

LEGEND

II] OUTCOME STATEMENT:

The program outcome is

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III] LEVEL OF INSTRUCTION:

(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.

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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 Feedback.

Business Administration Competencies Curriculum Map



Outcome 1: Oral and Written Communication

Students will:

-Present information using well-developed oral communication skills

-Present information using well-developed written communication skills

-Communicate effectively through reading, writing, speaking and listening

Outcome 2: Critical Thinking

Students will:

-Demonstrate an ability to analyze contexts when presenting a position on an issue or problem

-Demonstrate the ability to evaluate and apply information from various sources

-Demonstrate an ability to draw logical conclusions about an issue or problem

Outcome 3: Technology

Students will:

-Demonstrate knowledge, attitudes, and skills of digital age work and learning

-Demonstrate competency with technology for designing and developing digital works in various mediums

-Use technology effectively to research topics and use information business decisions

Outcome 4: Global Awareness

Students will:

-Demonstrate an understanding of contributions made by individuals from diverse groups both national and global communities

-Consider perspectives of diverse groups to inform reasonable decisions and communicate the variety of risks and opportunities of doing business in a global environment

-Demonstrate an understanding of relationships between diversity, inequality, social and political power both in the United States and globally

Outcome 5: Problem Solving

Students will:

-Interpret and evaluate information from multiple sources to solve factors of a problem in business

-Propose one or more solutions/hypothesis that indicates a deep comprehension of a particular problem

-Justify key results, or procedures, and can fully explain assumptions and reasons

Outcome 6: Interpersonal Skills

Students will:

-Work cooperatively together in groups

-Share a group or organizational goal and work with others to achieve it

-Seek help from others when needed and offers assistance to others

COURSE	Outcome 1: Oral and Written Communication			Outcome 2: Critical Thinking			Outcome 3: Technology			Outcome 4: Global Awareness			Outcome 5: Problem Solving			Outcome 6: Interpersonal Skills		
	(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
GB 220 Business Math	X	I	F				M	I	F				M	I	F			
AC 211 Principles of Accounting I	X	I	F	X	I	F	M	I	F				M	I	F			
EC 202 Principles of Microeconomics	X	E	F	X	E	F	X	E	F	X	E	F	M	E	F	X	E	F
GB 211 Introduction to Business Applications	X	I	F	X	I	F	X	I	F	X	I	F	X	I	F	X	I	F
AC 212 Principles of Accounting II	X	E	F	X	E	F	X	E	F	X	E	F	X	E	F	X	E	F
GB 265- Legal Environment of Business	M	I	F	M	I	F	M	I	F	X	I	F	X	I	F	X	I	F
GB 338 Business Communication	X	E	F	X	E	F	X	E	F	X	E	F	M	E	F	X	E	F
MG 381 Principles of Management	X	E	F	X	E	F	X	E	F	X	E	F	X	E	F	X	E	F
AC 414 Managerial and Cost Accounting	X	E	F	X	E	F	X	E	F	X	E	F	X	E	F	X	E	F
MG 453 Human Resources Mgmt	X	R	F	X	A	F	X	R	F	X	R	F	X	R	F	X	A	F
GB 302 Business Statistics	X	E	F	X	E	F	X	E	F	X	E	F	M	E	F	X	E	F
GB 340 Principles of Marketing	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
GB 361 Principles of Finance	X	R	F	X	E	F												
GB 323 Managerial Economics	X	R	F	X	I	F	X	R	F	X	I	F	X	R	F			
GB 310 Business Ethics	X	R	F	X	E	F	X	R	F									
MIS 415 Management Info Systems	X	R	F				X	R	F				M	I	F			

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Chemistry Competencies Curriculum Map

Outcome 1: Understanding Main concepts in Chemistry

Upon successful completion of the chemistry program, students will demonstrate an understanding of major concepts in chemistry.



Outcome 2: Scientific Research Ability

Outcome 3: Understand Analytical Equipment

COURSE

MA 110 Pre-calculus I

MA 111 Pre-calculus II

MA 201 Calculus I

MA 202 Calculus II

PH 301 College Physics I

PH 302 College Physics II

CH 131 General Chemistry I

CH 132 General Chemistry II

CH 305 Organic Chemistry I

CH 306 Organic Chemistry II

CH 303 Analytical Chemistry

CH 304

CH 401 Physical Chemistry I

CH 402 Physical Chemistry II

(i) Outcome Statement (X, M)

(ii) Level (I, E, R, A)

(iii) Feedback (F) / Assessment

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(ii) Level (I, E, R, A)

(iii) Feedback (F) / Assessment

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Child Development Program Curriculum Map

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Oral and Written Communication

Students will:
-Present information using well-developed oral communication skills

-Present information using well-developed written communication skills

-Communicate effectively through reading, writing, speaking and listening

Outcome 2:
Critical Thinking

Students will:
-Demonstrate an ability to analyze contexts when presenting a position on an issue or problem

-Demonstrate the ability to evaluate and apply information from various sources

-Demonstrate an ability to draw logical conclusions about an issue or problem

Outcome 3:
Technology

Students will:
-Demonstrate knowledge, attitudes, and skills of digital age work and learning

-Demonstrate competency with technology for designing and developing digital works in various mediums

-Use technology effectively to research topics and prepare materials

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Global Awareness

Students will:
-Demonstrate an understanding of contributions made by individuals from diverse groups both national and global communities

-Consider perspectives of diverse groups to inform reasonable decisions

-Demonstrate an understanding of relationships between diversity, inequality, social and political power both in the United States and globally

Outcome 5:
Problem Solving

Students will:
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-Propose one or more solutions/hypothesis that indicates a deep comprehension of a particular problem

-Justify key results, or procedures, and can fully explain assumptions and reasons

Outcome 6:
Interpersonal Skills

Students will:
-Work cooperatively together in groups

-Share a group or organizational goal and work with others to achieve it

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COURSE	Outcome 1			Outcome 2			Outcome 3			Outcome 4			Outcome 5			Outcome 6		
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ED209 Intro. to Teaching	X	E	F	X	I	F	M	R	F	M	I	F	M	I	F	X	E	F
ED300 Technology for Teachers	X	I	F	X	I	F	X	I	F	M	I	F	M	I	F	M	R	F
PSY306 Human Growth and Dev	X	E	F	X	E	F	I	I	F	M	I	F	X	E	F	X	R	F
ED302 Curriculum	X	I	F	X	I	F	X	I	F	M	I	F	X	I	F	X	R	F
ED306 Principles of Teaching	M	E	F	M	E	F	M	R	F	M	I	F	M	E	F	M	R	F
ED319 Ed. Of the Exceptional	M	R	F	M	E	F	M	R	F	M	A	F	M	R	F	M	A	F
HP324 Elem. Methods	M	E	F	M	E	F	M	E	F	X	I	F	X	E	F	X	R	F
ED325 Home, School, Comm.	X	R	F	X	E	F	M	R	F	M	I	F	M	E	R	X	E	F
ED341 Visual & Performing	M	R	F	M	R	F	M	R	F	M	R	F	M	R	F	M	R	F
ED350 Foundations of Ed.	X	R	F	M	E	F	M	E	F	M	E	F	M	R	F	M	E	F
ED401 Literacy & Social Dev.	X	R	F	X	R	F	X	R	F	X	I	F	X	E	F	X	A	F
ED 405 Teaching Lang. Arts	X	R	F	X	R	F	X	R	F	X	I	F	X	E	F	X	R	F
ED406 Teaching Elem. Science	M	E	F	X	E	F	M	E	F	X	I	F	M	E	F	M	R	F
ED407 Teaching Elem. Math	M	E	F	X	E	F	M	E	F	X	I	F	M	E	F	M	E	F

	ED408 Teaching Social Sci.	M	E	F	M	R	F	M	R	F	F	I	F	M	E	F	M	R	F
	ED409 Teaching Beginning Reading and Phonics	X	E	F	X	R	F	X	R	F	F	I	F	X	E	F	X	R	F
	ED 413 Diagnostic and Pres. Reading	X	E	F	X	R	F	X	R	F	X	I	F	X	E	F	M	A	F
	ED 440 Field Studies	X	R	F	X	E	F	X	R	F	M	I	F	M	E	F	X	R	F
	ED 445 Eval. & Measurements	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
	ED 448 Classroom Mgt.	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
	SWK 300 Introduction to Social Work w/Lab	X	I	F	X	I	F	M	E	F	M	E	F	M	I	F	X	E	F

Summary

The Child Development Program Curriculum Mapping is designed to ensure that the assessments program faculty use to evaluate learning achievement are based on what has been taught to students and on the learning standards the students enrolled in our program are expected to meet. During this review period, there were no significant changes to the Child Development Program curriculum. However, the program is reviewed regularly to ensure that instructional goals reflect the focus on continuous program improvement and the latest pedagogical research. Several changes were made to the syllabus for several courses to reflect Council for Accreditation for Educator Preparation (CAEP) standards and objectives in preparation for our recent reaffirmation. The Division Chair along with the Child Development Program Coordinator have discussed several program improvements in division meetings and with the support of other education faculty. These changes will be properly considered and approved at the division level then forwarded to the Miles College Instructional Council.

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Computer and Information Sciences Competencies Curriculum Map



COURSE	Outcome 1: At the end of this program, students will demonstrate competencies in using Internet technology tools to develop and use Internet applications.			Outcome 2: At the end of this program, students will exhibit technological competencies in preparation for post-baccalaureate success.			Outcome 3: At the end of this program, students will demonstrate the ability to implement solutions for information technology systems.			Outcome 4: At the end of this program, students will demonstrate the ability to implement solutions to problems using computer programming languages.			Outcome 5: At the end of this program, students will demonstrate competencies in the analysis of computer hardware and software problems.		
	(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
CIS 120 Fundamentals of Microcomputer Applications				M	E	F									
CIS 260 Fundamentals of Computer Information Systems							X	E	F						
CIS 290 Introduction to Computer Programming										X	E	F			
CIS 400 Database Management Systems							X	A	F						
CIS 360 Computer Networks and Data Communications							X	R	F						
CIS 270 Microcomputer Hardware													X	E	F
CIS 350 Project Management				X	A	F									
CIS 395 Community Service Internship				X	A	F									
CIS 271 Operating Systems													X	E	F
CIS 449 Senior Seminar				X	A	F									
CIS 365 Cloud Computing	X	R	F												
CIS 375 Network Security							X	A	F						
CIS 380 Information Security Management							X	A	F						
CIS 385 CISSP Security Essentials							X	A	F						
CIS 390 Disaster Recovery							X	A	F						
CIS 405 Computer Forensics							X	A	F						
CIS 425 Ethical Hacking							X	A	F						

Biology/General Science Education Program Curriculum Map

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ED 300 Technology for Teachers	X	I	F	X	I	F	X	I	F	M	I	F	M	I	F	M	R	F
PSY 301 Educational Psychology	X	E	F	X	E	F	I	I	F	M	I	F	X	E	F	X	R	F
ED 319 Education of the Exc. Child	X	I	F	X	I	F	X	I	F	M	I	F	X	I	F	X	R	F
ED 412 Reading in the Content Area	M	E	F	M	E	F	M	R	F	M	I	F	M	E	F	M	R	F
ED 421 M&M of Teach Science	M	R	F	M	E	F	M	R	F	M	A	F	M	R	F	M	A	F
ED 400 Materials and Methods of Tech	M	E	F	M	E	F	M	E	F	X	I	F	X	E	F	X	R	F
ED 445 Evaluations & Measurements	X	R	F	X	E	F	M	R	F	M	I	F	M	E	R	X	E	F
ED 448 Classroom Management	M	R	F	M	R	F	M	R	F	M	R	F	M	R	F	M	R	F
ED 350 Senior Seminar	X	R	F	M	E	F	M	E	F	M	E	F	M	R	F	M	E	F
ED 449 Senior Seminar	X	R	F	X	R	F	X	R	F	X	I	F	X	E	F	X	A	F
ED 450 Dir. Observation & Teaching	X	R	F	X	R	F	X	R	F	X	I	F	X	E	F	X	R	F
BY 210 Zoology	M	E	F	X	E	F	M	E	F	X	I	F	M	E	F	M	R	F
BY 304 Genetics	M	E	F	X	E	F	M	E	F	X	I	F	M	E	F	M	E	F
BY 405 Microbiology	M	E	F	M	R	F	M	R	F	F	I	F	M	E	F	M	R	F

	BY 406 Mol. Bio. & Genetic Eng.	M	E	F	M	R	F	M	R	F	F	I	F	M	E	F	M	R	F
	BY 407 Biochemistry I	M	E	F	M	R	F	M	R	F	R	I	F	M	E	F	M	A	F
	BY 449 Senior Seminar	X	R	F	X	E	F	X	R	F	M	I	F	M	E	F	X	R	F
	CH 131 General Chemistry I	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
	CH 132 General Chemistry II																		
	CH 305 Organic Chemistry I																		
	CH 306 Organic Chemistry II																		
	PH 301 College Physics I																		
	PH 302 College Physics II																		
	BY 307 Human Anatomy																		
	ES 321 Environmental Science																		

Summary

During this review period there were not significant changes to the **Child Development Program curriculum**. However, the program is reviewed regularly to ensure that instructional goals reflect the focus on continuous program improvement. Several changes were made to the syllabus for several courses to reflect CAEP and

Early Childhood Program Competencies Curriculum Map

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	[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
ED209 Intro. to Teaching	X	E	F	X	I	F	M	R	F	M	I	F	M	I	F	X	E	F
ED300 Technology for Teachers	X	E	F	X	I	F	M	R	F	M	I	F	M	I	F	X	E	F
PSY301 Ed. Psy.	X	E	F	X	E	F	I	I	F	M	I	F	X	E	F	X	R	F
ED302 Curriculum	X	I	F	X	I	F	X	I	F	M	I	F	X	I	F	X	R	F
ED306 Principles of Teaching	M	E	F	M	E	F	M	R	F	M	I	F	M	E	F	M	R	F
ED319 Ed. Of the Exceptional	M	R	F	M	E	F	M	R	F	M	A	F	M	R	F	M	A	F
HP324 Elem. Methods	M	E	F	M	E	F	M	E	F	X	I	F	X	E	F	X	R	F
ED325 Home, School, Comm.	X	R	F	X	E	F	M	R	F	M	I	F	M	E	R	X	E	F
ED341 Visual & Performing	M	R	F	M	R	F	M	R	F	M	R	F	M	R	F	M	R	F
ED350 Foundations of Ed.	X	R	F	M	E	F	M	E	F	M	E	F	M	R	F	M	E	F
ED401 Literacy & Social Dev.	X	R	F	X	R	F	X	R	F	X	I	F	X	E	F	X	A	F
ED406 Teaching Elem. Science	M	E	F	X	E	F	M	E	F	X	I	F	M	E	F	M	R	F
ED407 Teaching Elem. Math																		
ED408 Teaching Social Sci.	M	E	F	M	R	F	M	R	F	M	I	F	M	E	F	M	R	F
ED409 Teaching Beginning	X	E	F	X	R	F	X	R	F	X	I	F	X	A	F	X	A	F

	Reading and Phonics																		
	ED 413 Diagnostic	X	E	F	X	R	F	X	R	F	X	I	F	X	A	F	M	A	F
	ED 440 Field Studies	X	R	F	X	E	F	X	R	F	M	I	F	M	E	F	X	R	F
	ED 445 Eval. & Measurements	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
	ED 448 Classroom Mgt.	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
	ED 449 Senior Seminar	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
	ED 450 Direct Observation	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F

Summary

The Early Childhood Education Curriculum Mapping is designed to ensure the assessments program faculty use to evaluate learning achievement are based on what has actually been taught to students and on the learning standards the students enrolled in our program are expected to meet. During this review period, there were no significant changes to the Early Childhood Program curriculum. However, the program is reviewed regularly to ensure that instructional goals reflect the focus on continuous program improvement and the latest pedagogical research. Several changes were made to the syllabus for several courses to reflect Council for Accreditation for Educator Preparation (CAEP) standards and objectives in preparation for our recent reaffirmation and Continuous Improvement in Educator Preparation (CIEP). The Division Chair along with the Early Childhood Program Coordinator have discussed several program improvements in division meetings and with the support of other education faculty. These changes will be properly considered and approved at the division level then forwarded to the Miles College Instructional Council.

Elementary Education Competencies Curriculum Map

LEGEND

II] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITLY or
(M) IMPLICITLY reflected in the course syllabus as being a learning outcome for this course.

III] LEVEL OF INSTRUCTION:

(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.

(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.

(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.

(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.

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 **F**eedback.



Outcome 1:
Oral and Written Communication

Students will:

- Present information using well-developed oral communication skills
- Present information using well-developed written communication skills
- Communicate effectively through reading, writing, speaking and listening

Outcome 2:
Critical Thinking

Students will:

- Demonstrate an ability to analyze contexts when presenting a position on an issue or problem
- Demonstrate the ability to evaluate and apply information from various sources
- Demonstrate an ability to draw logical conclusions about an issue or problem

Outcome 3:
Technology

Students will:

- Demonstrate knowledge, attitudes, and skills of digital age work and learning
- Demonstrate competency with technology for designing and developing digital works in various mediums
- Use technology effectively to research topics and prepare materials

Outcome 4:
Global Awareness

Students will:

- Demonstrate an understanding of contributions made by individuals from diverse groups both national and global communities
- Consider perspectives of diverse groups to inform reasonable decisions
- Demonstrate an understanding of relationships between diversity, inequality, social and political power both in the United States and globally

Outcome 5:
Problem Solving

Students will:

- Interpret and evaluate information from multiple sources to solve factors of a problem
- Propose one or more solutions/hypothesis that indicates a deep comprehension of a particular problem
- Justify key results, or procedures, and can fully explain assumptions and reasons

Outcome 6:
Interpersonal Skills

Students will:

- Work cooperatively together in groups
- Share a group or organizational goal and work with others to achieve it
- Seek help from others when needed and offers assistance to others

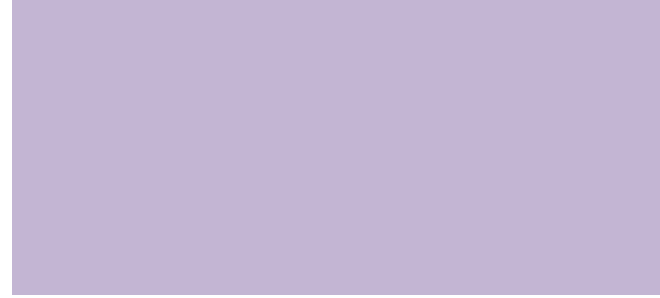
COURSE	Outcome 1			Outcome 2			Outcome 3			Outcome 4			Outcome 5			Outcome 6		
	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[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
ED209 Intro. to Teaching	X	E	F	X	I	F	M	R	F	M	I	F	M	I	F	X	E	F
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ED306 Principles of Teaching	M	E	F	M	E	F	M	R	F	M	I	F	M	E	F	M	R	F
ED319 Ed. Of the Exceptional	M	R	F	M	E	F	M	R	F	M	A	F	M	R	F	M	A	F
HP324 Elem. Methods	M	E	F	M	E	F	M	E	F	X	I	F	X	E	F	X	R	F
ED325 Home, School, Comm.	X	R	F	X	E	F	M	R	F	M	I	F	M	E	R	X	E	F
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ED350 Foundations of Ed.	X	R	F	M	E	F	M	E	F	M	E	F	M	R	F	M	E	F
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ED408 Teaching Social Sci.	M	E	F	M	R	F	M	R	F	M	I	F	M	E	F	M	R	F
ED409 Teaching Beginning	X	E	F	X	R	F	X	R	F	X	I	F	X	A	F	X	A	F

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	ED 445 Eval. & Measurements	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
	ED 448 Classroom Mgt.	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F	M	A	F
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Summary

The Elementary Education Curriculum Mapping is designed to ensure the assessments program faculty use to evaluate learning achievement are based on what has been taught to students and on the learning standards the students enrolled in our program are expected to meet. During this review period, there were no significant changes to the Elementary Education Program curriculum. However, the program is reviewed regularly to ensure that instructional goals reflect the focus on continuous program improvement and the latest pedagogical research. Several changes were made to the syllabus for several courses to reflect Council for Accreditation for Educator Preparation (CAEP) standards and objectives in preparation for our recent reaffirmation and Continuous Improvement in Educator Preparation (CIEP). The Division also implemented ED 201 - Praxis Test Preparation Course to improve education students' performance on the Praxis Core test. The Division Chair along with the Elementary Education Program Coordinator have discussed several program improvements in division meetings and with the support of other education faculty. These changes will be properly considered and approved at the division level then forwarded to the Miles College Instructional Council.

	ES 430 Environmental Science Internship	X	A	F	X	A	F	X	A	F								
	ES 449 Environmental Science Senior Seminar	X	A	F	X	A	F	X	A	F								
	ES 450 Research	X	A	F	X	A	F	X	A	F								



LEGEND

II] OUTCOME STATEMENT:

The program outcome is

(X) *EXPLICITLY* or

(M) *IMPLICITLY* reflected in the course syllabus as being a learning outcome for this course.

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(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.

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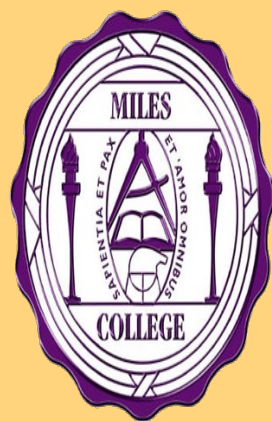
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History Competencies Curriculum Map



Outcome 1:

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Students will:

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Outcome 2:

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-Demonstrate competency with technology for designing and developing digital works in various mediums

-Use technology effectively to research topics and use information in management decisions

Outcome 4:

Global Awareness

Students will:

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-Consider perspectives of diverse groups to inform reasonable decisions and communicate the variety of risks and opportunities of doing business in a global environment

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Problem Solving

Students will:

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Outcome 6:

Interpersonal Skills

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COURSE	Outcome 1: Oral and Written Communication			Outcome 2: Critical Thinking			Outcome 3: Technology			Outcome 4: Global Awareness			Outcome 5: Problem Solving			Outcome 6: Interpersonal Skills		
	(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
HI 101 World Civilization I	X	I	F	X	E	F	X	I		X	I		X	I	F	X	I	F
HI 102 World Civilization II	X	I	F	X	I	F	X	R	F	X	I	F	X	R	F	X	I	F
HI 203 American History I	X	I	F	X	E	F	X	R	F	M	I					X	I	F
HI 204 American History II	X	I	F	X	E	F	X	R	F	M	I		M	I	F	X	I	F
HI 322 Civil Rights Movement	X	E	F	X	R	F	X	R	F	X	I	F	X	I	F	X	E	F
HI 324 Women in Modern America	X	E	F	X	E	F	X	R	F	X	I	F	X	R	F	X	E	F
HI 331 Early Modern Europe	X	E	F	X	A	F	X	R	F	X	A	F						
HI 332 Modern Europe	X	R	F	X	A	F	X	A	F	X	A	F	X	A	F	X	E	F
HI 341 Latin American History	X	I	F	X	A	F	X	A	F	X	A	F	X	A	F	X	R	F
HI 343 East Asian History	X	I	F	X	A	F	X	A	F	X	A	F	X	A	F	X	A	F
HI 350 Thinking and Writing History	X	R	F	X	R	F	X	R	F				X	R	F	X	A	F
HI 412 African History	X	I	F	X	A	F	X	A	F	X	A	F	X	A	F	X	A	F
S0 449 Senior Seminar	X	A	F	X	A	F	X	A	F				X	A	F			
HI 490 History Internship	X	R	F	X	A	F	X	A	F	X	A	F	X	A	F	X	A	F

LEGEND

II] OUTCOME STATEMENT:

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(F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal Feedback.

Management Information Systems Competencies Curriculum Map



COURSE	Outcome 1: At the end of this program, students will demonstrate competencies in using Internet technology tools to develop and use Internet applications.			Outcome 2: At the end of this program, students will exhibit technological competencies in preparation for post-baccalaureate success.			Outcome 3: At the end of this program, students will demonstrate the ability to implement solutions for information technology systems.			Outcome 4: At the end of this program, students will be able to demonstrate a basic knowledge of the functional areas of management.			Outcome 5: At the end of this program, students will be able to demonstrate knowledge and skills necessary for careers in business.		
	(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
MIS 120 Fundamentals of Microcomputer Applications				M	E	F									
MIS 260 Fundamentals of Computer Information Systems							X	E	F						
MIS 290 Introduction to Computer Programming										X	E	F			
MIS 400 Database Management Systems							X	A	F						
MIS 360 Computer Networks and Data Communications							X	R	F						
MIS 323 Managerial Economics													X	R	F
MIS 350 Project Management				X	A	F									
MIS 395 Community Service Internship				X	A	F									
MIS 381 Principles of Management										X	R	F			
MIS 449 Senior Seminar				X	A	F									
MIS 365 Cloud Computing	X	R	F												
MIS 375 Network Security							X	A	F						
MIS 380 Information Security Management							X	A	F						
MIS 385 MISSP Security Essentials							X	A	F						
MIS 390 Disaster Recovery							X	A	F						
MIS 405 Computer Forensics							X	A	F						
MIS 425 Ethical Hacking							X	A	F						

LEGEND

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Music Competencies Curriculum Map

COURSE	PLO#1 Proficient on chosen instrument or voice		PLO#2 Proficient in aural and keyboard skills		PLO#3 Proficient critical and analytical skills applied to the study of music in theoretical and historical contexts	
	[ii] Level. (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level. (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 100 Recital Attendance	I-E-R-A					
MU 101 Theory I					I	
MU 102 Theory II					R	
MU 103 Ear Train/Sight Singing			I	F		
MU 104 Ear Training/Sight Singing			R	F		
MU 111 Jazz Improvisation I			E			
MU 112 Jazz Improvisation II			A			
MU 131 Keyboard I			I			
MU 132 Keyboard II			R			
MU 141 Applied Music	I	F				
MU 142 Applied Music	I	F				
MU 201 Theory III					E	
MU 202 Theory IV					A	F
MU 203 Jazz History					E	

LEGEND

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	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 204 Ear Training/Sight Singing			E	F		
MU 205 Ear Training/Sight Singing			A	F		
MU 209 Inspirational Singers			I-E-R-A			
MU 213 Jazz Band			I-E-R-A			
MU 215 Opera Workshop			I-E-R-A			
MU 216 Small Ensemble			I-E-R-A			
MU 218 Church Organ I			R			
MU 219 Church Organ II			A			
MU 221 Large Ensemble			I-E-R-A			
MU 222 Jazz Singer I			R			
MU 223 Jazz Singer II			A			
MU 231 Keyboard III			E			
MU 232 Keyboard IV			A	F		
MU 233 Jazz Piano I			R			

LEGEND

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Music Competencies Curriculum Map

	PLO#1 Proficient on chosen instrument or voice		PLO#2 Proficient in aural and keyboard skills		PLO#3 Proficient critical and analytical skills applied to the study of music in theoretical and historical contexts		
	COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 234 Jazz Piano II			A				
MU 241 Applied Music	R	F					
MU 242 Applied Music	R	F					
MU 302 Basic Conducting			R				
MU 303 Intro to Music Education							
MU 304 Form and Analysis							
MU 305 Music Technology							
MU 307 Jazz Education							
MU 321 Voice Diction			E				
MU 322 Voice Pedagogy			A				
MU 325 Jazz Pedagogy			A				
MU 328 Jazz Theory I					A		
MU 330 Jazz Harmony					A		
MU 333 Contemporary Keyboard Harmony			A				

LEGEND

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	COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 334 Techniques of Accompaniment			A				
MU 341 Applied Music	E	F					
MU 342 Pre-Recital Hearing	E	F					
MU 343 Junior Recital	A	F					
MU 351 Music History/Lit I						I-R	
MU 352 Music History/Lit II						E-A	
MU 354 Intro to World Music						E-A	
MU 355 Elementary Music Methods							
MU 357 Music Methods P-12							
MU 361 Church Music Lit			R				
MU 362 Church Music Administration							
MU 363 History of Church Music						R-A	
MU 364 Contemporary Worship Music			R-A				
MU 365 Children's Music Ministry							

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Music Competencies Curriculum Map

COURSE	PLO#1		PLO#2		PLO#3	
	[ii] Level. (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level. (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 100 Recital Attendance			I-R-E-A			
MU 101 Theory I					I	F
MU 102 Theory II					R	F
MU 103 Ear Train/Sight Singing					I	F
MU 104 Ear Training/Sight Singing					R	F
MU 131 Keyboard I					I	F
MU 132 Keyboard II					R	F
MU 141 Applied Music					I	F
MU 142 Applied Music					R	F
MU 201 Theory III					R	F
MU 202 Theory IV					A	F

LEGEND

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Music Competencies Curriculum Map



COURSE	PLO#1		PLO#2		PLO#3	
	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 204 Ear Training/Sight Singing					R	F
MU 205 Ear Training/Sight Singing					A	F
MU 209 Inspirational Singers			I-R-E-A			
MU 213 Jazz Band			I-R-E-A			
MU 215 Opera Workshop			I-R-E-A			
MU 216 Small Ensemble			I-R-E-A			
MU 221 Large Ensemble			I-R-E-A			
MU 231 Keyboard III					R	F
MU 232 Keyboard IV					A	F
MU 241 Applied Music					R	F
MU 242 Applied Music					R	F
MU 302 Basic Conducting					R	F
MU 303 Intro to Music Education			I-R	F		
MU 304 Form and Analysis					A	F

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	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 305 Music Technology	A	F			R	F
MU 321 Voice Diction					R	F
MU 341 Applied Music					E-A	F
MU 342 Pre-Recital Hearing					E-A	F
MU 343 Junior Recital					I-R	F
MU 351 Music History/Lit I			I-R	F	E-A	F
MU 352 Music History/Lit II			E-A	F	E-A	F
MU 354 Intro to World Music			E-A	F	A	F
MU 355 Elementary Music Methods			E-A	F	I-R	F
MU 356 Music Methods P-12			E-A	F	I-R	F
MU 371 Woodwind Methods					I-R	F
MU 372 String Methods					I-R	F
MU 373 Percussion Methods					R	F
MU 374 Brass Methods					R	F

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Music Competencies Curriculum Map



PLO#1

Upon successful completion of the Music Education (Instrumental) program, students will demonstrate proficiency in oral and written communication skills through the use of technological instruction.

PLO#2

Upon successful completion of the Music Education (Instrumental) Program students will demonstrate knowledge and the ability to relate to diverse multicultural and social perspectives of race, language barriers, religious differences, gender and special populations.

PLO#3

Upon successful completion of the Music Education (Instrumental) Program teacher candidates will perform successfully on state, national and local exams.

COURSE	PLO#1		PLO#2		PLO#3	
	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 399 Writing About Music	E-A	F				
MU 413 Senior Recital					E-A	F
MU 441 Applied Music					E-A	F
MU 444 Senior Seminar	A	F				
MU 445 Student Teaching	A	F				
PSY 301 Education Psychology	X	E	F	F	I	F
ED 319 Education of the Ex. Child	X	I	F	F	R	F
ED 350 Foundation of Education	X	R	F	F	E	F
ED 445 Evaluation & Meas. In Ed.	X	R	F	F	A	F
ED 448 Classroom Management	M	R	F	F	A	F
ED 412 Teach. Read. In Content Area	X	E	F	F	A	F
ED 300 Technology for Teachers	X	I	F	F	R	F

Psychology Core Competencies Curriculum Map

LEGEND

II] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITLY or **(M) IMPLICITLY** reflected in the course syllabus as being a learning outcome for this course.

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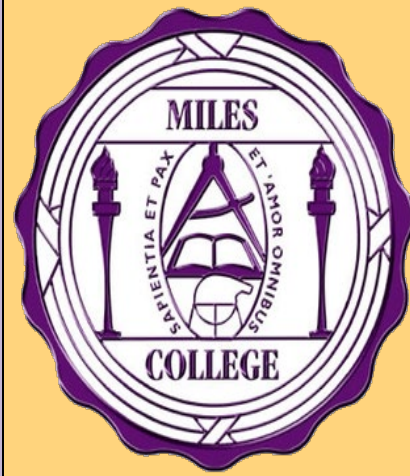
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Outcome 1:
Oral and Written Communication

Students will:
-Present information using well-developed oral communication skills

-Present information using well-developed written communication skills

-Communicate effectively through reading, writing, speaking and listening

Outcome 2:
Critical Thinking

Students will:
-Demonstrate an ability to analyze contexts when presenting a position on an issue or problem

-Demonstrate the ability to evaluate and apply information from various sources

-Demonstrate an ability to draw logical conclusions about an issue or problem

Outcome 3:
Technology

Students will:
-Demonstrate knowledge, attitudes, and skills of digital age work and learning

-Demonstrate competency with technology for designing and developing digital works in various mediums

-Use technology effectively to research topics and prepare materials

Outcome 4:
Global Awareness

Students will:
-Demonstrate an understanding of contributions made by individuals from diverse groups both national and global communities

-Consider perspectives of diverse groups to inform reasonable decisions

-Demonstrate an understanding of relationships between diversity, inequality, social and political power both in the United States and globally

Outcome 5:
Problem Solving

Students will:
-Interpret and evaluate information from multiple sources to solve factors of a problem

-Propose one or more solutions/hypothesis that indicates a deep comprehension of a particular problem

-Justify key results, or procedures, and can fully explain assumptions and reasons

Outcome 6:
Interpersonal Skills

Students will:
-Work cooperatively together in groups

-Share a group or organizational goal and work with others to achieve it

-Seek help from others when needed and offers assistance to others

COURSE	Outcome 1: Oral and Written Communication			Outcome 2: Critical Thinking			Outcome 3: Technology			Outcome 4: Global Awareness			Outcome 5: Problem Solving			Outcome 6: Interpersonal Skills		
	[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
PSY201-General Psychology	X	R	F	X	E	F	X	R	F	X	I	F	X	R	F	X	I	F
PSY206-Developmental Psychology	X	E	F	X	E	F	I	I	F	M	I	F	X	E	F	X	R	F
PSY214-Abnormal Psychology	X	E	F	X	E	F	X	E		X	I	F	X	E	F	X	I	F
PSY215-Human Sexuality	X	E	F	X	E	F	X	E		X	I	F	M	E	F	X	E	F
PSY220-Social Psychology	X	E	F	X	R	F	X	E		X	I	F	X	E	F	X	E	F
PSY300-Career Psychology	X	E	F	X	E	F	X	E		X	I	F	M	E	F	X	E	F
PSY301-Educational Psychology	X	E	F	X	E	F	X	E	F	M	I	F	M	I	F	X	I	F
PSY311-Brain & Behavior	X	R	F	X	R	F	X	R		M	E	F	X	R	F	M	R	F
PSY324-Multicultural Psychology	X	R	F	X	R	F	X	R		X	E	F	X	R	F	M	R	F
PSY325- African American Psychology	X	R	F	I	R	F	X	R		X	E	F	X	R	F	M	R	F
PSY399-Junior Seminar	X	R	F	X	R	F	X	R		X	R	F	X	A	F	X	R	F
PSY400-Psychology Internship	X	A	F	X	A	F	X	A		X	A	F	X	A	F	X	R	F
PSY412-Personality Psychology	X	A	F	X	A	F	X	A		X	A	F	X	A	F	X	A	F
PSY416-Pschotherapy & Behavior Change	X	A	F	X	A	F	X	A		X	A	F	X	A	F	X	A	F

	PSY418-Health&Medical Psychology	X	A	F	X	A	F	X	A		X	A	F	X	A	F	X	A	F
	PSY419-Cognitive Psychology	X	A	F	X	A	F	X	A		X	A	F	X	A	F	X	A	F
	PSY422-Motivation & Emotion	X	R	F	X	R	F	X	R		X	A	F	X	A	F	X	A	F
	PSY499-Senior Seminar	X	A	F	X	A	F	X			I	A	F	X	A	F	X	A	F

