W 16 -- Curriculum Mapping: A Methodology to Define, Document, Demonstrate, and Improve the Coherence of Program Curricula

SAMPLE CURRICULUM MAP # 2: A Hypothetical B.S. MIS Program

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ACADEMIC YEAR:	2007-2008	1. D	Selected <u>PROGRAM</u> Learning Outcomes The Program Graduates Will Be Able To:																	ES					
ACADEMIC TEAK.	2007-2008	1. Develop a			1 2			3. Apply			4. Apply			5. Properly			6. Understand the			7. Apply project					OR
UNIT SCHOOL OF BUSINESS / RESPONSIBLE: MIS DEPARTMENT		computer		•			critical thinking			systems theory			design and			architectural			and risk			ES	s	SCORES	
		program using a		database using a			skills in decision making			and information concepts in the			implement information			concepts of			management			SCORES	SCORES		
		contemporary programming		contemporary database						analysis of			systems.			computers and computer			principles and techniques to an				CO	CI	
DEGREE:	B.S. in Management Information Systems Major (MIS)	language,		management			systems		organizational			systems.			networks.			information systems project.			H		E		
		programming		U			development.		problems and						networks.						<u>COURSE</u> BREADTH	E.	IN		
		algorithms and		System						opportunities.								systems projecti		DE		ME			
		data :	structu	res.																			<u>E</u> B	COURSE DEPTH	COURSE ASSESSMENT FOCUS
PROGRAM <u>SPECIFIC</u> CORE COURSES FOR A <i>"TYPICAL</i> " MIS STUDENT		Ŕ		ant	Ŷ		ent) M		ant	Ŷ		snt	Ŵ		ant	Ŵ		ent	(M		ant	RS.	CK	SS
		у,	_	Feedback Assessme	ъ	_	ack	,X e	_	Feedback / Assessment	ы К	_	reedback Assessment	у,	~	Feedback / Assessment	у, К		ack	X, e	_	Feedback Assessment	10	22	E
		con	vel č, A	sses	con	vel č, A)	sses	con	k, A	sses	con	k, A	sses	con	vel č, A	sses	con	evel R, A)	sse	con	k, A	sses	0		JRS
		[i] Outcome Statement (X,]	Level E, R, ∕	12 ~	03	[ii] Level (I, E, R, A	[iii] Feedback (F) / Assessment	[i] OutcomeStatement (X	ii] Level I, E, R, A)			[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme	[i] Outcome Statement (X,	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme	[i] Outcome Statement (X, I	[ii] Level (I, E, R, ∕	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X,]	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme			CO
		E	E.	Ξ£	- •1	Ξť			Ξť			Ξť		Ξŝ	ĒĒ	ΞE		프린	<u> </u>	Ste	Ξť	Ξ£			
IS 220 "Information Technology"					X	I	F	X	Ι	F	X	I	F				X	Ι	F	Χ	Ι		5	5	4
IS 250 "Programming Theory and Concepts"		Χ	E	F				Х	E	F	X	Ι	F	Х	Ι	F							4	6	4
IS 260 "Web Programming"		Χ	R	F				Μ	E	F	Μ	Ι		Х	E	F							4	7	3
IS 280 "Data Communications Systems"								Х	Ι	F							X	E	F				2	3	2
IS 310 "Systems Analysis and Design I"								Χ	E	F	X	E	F							Х	E	F	3	6	3
IS 350 "Advanced Programming"		X	A	F				Μ	E	F				Х	E	F							3	8	3
IS 410 "Database Design and Administration"					X	E	F	Х	E	F	X	E	F										3	6	3
IS 420 "Network Management" (Elective)								Х	E	F							Χ	Α	F				2	6	2
IS 430 "Information Systems in the Global								Х	Е	F	X	Е	F										2	4	2
Environment" (Elective)								Δ		Ľ	Δ	.	L.										4	1	-
IS 450 "Systems Analysis and Design II"		Χ	R	F	Χ	R	F	Χ	R	F	X	Α	F	Х	R	F				Х	E	F	6	18	6
<u>OUTCOME SCORES</u> (i) COMMUNICATION, (ii) SATURATION AND (iii) FEEDBACK POINTS		8	12	4	6	6	3	18	<i>19</i>	10	13	<i>13</i>	6	8	8	4	6	7	3	6	5	2			

LEGEND

[] OUTCOME STATEMENT: The program outcome is (X) EXPLICITLY (score of 2) or (M) IMPLICITLY (score 1) reflected in the course syllabus as being a learning outcome for this course. [11] LEVEL OF INSTRUCTION:

(1) 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).

(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).

(R) <u>REINFORCED</u> - 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 integrative contexts (*score of 3*).

(A) <u>ADVANCED</u> - 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*).

[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT: (F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc., and are provided formal <u>F</u>eedback (score of 1).