., global, generational, and historical perspectives)	[i] Outcome Statement (X, M)			[ii] Level (I, E, R, A)			[iii] Feedback (F) / Assessment			[i] Outcome Statement (X, M)						[ii] Level (I, E, R, A)			[iii] Feedback (F) / Assessment		
	DEGREE:	A.A. ARTS	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment									
	CORE CURRICULUM COURSES FOR A "TYPICAL" A.A. ARTS STUDENT																												
<i>English 1301: Composition I</i>	X	I	F	M	I	F						I			M	I	F	M	I	F	5	5	4						
<i>Mathematics 1314: College Algebra</i>	M	E	F	X	A	F									X	A	F				3	10	3						
<i>Biology 1408: Biology for Non-Science Majors</i>	M	I	F	M	E	F									X	E	F	M	I	F	4	6	4						
<i>History 1301: History of the United States I</i>	X	R	F								M	R	F	X	R			X	R	F	4	12	3						
<i>BCIS 1405: Business Computer Applications</i>				X	A	F	X	E							M	E	F				3	8	2						
<i>English 1302: Composition II</i>	X	A	F	M	E	F	M	I	F	M	E	F	M	E	F	F		M	E	F	6	13	6						
<i>Arts 1301: Arts Appreciation</i>	M	E	F												M	E		X	A	F	3	8	2						
<i>Physical Education 1164: Lifetime Fitness and Wellness</i>	M	E			A		X	A	F						M	A	F	M	E		5	16	2						
<i>History 1302: History of the United States II</i>	M	A	F	M	E	F					X	R	F	X	R			X	R	F	5	15	4						
<i>Government 2301: American Government I</i>	X	R	F	M	E						X	A	F	X	R	F		M	E		5	14	3						
<i>Speech 1301: Introduction to Speech Communication</i>	X	E	F	X	A	F	M	R	F						M	E		X	A	F	5	15	4						
<i>Physics 1405: Concepts in Physics</i>	X	I	F	M	R	F									X	A	F				3	8	3						
<i>Psychology 2301: Introduction to Psychology</i>	X	A	F	M	E	F	X	E	F	M	A	F	X	E	F	F		X	R	F	6	17	6						
<i>Government 2302: American Government II</i>	X	R	F	M	E						X	A	F	X	R	F		M	E	F	5	14	4						
<i>Cultural Studies 2370: Cultural Studies</i>	X	A	F	X	A	F	X	A	F						X	A	F	X	A	F	5	20	5						
OUTCOME SCORES (i) COMMUNICATION, (ii) SATURATION AND (iii) FEEDBACK POINTS		23	36	13	16	36	10	10	17	5	9	21	6	24	41	11	18	31	10										