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

LEGEND	CEMPOTED.	SEMESTER:  SELECTED GENERAL EDUCATION COMPETENCIES The A.A. Arts Program Graduates Will Be Able To:  1. Communicate effectively: 2. Use technology effectively: 1.2 Change gelf direction (A. Firelynet information (B. Pagerige and report).																					
[I] OUTCOME STATEMENT:	SEWESTER:	FALL 2009		1. Communicate effectively:			2. Use technology effectively to			3. Choose self-direction,			4. Evaluate information			5. Solve problems:			6. Recognize and respect				
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.  [II] LEVEL OF INSTRUCTION:  (I) INTRODUCED - Students are not expected to be familiar with the content or skill at the collegiate	UNIT RESPONSIBLE:				-read and write at the college level and appropriately for a larger audience in professional			research topics and prepare appropriate materials for class assignments and for life's tasks and challenges			responsible risk-taking, adaptability, lifelong learning, life skills for effective management of one's life,			effectively: -select and interpret quantitative and qualitative sources			-use critical thinking and ethical reasoning -employ creative approaches			diverse cultures (e.g., global, generational, and historical perspectives)			SCORES
	DEGREE:	A.A. ARTS	work -speak appropriately for the given audience						including time and money			appropriately -find, manage, and apply the best and most accurate information -identify and integrate information appropriately into academic and personal endeavors			-apply scientific reasoning to appropriate situations -determine needed information and use it purposefully to solve problems in new and different contexts						COURSE BREADTH SCORES	SCOR FOCUS	COURSE ASSESSMENT FOCUS SC
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		ULUM COURSES FOR A.A.ARTS STUDENT	[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	ō)	ŏI	COURSE
course (score of $1$ ).	English 1301: Composition I		X	I	F	M	I	F					I		M	I	F	M	I	$\mathbf{F}$	5	5	4
(E) EMPHASIZED - Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate	Mathematics 1314: College Algebra		M	E	F	X	A	F							X	A	F				3	10	3
level. Instruction and learning activities concentrate on enhancing and strengthening knowledge,	Biology 1408: Biolo	Biology 1408: Biology for Non-Science Majors		I	F	M	E	F							X	E	F	M	I	F	4	6	4
skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but	History 1301: History of the United States I		X	R	F							M	R	F	X	R		X	R	F	4	12	3
these aspects are treated separately (score of 2).	BCIS 1405: Business Computer Applications					X	A	F	X	E					M	E	F				3	8	2
(R) <u>REINFORCED</u> - Students are expected to possess a strong foundation in the knowledge, skill,	English 1302: Comp	English 1302: Composition II		A	F	M	E	F	M	I	F	M	E	F	M	E	F	M	E	F	6	13	6
or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with	Arts 1301: Arts Appreciation		M	E	F										M	E		X	A	F	3	8	2
increased complexity. All components of the outcome are addressed in the integrative	Physical Education 1164: Lifetime Fitness and Wellness		M	E			A		X	A	F				M	A	F	M	E		5	16	2
(A) ADVANCED - Students are	History 1302: Histo	ry of the United States II	M	A	F	M	E	F				X	R	F	X	R		X	R	F	5	15	4
expected to possess an advanced level of knowledge, skill, or competency at the collegiate level.	Government 2301: 1	American Government I	X	R	F	M	E					X	A	F	X	R	F	M	E		5	14	3
Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity	Speech 1301: Introd Communication	uction to Speech	X	E	F	X	A	F	M	R	F				M	E		X	A	F	5	15	4
(score of 4).	Physics 1405: Conc	epts in Physics	X	I	F	M	R	F							X	A	F				3	8	3
[III] FEEDBACK ON STUDENT PERFORMANCE /	Psychology 2301: In	ntroduction to Psychology	X	A	F	M	E	F	X	E	F	M	A	F	X	E	F	X	R	F	6	17	6
ASSESSMENT:  (F) Students are asked to	Government 2302: 1	American Government II	X	R	F	M	E					X	A	F	X	R	F	M	E	F	5	14	4
demonstrate their learning on the outcome through homework, projects, tests, etc. and are	Cultural Studies 237	70: Cultural Studies	X	A	F	X	A	F	X	A	F				X	A	F	X	A	F	5	20	5
provided formal $\underline{F}$ eedback (score of $I$ ).	<u>OUTCOME SCORES</u> (i) COMMUNICATION, (ii) <u>SATURATION AND (iii) FEEDBACK POINTS</u>		23	36	13	16	<i>36</i>	10	10	17	5	9	<i>21</i>	6	24	41	11	18	31	10			