[I] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITYLY or (M) IMPLICITLY 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 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) <u>EMPHASIZED</u> - 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) <u>A</u>DVANCED - 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:

					Acc	ounting	g Comp	etenci	es Curi	riculun	n Map								
		Outcome Oral and Commun	Written		Outcome Critical T	e 2:	<u> </u>	Outcom Technol	ne 3:		Outcome Global Av			Outcom Problem			Outcom Interper	ne 6: sonal Ski	ls
		Students -Present i well-deve communi -Present i well-deve communi -Communi through r		s using en s tively ting,	analyze c presentin issue or p -Demons evaluate a informati sources -Demons draw logi	trate an ab ontexts wi g a positio	hen on on an bility to arious vility to usions	attitudes digital a learning -Demony with tech designin digital w mediumy -Use tech effective	strate know , and skill ge work as strate com hnology fo g and dev vorks in va	s of nd petency or eloping irious are and	individual groups bo global con -Consider diverse gr reasonabl communi- risks and accountin -Demonst understan relationsh diversity, and politi	rate an ding of ons made b ls from div th national mmunities perspectiv oups to inf e decisions cate the van opportuniti g field.	erse and es of orm and riety of es in the n social poth in	informat sources t in Accou - Compu financial results -Justify l	t and eval ion from a o solve punting te and int performa key resulta res, and ca	multiple roblems erpret ince s, or an fully	-Share a organiza work wi achieve -Seek ho when ne	ooperativ in group group or ational go th others	al and to others offers
;	COURSE	[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)	(F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
	GB 220 Business Math	X	Ι	F	X	Е	F	М	Ι	F	X	Е	F	М	Ι	F			
ſ	AC 211 Principles of Accounting I	X	Ι	F	X	Ι	F	М	Ι	F				М	Ι	F			
	EC 202 Principles of Microeconomics	X	E	F	X	Е	F	X	E	F	X	Е	F	М	E	F	X	Е	F
Ī	AC 212 Principles of Accounting	X	E	F	X	Е	F	X	Е	F	X	Е	F	X	E	F	X	Е	F
	GB 265- Legal Environment of Business	М	I	F	М	I	F	М	Ι	F	X	I	F	X	I	F	Х	Ι	F
	GB 338 Business Communication	X	Е	F	X	Е	F	X	E	F	Х	Е	F	М	E	F	X	E	F
	GB 302 Business Statistics	X	Е	F	X	Е	F	X	E	F	Х	Е	F	М	Е	F	X	Е	F
	GB 340 Principles of Marketing	X	R	F	X	R	F	X	R	F	Х	R	F	X	R	F	X	R	F
	AC 414 Managerial and Cost Accounting	X	Е	F	X	E	F	X	Е	F	X	Е	F	X	Е	F	X	Е	F
ŀ	AC 311 Financial Accounting I	X	E	F	X	E	F	X	E	F	Х	Е	F	X	E	F	X	E	F
	AC 322 Individual Income	X	Е	F	X	E	F	X	E	F	X	Е	F	X	Е	F	X	E	F
	AC Financial Accounting II	X	E	F	X	E	F	X	E	F	Х	Е	F	X	E	F	X	E	F
	AC 411 Accounting Info Systems	X	Е	F	X	E	F	X	E	F	X	Е	F	X	Е	F	Х	Е	F
	GB 310 Business Ethics	X	R	F	X	E	F	X	R	F	Х	Е	F	X	E	F	X	Е	F
	MG 381 Principles of Management	x	E	F	X	E	F	X	E	F	X	E	F	X	E	F	X	Е	F

[I] OUTCOME STATEMENT: The program outcome is

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

[II] 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.

(E) <u>EMPHASIZED</u> - 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.

					Ac	countin	ng Com	petenc	ies Cu	rriculu	ım Map	
1 x	MILES VI VI V	Commu Student -Present well-dev commun -Present well-dev commun -Commun through	d Written nication	ls n using tten ls ctively iting,	analyze c presentin issue or p -Demons evaluate informati sources -Demons draw log	Thinking will: trate an ab contexts wh g a positio	n on an bility to arious ility to sions	attitudes digital a learning -Demon with tech designin digital w medium -Use tec effective	ogy s will: strate kno , and skill ge work a strate com hnology fo g and dev vorks in va s	s of nd npetency or eloping arious	Outcome Global A Students -Demonst understan contributi individua groups bc global cor -Considen diverse gr reasonabl communi risks and accountin -Demonst understan relationsh diversity, and politi	wa wa tra di or ls oth mi pole ca op g tra di in ca
5	COURSE	[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)	
	MG 430 International Business Management	X	E	F	X	I	F	X	R	F	X	
	AC 440 External Auditing	X	E	F	X	X	F	X	E	F	X	
n	GB 450 Business Decisions	X	R	F	Х	Х	F	X	R	F	Х	
S	GB 449 Senior Seminar	X	А	F	X	А	F	X	A	F	X	
	MG 402 Strategic Management	X	R	F	X	Α	F	Х	А	F	X	
	AC 420 Financial Accounting III	X	E	F	Х	А	F	X	А	F	X	

m Map								
Outcome			Outcom			Outcom		
Global Av	wareness		Problem	Solving		Interpers	sonal Ski	ls
individual groups bo global con -Consider diverse gr reasonabl communio risks and accountin -Demonst understan relationsh diversity, and politic	rate an ding of ons made b ls from div th national mmunities perspectiv oups to inf e decisions cate the van opportuniti g field. rate an	erse and res of orm and riety of es in the n social poth in	informat sources t in Accou - Compu financial results -Justify I procedur	t and eval ion from 1 to solve pr	nultiple roblems erpret nce s, or un fully	together -Share a organiza work wi achieve -Seek he when ne	ooperativ in group group or tional go th others	al and to others offers
[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	(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
X	I	F	X	I	F	X	E	F
X	E	F	X	Е	F	X	E	F
Х	Е	F	X	E	F	X	E	F
X	А	F	X	Α	F	X	E	F
X	А	F	X	Α	F	X	R	F
Х	А	F	X	А	F	X	Е	F

[I] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITYLY or
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<u>IIII FEEDBACK ON STUDENT</u> <u>PERFORMANCE / ASSESSMENT:</u>

					Biolog	y Progi	am Co	mpeter	ncies C	urricul	lum Ma	p							
		Outcome	e 1:		Outcom			Outcom	e 3:										
e		Biologic Technol Student			Commu Students - demor ability t commu	d Writter inication s will: nstrate th to apply a nicate bi ts in writ	e and ological	Student - exhibi underst	fic Rese s will: it a basic anding of fic reseat	c of									
d			1			_							[
se	COURSE	[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
,	BY 101 General Biology I	三 万 X	<u>≞∝</u> I	<u> </u>	<u> </u>	<u> </u>		<u> </u>	Ξœ		<u> </u>	<u> </u>		SIE	Ξď	EU	Ξō	Ξœ	
	MA 101 Intermediate Algebra	X	Ι	F															
e	MA 110 PreCalculus I	X	Ι	F															
ss	MA 111 PreCalculus II	X	Ι	F															
d	CH 131 General Chemistry I	X	Ι	F															
r	CH 132 General Chemistry II	X	I	F															
	MA 201 Analytical Geometry/Calculus I	М	E	F															
	BY 201 General Biology II	X	I, R	F															
	BY 202 Botany	X	I, R	F															
	BY 210 Zoology	Х	I, R	F															
	MA 317 Probability and Statistic	М	R, A	F															
	ES 300 Scientific Writing				М	R, E	F												
	PH 301 College Physics I	М	I	F															
	PH 302 College Physics II	М	R, E	F															
	CH 304 Analytical Chemistry	М	R, E	F															
	CH 305 Organic Chemistry I	М	R, E	F															
	BY 302 Cell Biology	М	R, E	F															

BY 304 (Genetics M	R, E	F											
BY 305 H	Embryology M	R, E	F											
BY 307 H	Iuman Anatomy M	R, E	F											
BY 310 F	Histology M	R, E	F											
BY 402 H	Iuman Physiology M	R	F											
BY 405 N	Aicrobiology M	R	F											
BY 408 F	Biochemistry II M	R, A	F											
CH 350 I	Instrumentation Techniques M	R	F											
BY 406 N Genetic I	Aolecular Biology & X Engineering	Α	F											
	Biochemistry I X	Α	F											
BY 417 I	mmunology M	R, E	F											
BY 449 S	enior Seminar			X	Α	F	Х	Α	F					
BY 450 F	Research I			X	А	F	X	Α	F					
BY 451 I	Research II			X	Α	F	X	Α	F					

[I] OUTCOME STATEMENT:

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[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:

			Bu	siness A		tration			es Curi									
	Outcome Oral and	Written		Outcome Critical T			Outcom Technolo			Outcome Global A			Outcom Problem			Outcom Interpera	e 6: sonal Skil	ls
	well-deve communi -Present i well-deve communi -Commun through re		using en s tively ting,	Students -Demonst analyze c presenting issue or p -Demonst evaluate a information sources -Demonst draw logi	will: trate an abi ontexts wh g a position problem trate the ab	en 1 on an ility to rious lity to sions	Students -Demons attitudes digital ag learning -Demons with tech designin digital w mediums -Use tech effective topics an	s will: strate know, and skill: ge work an strate com nology fo g and deve orks in va	s of nd petency or eloping rious urch ormation	Students -Demonst understan contributi individua groups bo global cor -Considen diverse gr reasonabl communi risks and doing bus environm -Demonst understan relationsh diversity, and politi	will: trate an ding of ons made to ls from divo th national mmunities perspective coups to inf e decisions cate the van opportunition iness in a gent trate an	res of orm and riety of global n social poth in	informat sources t a problen -Propose solutions indicates compreh particula -Justify l procedur	et and eval ion from a to solve fa m in busir e one or m s/hypothes	multiple actors of ness ore sis that a s, or an fully	Student -Work c together -Share a organiza work wi achieve -Seek he when ne	s will: ooperativ in groups group or tional gos th others	ely s al and to thers offers
COURSE	[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)	(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	Ι	F	X	I	F	М	I	F				М	I	F			
EC 202 Principles of Microeconomics	X	E	F	X	Е	F	X	E	F	X	Е	F	М	E	F	X	E	F
GB 211 Introduction to Business Applications	X	Ι	F	X	Ι	F	X	I	F	X	I	F	X	Ι	F	X	Ι	F
AC 212 Principles of Accounting	X	E	F	X	Е	F	X	E	F	X	Е	F	X	E	F	X	E	F
II GB 265- Legal Environment of	М	I	F	М	I	F	М	I	F	X	I	F	X	Ι	F	X	Ι	F
Business GB 338 Business Communication	X	Е	F	X	Е	F	X	E	F	X	Е	F	М	Е	F	X	Е	F
MG 381 Principles of	X	Е	F	X	Е	F	X	E	F	X	Е	F	X	E	F		E	F
Management AC 414 Managerial and Cost	X	Е	F	X	Е	F	X	E	F	X	E	F	X	E	F	X	E	F
Accounting MG 453 Human Resources Mgmt	X	R	F	X	А	F	X	R	F	X	R	F	X	R	F	X	Α	F
GB 302 Business Statistics	X	E	F	X	Е	F	X	Е	F	X	E	F	М	Е	F	X	E	F
GB 340 Principles of Marketing	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F		R	F
GB 361 Principles of Finance	X	R	F	X	Е	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	Е	F	X	R	F									
MIS 415 Management Info Systems	X	R	F				X	R	F				М	Ι	F			

<u>II OUTCOME STATEMENT:</u> The program outcome is

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<u>IIII] FEEDBACK ON STUDENT</u> <u>PERFORMANCE / ASSESSMENT:</u>

				Bi	isiness .	Admini	stratio	n Com	petenci	ies Cui	rriculur	n Map							
			e 1: l Written nication		Outcome Critical T			Outcom Technolo			Outcome Global Av			Outcom Problem			Outcom Interpers	e 6: sonal Skil	ls
1 x 5	NILES OLLEGE	well-dev commur -Present well-dev commur -Commu through	s will: information veloped oral nication skil veloped writ nication skil unicate effect reading, wr g and listeni	ls n using tten ls ctively iting,	analyze c presenting issue or p -Demonst evaluate a informati sources -Demonst draw logi	trate an ab- contexts wh g a position problem trate the ab	ility to rious ility to sions oblem	attitudes, digital ag learning -Demons with tech designing digital w mediums -Use tech effective topics an	strate know, and skills ge work an strate com mology fo g and devo orks in va mology hy to resea	s of nd petency r eloping rious urch rmation	individual groups bo global con -Consider diverse gr reasonabl communio risks and doing bus environm -Demonst understan relationsh diversity, and politic	rate an ding of ons made b ls from div th national mmunities perspectiv oups to inf e decisions cate the van opportuniti iness in a g ent rate an	res of orm and riety of global n social poth in	informat sources t a problen -Propose solutions indicates compreh particula -Justify l procedur	t and eval ion from to solve fa m in busin one or m s/hypothes	multiple actors of ness ore sis that a s, or an fully	together -Share a organiza work wi achieve -Seek he when ne	ooperativ in groups group or tional goa th others	al and to thers offers
5	COURSE	[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)	(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
	MG 430 International Business Management	X	E	F	X	I	F	X	R	F	X	I	F	X	I	F			
-	GB 435 Finance Institutions and Economy	X	R	F	X	Е	F	X	R	F	Х	I	F	X	R	F			
n	GB 450 Business Decisions	X	R	F				X	R	F									
s	GB 449 Senior Seminar	X	А	F	X	А	F	X	А	F	Х	А	F	X	Α	F	X	Е	F
	MG 402 Strategic Management	X	R	F	X	Α	F	Х	Α	F	X	Α	F	X	Α	F	X	R	F
-																			
-																			
-																			
-																			

LEGEND					Che	emistry	Comp	etencie	s Curr	iculum N
 [I] OUTCOME STATEMENT: The program outcome is (X) EXPLICITYLY or (M) IMPLICITLY reflected in the course syllabus as being a learning outcome for this course. 	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 Scientific	e 2: Research	Ability	Outcom Understa Equipme	and Analy	tical
 [II] 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. (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 	concepts in chemistry.									
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or competency at the collegiate level. Instructional and learning activities continue to build upon	MA 110 Pre-calculus I	X	R	F	X	Е	F			
previous competencies with increased complexity. All components of the outcome are addressed in the	MA 111Pre-calculus II	X	R	F	X	I	F	X	R	F
integrative contexts.	MA 201 Calculus I	X	R	F	X	Е	F	X	R	F
(A) <u>ADVANCED</u> - Students are expected to possess an advanced level of knowledge, skill, or	MA 202 Calculus II	X	R	F	Х	R	F	X	R	F
competency at the collegiate level. Instructional and learning activities focus on the use of the content or	PH 301 College Physics I	X	E	F	X	I	F	X	R	F
skills in multiple contexts and at multiple levels of	PH 302 College Physics II	X	R	F	X	Е	F	X	R	F
complexity.	CH 131 General Chemistry I	Х	R	F	Х	R	F	X	R	F
IIII FEEDBACK ON STUDENT	CH 132 General Chemistry II	X	А	F	X	Α	F	X	А	F
PERFORMANCE / ASSESSMENT:	CH 305 Organic Chemistry I	X	R	F	X	A	F	Х	А	F
(F) Students are asked to demonstrate their learning on the outcome through homework,	CH 306 Organic Chemistry II	X	Α	F	X	А	F	Х	А	F
projects, tests, etc. and are provided formal Feedback.	CH 303 Analytical Chemistry	Х	Α	F	X	Α	F	X	Α	F
	СН 304	X	Α	F	X	A	F	X	А	F
	CH 401 Physical Chemistry I	X	Α	F	X	A	F	X	Α	F
	CH 402 Physical Chemistry II	Х	Α	F	X	Α	F	X	Α	F

[I] OUTCOME STATEMENT:

The program outcome is

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

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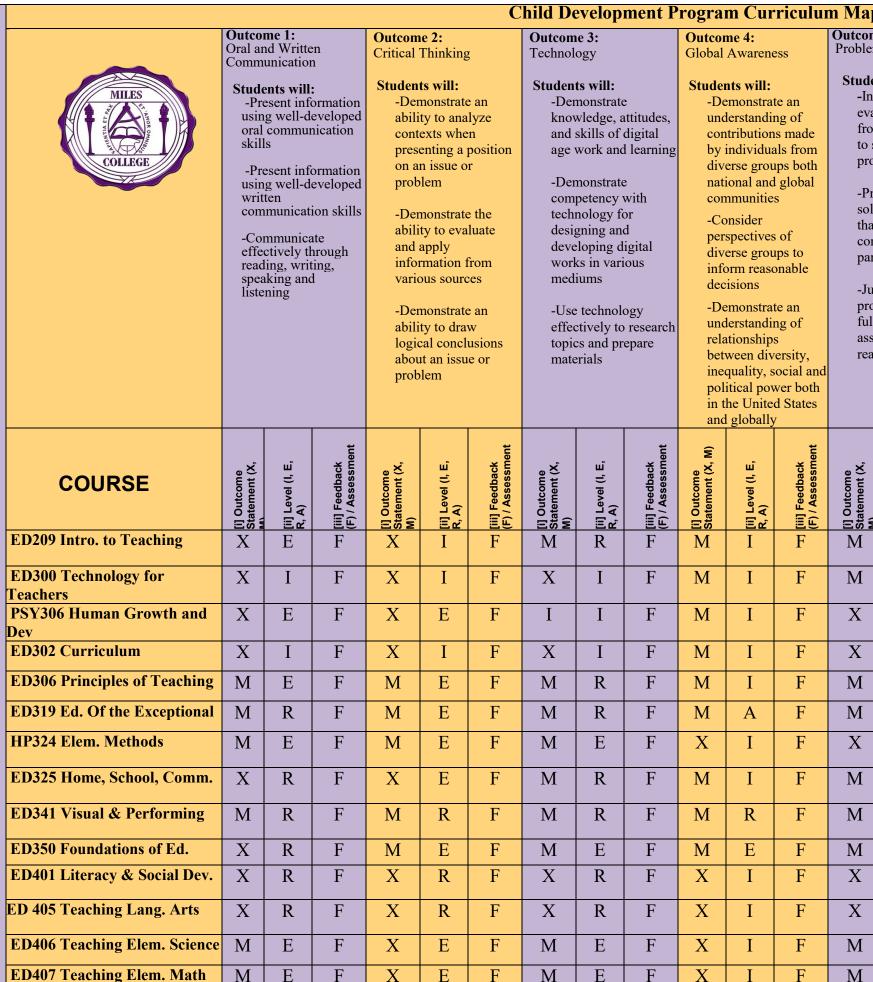
(E) <u>EMPHASIZED</u> - Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately.

(R) <u>R</u>EINFORCED - 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.
 ED300 Technology for Teachers
 PSY306 Human Growt Dev
 ED302 Curriculum
 ED306 Principles of Teachers

(A) <u>A</u>DVANCED - 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.

<u>IIII FEEDBACK ON STUDENT</u> 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.



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	e 5: Solving		Outco		1-111-
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	ts will: pret and	1		nts will:	
	uate info			ork coop ups	eratively together in
		e sources		•	
	olve facto olem	ors of a			oup or organizational ork with others to
				ieve it	ork with others to
	pose one tions/hyp	or more othesis	Sa	alt halm f	nom others when
at	indicates	a deep			from others when offers assistance to
	prehensi cular pro		oth	ers	
	tify key r edures, a	esults, or and can			
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	mptions ons	and			
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l	Ι	F	X	E	F
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	Е	F	Х	R	F
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	R	F	М	R	F
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	Е	F	Х	R	F
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ED408 Teaching So	ocial Sci. N	M	E	F	М	R	F	М	R	F	F	Ι	F	М	E	F	М	R	F
ED409 Teaching Bo Reading and Phonic	eginning 2 es	X	Е	F	Х	R	F	X	R	F	F	Ι	F	Х	Е	F	Х	R	F
ED 413 Diagnostic Reading	and Pres.	X	Е	F	Х	R	F	Х	R	F	X	Ι	F	Х	Е	F	М	А	F
ED 440 Field Studi	es 🛛 🕈	X	R	F	Х	Е	F	X	R	F	М	Ι	F	М	E	F	Х	R	F
ED 445 Eval. & Me	asurements N	M	А	F	М	А	F	M	A	F	М	А	F	М	A	F	М	А	F
ED 448 Classroom	Mgt. N	M	А	F	М	А	F	M	A	F	М	А	F	М	A	F	М	А	F
SWK 300 Introduct Social Work w/Lab	-	X	Ι	F	Х	Ι	F	М	E	F	М	Е	F	М	Ι	F	Х	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.

[I] OUTCOME STATEMENT:

The program outcome is

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<u>IIII FEEDBACK ON STUDENT</u> <u>PERFORMANCE / ASSESSMENT:</u>

	Outcome		ompute	Outcom			Outcom	-		Outcome			Outcom	ne 5:		
	students w competene technolog	d of this pr vill demons cies in usir y tools to c nternet appl	strate ng Internet levelop	students technolog in prepara	d of this p will exhib gical comp ation for p reate succe	it petencies post- ess.	At the er program demonst impleme informat systems.	, students rate the a nt solutio ion techn	s will bility to ons for	students v ability to solutions	to problem programm	nstrate the it ns using		, student rate com alysis of r hardwa	s will petencies are and	
COURSE	[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	<u> </u>			<u>⊨</u> ø	E E	F	<u> </u>	<u> </u>		<u> </u>			<u> </u>			
Microcomputer Applications CIS 260 Fundamentals of							X	E	F							
Computer Information Systems							Λ	.	ľ							
Computer Programming										X	E	F				
CIS 400 Database Management Systems							X	Α	F							
CIS 360 Computer Networks and Data Communications							X	R	F							
CIS 270 Microcomputer Iardware													X	E	F	
Iardware				X	Α	F										
CIS 395 Community Service				X		F										
nternship				Λ	Α	Г								P	T	
CIS 271 Operating Systems						F							X	E	F	
CIS 449 Senior Seminar				X	Α	Г										
CIS 365 Cloud Computing	X	R	F													
CIS 375 Network Security							X	Α	F							
CIS 380 Information Security Aanagement							X	Α	F							
CIS 385 CISSP Security							X	А	F							
Essentials CIS 390 Disaster Recovery							X	A	F							
CIS 405 Computer Forensics							X	A	F							
CIS 425 Ethical Hacking							X	Α	F							

C13 370								Х	Α	F					
	Data Structures							V	D	E					
CIS 320 .	Java Programming							Х	R	F					
CIS 334	Computer Architecture										X	R	F		
and Asse Program	embly Language														
CIS 355	Mobile Applications							X	Α	F					
Developm	ment														
CIS 280 0 Developm		X	Е	F											
CIS 310		X	R	F											
Developm	ment														
CIS 440	Electronic Commerce	X	Α	F											
CIS 322 . Program	JavaScript							X	R	F					
		X	Α	F											
Systems															
CIS 445 S	Social Media Marketing	X	Α	F											
CIS 324	Ruby Programming	X	R	F				X	R	F					
CIS 326	C# Programming							X	R	F					
CIS 328	COBOL Programming							X	R	F					
ES 340 In GIS	ntroduction to GPS and	X	R	F											
MA 110	Pre-Calculus I							М	E	F					
	Pre-Calculus II							Μ	E	F					
MA 217 Statistics	Probability and							М	R	F					
MA 324	Discrete Mathematics							М	Α	F					

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<u>IIII FEEDBACK ON STUDENT</u> <u>PERFORMANCE / ASSESSMENT:</u>

					Crimin	nal Just	ice Cor	npeten	cies Cu	urricul	lum Ma	р							
		Outcome Oral and V Communic	Vritten		Outcome Critical T			Outcom Technolo			Outcome Global Av			Outcome Problem			Outcom Interpers	e 6: sonal Skil	ls
	NILLS THE AND	Students v -Present in developed skills -Present in developed communic -Communi through rea speaking a	nication sing well- rely	analyze c presentin issue or p -Demons evaluate a informati sources -Demons draw logi	trate an abi ontexts wh g a position roblem trate the ab	en 1 on an ility to rious lity to sions	attitudes, digital ag learning -Demons with tech designing digital w mediums -Use tech effective topics an	strate know, and skills ge work an strate com nology fo g and deve orks in va	s of nd petency or eloping irious arch prmation	individual groups bo global con -Consider diverse gr reasonable communic risks and doing bus environme -Demonst understan relationsh diversity, and politic	rate an ding of ons made b s from dive th national nmunities perspectiv oups to infe e decisions cate the var opportunition iness in a gent rate an	erse and es of orm and iety of es of lobal	informati sources t a probler -Propose solutions indicates compreh- particular -Justify k procedur	t and eval ion from r o solve fa n in mana one or m /hypothes	nultiple ctors of gement ore sis that a s, or un fully	together -Share a organiza work wi achieve -Seek he when ne	ooperative in groups group or tional goa th others t	al and to thers offers	
9	COURSE	[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		
	CJ 200 Introduction to Criminal Justice	F	X	I	F	X	I	F	X	I	F	X	I	F	X	I	F		
: -	CJ 222 Criminology	X	X	I	F	X	Ι	F	X	Ι	F	X	I	F	X	I	F		
5	CJ 225 Criminal Justice Writing	X	I	F	X	I	F	X	I	F	X	I	F	X	I	F	x	I	F
1	CJ 230 Introduction to Law Enforcement	X	E	F	X	E	F	X	Е	F	X	Е	F	X	Е	F	X	Е	F
	CJ 235 Introduction to Courts	X	Е	F	Х	Е	F	X	Е	F	X	Е	F	X	E	F	X	Е	F
	CJ 240 Introduction to Corrections	Х	Е	F	Х	Е	F	X	Е	F	X	E	F	X	E	F	X	Е	F
	CJ 325 Community Oriented Policing	X	Е	F	X	Е	F	X	Е	F	X	E	F	X	Е	F	X	Е	F
	CJ 355 Criminal Justice Administration	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
-	CJ 360 Criminal Law	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
-	CJ 385 Juvenile Justice	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
CJ 395 Criminal Justice Ethics X R F X R		F	X	R	F	X	R	F	X	R	F	X	R	F					
	CJ 400 Probation, Pardon/Parole X R I				X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
	CJ 405 Criminal Investigation	405 Criminal Investigation X A F						X	А	F	X	А	F	X	А	F	X	А	F
	CJ 420 Constitutional Law	X	А	F	X	А	F	X	Α	F	X	А	F	X	А	F	X	А	F
	CJ 455 Correctional Rehab	X	AFXAFX			Α	F	X	Α	F	X	Α	F	X	A	F	X	А	F
	CJ 465 Senior Seminar	X	А	F	X	Α	F	X	Α	F	X	А	F	X	А	F	X	А	F

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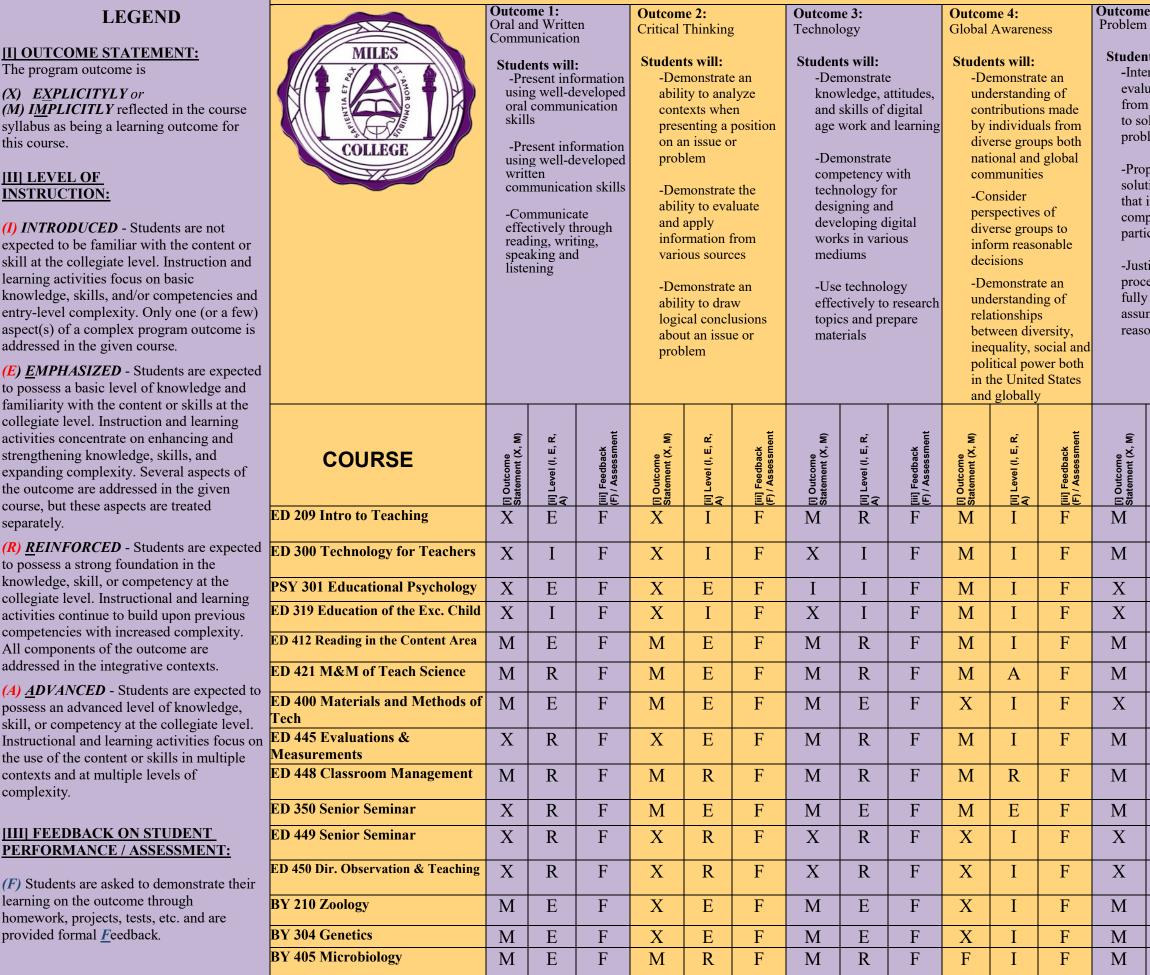
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[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:



Bio	ology/G	eneral	Scien	ce Edu	cation	Prog	ram Cu	irriculu	ım Ma	ւթ			
: inking	5	Outcom Technol			Outcon Global	me 4: Awaren	ess	Outcome Problem			Outco Interpe	me 6: ersonal S	kills
nstrate to evaluation f source nstrate to drav	lyze n position r the luate rom es an w usions	know and age -Der com tech desig deve worl med -Use effec topio	nonstrate wledge, a skills of work and nonstrate petency nology fa gning an eloping d ks in vari iums	attitudes, digital l learning e with or d igital ious ogy o research	-De und cor by div nat cor -Ce per div infe dec -De und rela bet ine pol in t	nts will: emonstra derstandi intributior individua erse grou ional anco nmunitie onsider spectives erse grou orm rease cisions emonstra derstandi ationship ween div quality, s itical pov he Unite	ng of as made als from ups both l global s s of ups to onable te an ng of s rersity, social and wer both d States	-Inte evalu from to sc prob -Pro solut that com parti -Just proc fully assu rease	olve facto lem pose one tions/hyp indicates prehensio cular pro- tify key r edures, a v explain mptions	rmation e sources ors of a c or more oothesis s a deep on of a oblem results, or and can	-Wa gro -Sh goa ach -Se nee oth	ups are a gro il and wo ieve it ek help f ded and	eratively together in oup or organizational ork with others to from others when offers assistance to
l [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	F	M	R	F	M	I	F	M	I	F	X	E	F
Ι	F	Х	Ι	F	М	Ι	F	М	Ι	F	М	R	F
E	F	Ι	Ι	F	М	Ι	F	Х	Е	F	Х	R	F
Ι	F	Х	Ι	F	М	Ι	F	Х	Ι	F	Х	R	F
E	F	М	R	F	М	Ι	F	М	Е	F	М	R	F
E	F	М	R	F	М	А	F	М	R	F	М	А	F
E	F	М	Е	F	Х	Ι	F	Х	Е	F	Х	R	F
E	F	М	R	F	М	Ι	F	М	Е	R	Х	Е	F
R	F	М	R	F	М	R	F	М	R	F	М	R	F
E	F	М	Е	F	М	Е	F	М	R	F	М	Е	F
R	F	Х	R	F	Х	Ι	F	Х	Е	F	Х	А	F
R	F	Х	R	F	Х	Ι	F	Х	Е	F	Х	R	F
E	F	М	Е	F	X	Ι	F	М	Е	F	М	R	F
E	F	М	Е	F	Х	Ι	F	М	Е	F	М	Е	F
R	F	М	R	F	F	Ι	F	М	Е	F	Μ	R	F

BY 406 Mol. Bio. & Genetic Eng.	M	E	F	М	R	F	М	R	F	F	Ι	F	М	E	F	М	R	F
BY 407 Biochemistry I	М	Е	F	М	R	F	М	R	F	R	Ι	F	М	Е	F	М	А	F
BY 449 Senior Seminar	X	R	F	Х	E	F	X	R	F	М	Ι	F	М	Е	F	Х	R	F
CH 131 General Chemistry I	Μ	А	F	М	А	F	M	A	F	М	Α	F	М	A	F	М	А	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

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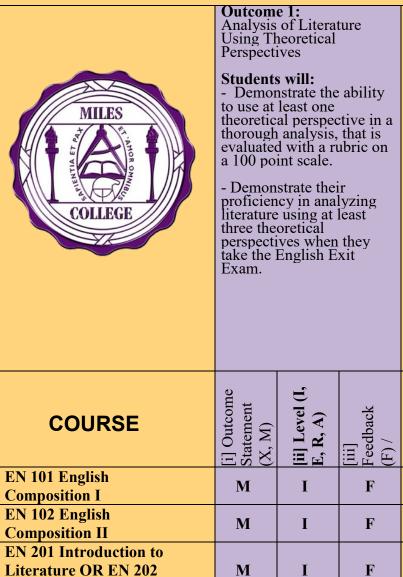
EN 401 British Literature I

EN 402 British Literature II

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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.



	English Compet	encies Curriculum I	Мар
	Outcome 2:	Outcome 3:	
	Proficiency in Research	Critical Thinking and	
		Analysis	
	Students will:	•	
,	Use technology	Students will:	

-Demonstrate

thinking skills

synthesis.

proficiency in critical

through analysis and

--Use technology effectively to research

topics and literary texts. -Demonstrate the

ability to evaluate and apply information from various sources.

-Demonstrate a broad understanding of their chosen field and their ability to navigate literary texts and complementary critical theory.

COURSE	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) /	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) /	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback	
EN 101 English Composition I	М	Ι	F	X	I	F	Μ	Ι	F	
EN 102 English Composition II	М	Ι	F	X	I	F	X	R	F	
EN 201 Introduction to Literature OR EN 202 World Masterpieces	М	I	F	X	Е	F	X	I	F	
EN 205 Introduction to the Major	X	E	F	X	Ι	F	X	E	F	
EN 301 Grammar and Linguistics	М	E	F	X	Е	F	Μ	R	F	
EN 306 Research and Methods	X	E	F	X	Е	F	X	R	F	
EN 261/361 American Literature I	X	E	F	X	R	F	X	A	F	
EN 351 Shakespeare	X	R	F	X	Α	F	Х	А	F	
EN 365 African American Literature I	X	E	F	М	R	F	Х	R	F	
EN 262/362 American Literature II	X	R	F	М	R	F	Х	R	F	
EN 366 African American Literature II	X	R	F	X	Α	F	X	Α	F	

F

F

Χ

X

Α

Α

F

F

Χ

X

F

F

Α

Α

Χ

Χ

Α

Α

	EN 404 Comparative Africana Literature	X	R	F	X	Α	F	X	A	F					
	EN 451 Literary Criticism	X	Α	F	X	Α	F	X	Α	F					
	EN 490 Internship	X	Α	F	М	Α	F	X	A	F					
	EN 449 Senior Seminar	X	Α	F	X	Α	F	X	Α	F					
English Majors must take 5 cognates. One, CO 305, is under consideration to be dropped as it is almost the same as Fundamentals of Speech.	CO 305 Introduction to Public Speaking	М	R	F	М	R	F	М	R	F					
	SPA 101 Elementary Spanish I	М	Ι	F	М	Ι	F	М	Ι	F					
	SPA 102 Elementary Spanish II	М	E	F	М	E	F	М	E	F					
s	SPA 201 Intermediate Spanish I	М	R	F	М	R	F	Μ	R	F					
S	SPA202 Intermediate Spanish II	М	Α	F	М	Α	F	М	Α	F					
English majors must take 18 hours (6 classes) of	EN 320 Creative Writing	X	R	F	X	R	F	X	R	F					
	EN 352 English Renaissance Drama	Х	Α	F	X	Α	F	X	Α	F					
H	EN 355 Modernism	X	Α	F	X	Α	F	X	Α	F					
H	EN 372 The Short Story	X	R	F	X	R	F	X	R	F					
	EN 375 Drama	X	Α	F	X	Α	F	X	Α	F					
E A	EN 380 Contemporary African American Writers	X	Α	F	X	A	F	X	A	F					
H	EN 390 Poetry	X	R	F	X	Α	F	X	Α	F					
	EN 400 African American Autobiography		Α	F	X	Α	F	X	A	F					
<mark>e</mark>	EN 439 The Novel	X	Α	F	X	Α	F	X	Α	F					
H	EN 440 Creative Nonfiction	X	Α	F	X	Α	F	X	Α	F					
H	EN 460 Topics in Literature	X	А	F	X	Α	F	X	Α	F					
	SPA 230 Conversation and Writing Spanish	М	R	F	М	R	F	М	R	F					
S	SPA 303 Latin American Civilization and Culture	М	R	F	М	R	F	М	R	F					
A	ART 101 Introduction to Art Making	М	Ι	F	М	Ι	F	М	Ι	F					
	ART 102 Multi-Media Art	М	E	F	М	E	F	Μ	E	F					
	FH 308 Beginning Play Writing	М	R	F	М	R	F	М	R	F					
	CO 315 Print Layout and Design	М	Е	F	М	E	F	М	E	F					
	CO 430 Scriptwriting	М	E	F	М	E	F	М	E	F					

[I] OUTCOME STATEMENT:

The program outcome is

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

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(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 ED300 Technology for 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) <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.

[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.

ED408 Teaching Social Sci.

ED409 Teaching Beginning

Μ

Х

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E

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Х

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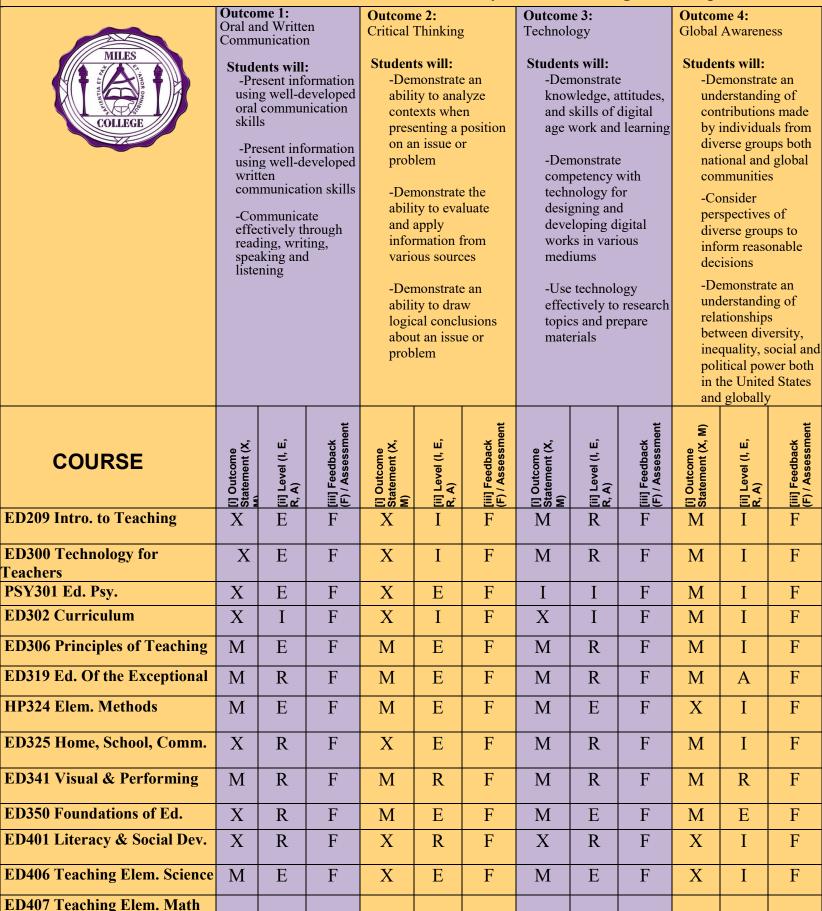
F

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Ι



Early Childhood Program Competencies Curriculu

Outcor

Proble

Stud

[i] Outcome Statement (X,

Μ

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Μ

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[iii] Feedback (F) / Assessment

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F

F

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F

F

	ı Map				
tcom oblem	e 5: Solving		Outco Interpe	me 6: ersonal S	kills
-Interest evaluation of the second solution o	olve facto lem pose one tions/hyp indicates prehensi- cular pro tify key r edures, a v explain mptions	rmation e sources ors of a c or more pothesis s a deep on of a oblem results, or und can	-Wa gro -Sh goa ach -Se	ups are a gro il and wo ieve it ek help f ded and	eratively together in oup or organizational ork with others to from others when offers assistance to
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
M	I	F	X	E	F
M	Ι	F	Х	Е	F
X	Е	F	Х	R	F
X	Ι	F	Х	R	F
М	Е	F	М	R	F
M	R	F	М	А	F
X	Е	F	Х	R	F
М	Е	R	Х	Е	F
M	R	F	М	R	F
M	R	F	М	Е	F
X	Е	F	Х	А	F
М	Е	F	М	R	F
	Г	Б	N	П	F
M	E	F	М	R	F
V	Λ	F	v	Δ	F

F

Reading and Phonics																		
ED 413 Diagnostic	X		F	X	R	F	X	R	F	Х	Ι	F	Х	А	F	М	А	F
ED 440 Field Studies	X		F	X	E	F	X	R	F	М	Ι	F	Μ	Е	F	Х	R	F
ED 445 Eval. & Measurem	<mark>ents</mark> M	A	F	M	Α	F	M	Α	F	Μ	Α	F	M	Α	F	Μ	А	F
ED 448 Classroom Mgt.	М	A	F	M	Α	F	M	Α	F	М	A	F	Μ	А	F	М	А	F
ED 449 Senior Seminar	М	A	F	M	Α	F	M	Α	F	М	A	F	Μ	А	F	М	А	F
ED 450 Direct Observation	М	A	F	M	A	F	M	A	F	М	A	F	Μ	А	F	М	А	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.

[I] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITYLY or (M) IMPLICITLY 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 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 ED300 Technology for 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) <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 **ED325 Home, School, Comm.** 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.

ED409 Teaching Beginning

Х

E

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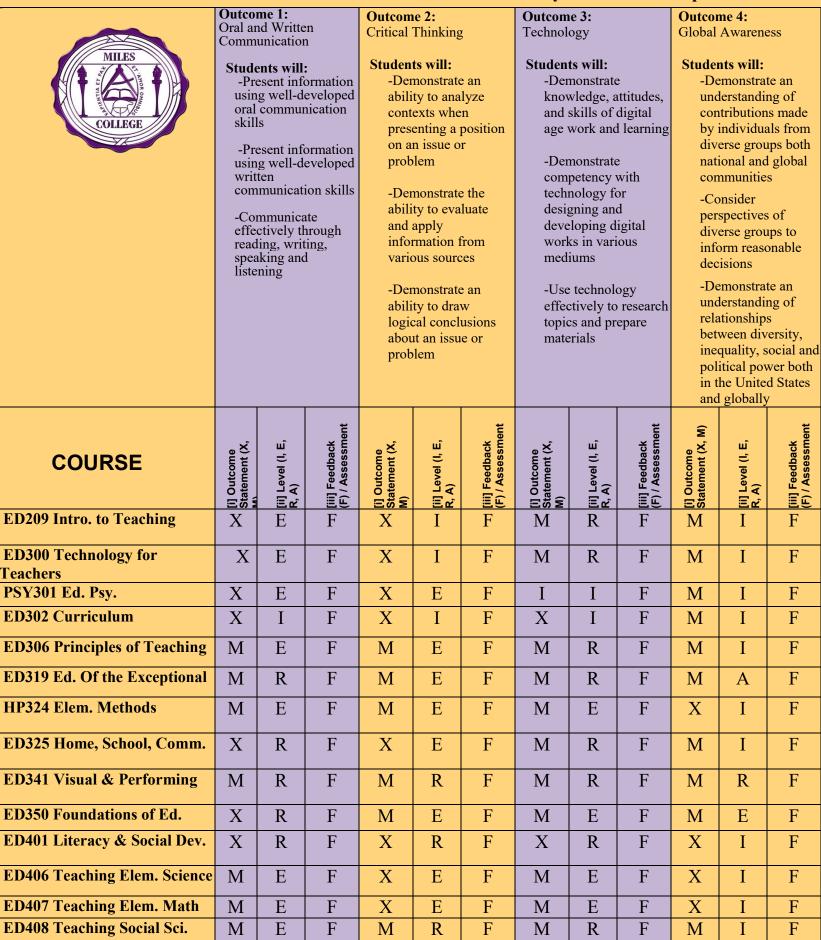
R

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Elementary Education Competencies Curriculum

ulum N	Map				
Outcome Problem			Outco	me 6: ersonal S	kille
Studen -Inte evalu from to so prob -Pro solut that com parti -Just proc fully	ets will: erpret and uate info multiple lem pose one tions/hyp indicates prehension cular pro- tify key r edures, and r explain mptions	f rmation e sources ors of a or more oothesis a deep on of a oblem results, or ind can	Studer -Wo gro -Sh goa ach -Se	nts will: ork coop ups are a gro l and wo ieve it ek help f ded and	eratively together in oup or organizational ork with others to from others when offers assistance to
[i] Outcome Statement (X, M)	— [ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	1 [ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
М	Ι	F	Х	E	F
М	Ι	F	Х	Е	F
Х	Е	F	Х	R	F
Х	Ι	F	Х	R	F
М	Е	F	М	R	F
М	R	F	М	А	F
Х	Е	F	Х	R	F
М	E	R	Х	E	F
М	R	F	М	R	F
М	R	F	М	Е	F
Х	Е	F	Х	А	F
М	Е	F	М	R	F
М	Е	F	М	E	F
М	E	F	М	R	F
Х	А	F	Х	А	F

Reading and Phonics																		
ED 413 Diagnostic	X	E	F	X	R	F	X	R	F	X	Ι	F	Х	А	F	Μ	А	F
ED 440 Field Studies	X	R	F	X	E	F	X	R	F	М	Ι	F	Μ	Е	F	X	R	F
ED 445 Eval. & Measuren	<mark>ients</mark> M	Α	F	М	Α	F	М	Α	F	М	Α	F	М	А	F	М	Α	F
ED 448 Classroom Mgt.	М	A	F	М	A	F	М	Α	F	М	Α	F	М	А	F	M	Α	F
ED 449 Senior Seminar	М	A	F	М	A	F	М	A	F	М	Α	F	М	А	F	М	А	F
ED 450 Direct Observatio	n M	A	F	М	A	F	М	A	F	М	Α	F	М	А	F	M	Α	F

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.

[I] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITYLY or (M) I<u>M</u>PLICITLY reflected in the course syllabus as being a learning outcome for this course.

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(E) <u>EMPHASIZED</u> - 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 **ES 200L** complexity. Several aspects of the outcome are Geology I addressed in the given course, but these aspects are treated separately. ES 305 In

(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 Science L build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.

Science

ES 305L

ES 321 E

ES 321L

Science L

ES 324 E

Analysis

ES 324L Analysis 1

ES 340 Pi GIS

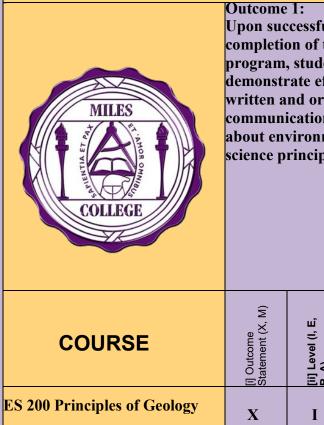
ES 400 G

ES 400L Lab

Science

(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:



			Enviro	nmental	l Scienc	e Prog	ram Co	ompete	encies (Currici	ılum M	ap			
MILES Starting College	Upon suc completion program demonstr written a commun about en	Doom successful mpletion of the ogram, students will monstrate effective sitten and oral mmunication skills out environmental ence principles.U cr pd du transmission sitten and oral mmunication skills out environmental ence principles.U cr pd du transmission sitten and oral mmunication skills 			ne 2: uccessfu tion of th m, stude strate an tanding of uct reserve ort find to ecologivironme	l he nts will of how arch ings gical	Outcom Upon su complet	ne 3: accessfu tion of t n, stude to demo ity to ut mental	l he ents will onstrate ilize			-			
COURSE	X I F			[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						
Principles of Geology		_		X	I	F	-	-	-						
Principles of Lab	X	I	F	X	I	F	X	I	F						
Introduction to Soil	X	I	F	X	I	F	_	_	_						
. Introduction to Soil Lab	X	I	F	x	I	F	X	I	F						
Environmental	x	E	F	X	E	F	_	-	-						
. Environmental Lab	X	E	F	X	E	F	x	I	F						
Environmental	X	R	F	X	R	F	X	R	F						
a Environmental 5 Lab	X	R	F	X	R	F	X	R	F						
Principles of GPS and	X	Е	F	X	E	F	X	R	F						
General Ecology	X	R	F	X	R	F	-	-	-						
General Ecology	X	R	F	X	R	F	Х	R	F						

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

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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.



					istory (Compet	encies	Curric	ulum I									
~	Outcome Oral and V	Vritten		Outcome Critical T			Outcom Technolo			Outcome Global Av			Outcome Problem			Outcom Interpers	e 6: sonal Skil	ls
NILES COLLEGE	Communic Students v -Present ir developed skills -Present ir developed communic -Commun through re	cation will: iformation t oral comm	unication using well- vely ng,	Students -Demons analyze c presentin issue or p -Demons evaluate a informati sources -Demons draw logi	will: trate an abi contexts wh g a position	n on an bility to trious ility to sions	Students -Demons attitudes. digital ag learning -Demons with tech designin, digital w mediums -Use tech effective topics an	s will: strate know, and skill: ge work an mology fo g and deve orks in va	s of nd petency or eloping rious urch ormation	Students -Demonst understam contribution individual groups bo global cor -Consider diverse gr reasonable	will: rate an ding of ons made b s from dive th national nmunities perspectiv oups to infe e decisions cate the var opportuniti iness in a g ent rate an ding of ips between inequality, cal power b	erse and es of form and iety of es of dobal	Students -Interpre informati sources t a probler -Propose solutions indicates compreh- particula -Justify k procedur	s will: t and eval ton from r o solve fa n in mana one or m /hypothes	multiple ctors of agement ore sis that a s, or un fully	Student -Work c together -Share a organiza work wi achieve -Seek he when ne	s will: ooperativ in groups group or tional gos th others	ely s al and to thers offers
COURSE	[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	 		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	Ι	F
HI 203 American History I	X	Ι	F	X	Е	F	X	R	F	М	Ι					X	I	F
HI 204 American History II	X	Ι	F	Х	Е	F	X	R	F	М	I		М	Ι	F	X	I	F
HI 322 Civil Rights Movement	X	E	F	X	R	F	X	R	F	X	I	F	X	I	F	Х	Е	F
HI 324 Women in Modern America	X	E	F	X	Е	F	X	R	F	X	Ι	F	X	R	F	X	Е	F
HI 331 Early Modern Europe	X	E	F	X	А	F	X	R	F	Х	А	F						
HI 332 Modern Europe	X	R	F	X	А	F	X	А	F	X	А	F	X	Α	F	X	Е	F
HI 341 Latin American History	X	Ι	F	X	Α	F	Х	Α	F	X	Α	F	X	Α	F	X	R	F
HI 343 East Asian History	X	Ι	F	X	Α	F	Х	А	F	X	Α	F	X	Α	F	X	А	F
HI 350 Thinking and Writing History	X	R	F	Х	R	F	X	R	F				X	R	F	X	А	F
HI 412 African History	X	I	F	X	А	F	Х	А	F	Х	А	F	X	Α	F	Х	А	F
S0 449 Senior Seminar	X	Α	F	X	А	F	X	Α	F				X	Α	F			
HI 490 History Internship	X	R	F	X	Α	F	X	Α	F	Х	А	F	X	Α	F	X	Α	F

[I] OUTCOME STATEMENT:

The program outcome is

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<u>IIII FEEDBACK ON STUDENT</u> PERFORMANCE / ASSESSMENT:

					<u> </u>	nt Com	petenci	ies Cur	riculu	m Map								
	Outcome Oral and V	Written		Outcome Critical T			Outcom Technol			Outcome Global Av			Outcom Problem			Outcom Interpers	i <mark>e 6:</mark> sonal Skil	lls
	developed skills -Present ir developed communic -Commun through re	will: iformation to oral comm iformation to	unication using well- ively ing,	Students -Demons analyze c presentin issue or p -Demons evaluate informati sources -Demons draw logi	will: trate an ab ontexts wh g a positio	n on an bility to arious ility to sions	Student: -Demons attitudes digital ag learning -Demons with tecl designin digital w mediums -Use tecl effective topics ar	s will: strate knov , and skill ge work at strate com mology fo g and dev vorks in va s	s of nd petency or eloping irious arch prmation	Students -Demonst understan contributi individual groups bo global con -Consider diverse gr reasonable communic risks and doing bus environme -Demonst understan relationsh diversity, and politic	will: rate an ding of ons made b s from div th national nmunities perspectiv oups to inf e decisions cate the van opportuniti iness in a g ent rate an	res of orm and riety of global n social poth in	informat sources t a probler -Propose solutions indicates compreh particula -Justify I procedur	et and evailation from to solve faint in mana e one or m s/hypothes	multiple actors of agement nore sis that a s, or an fully	Student -Work c together -Share a organiza work wi achieve -Seek he when ne	s will: ooperativ in groups group or tional gos th others	al and to others offers
COURSE	[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)	(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)	(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
AC 210 Survey of Accounting	<u> </u>			<u> </u>			<u> </u>		[] []	<u> </u>		[]				<u> </u>	12.12	(]
GB 365 Legal Environment	М	I	F	М	I	F	М	I	F	X	I	F	X	Ι	F	X	Ι	F
GB 338 Business Communications	X	Е	F	X	Е	F	X	Е	F	Х	Е	F	М	Е	F	X	Е	F
MG 381 Principles of Management	X	Е	F	Х	Е	F	X	E	F	X	Е	F	X	E	F	X	Е	F
MG 390 Organizational Behavior	X	Е	F	X	Е	F	X	E	F	X	Е	F	М	Е	F	X	Е	F
GB 351 Business Economics	X	Е	F	X	Е	F	X	Е	F	X	Е	F	М	Е	F	X	Е	F
GB 302 Business Statistics	X	Е	F	Х	Е	F	X	Е	F	Х	Е	F	М	E	F	X	E	F
AC 313 Accounting for Managers	X	Е	F	X	Е	F	X	E	F	X	E	F	X	E	F	X	Е	F
GB 361 Principles of Finance	X	R	F	X	Е	F												
GB 310 Business Ethics	X	R	F	X	E	F	X	R	F									
MIS 415 Management Information Systems	X	R	F				X	R	F				М	Ι	F			
MG 423 Computer Technology & Research	X	R	F	X	R	F	Х	R	F	X	R	F	Х	R	F	Х	R	F
MG 442 Professional Research & Writing	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
GB 340 Principles of Marketing	Х	R	F	X	R	F	X	R	F	Х	R	F	Х	R	F	X	R	F

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<u>IIII FEEDBACK ON STUDENT</u> <u>PERFORMANCE / ASSESSMENT:</u>

				Ma	nageme	ent Con	npeten	cies Cu	ırricul	um Maj	p							
	Outcome Oral and V	Written		Outcom Critical 7			Outcom Technol			Outcome Global Av			Outcom Problem			Outcom Interper	ne 6: sonal Skil	ls
NILES V V V V V V V V V V V V V V V V V V V	developed skills -Present in developed communic -Commun through re	will: iformation t oral comm iformation t	unication using well- vely ng,	Students -Demons analyze or presentin issue or p -Demons evaluate informati sources -Demons draw log	will: trate an ab contexts wh g a positio	n on an bility to arious ility to sions	Student -Demonia attitudes digital ag learning -Demonia with tech designin digital w mediuma -Use tech effective topics an	s will: strate knov , and skill ge work as strate com nnology fo g and dev vorks in va s	s of nd petency or eloping urious arch ormation	Students -Demonst understan contributi individua groups bog global con -Consider diverse gr reasonabl communi- risks and doing bus environm -Demonst understan relationsh diversity, and politi	will: rate an ding of ons made l ls from div th national mmunities perspectiv oups to inf e decisions cate the va opportunit iness in a g ent	erse and form and riety of ies of global n , social poth in	Student -Interpre- informat sources in a proble: -Propose solutions: indicates compreh particula -Justify I procedur	s will: to and evalution from to solve farm in mana e one or m s/hypothes	multiple actors of agement nore sis that a s, or an fully	Student -Work c together -Share a organiza work wi achieve -Seek he when ne	s will: ooperativ in groups group or ational go th others	ely s al and to others offers
COURSE	[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)	jii] 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
MG 435 Human Resource		R	F	X	A	F		R	F		<u> </u>	F		R	F		A	F
<u>Management</u> MG Strategic Management	X	R	F	X	Α	F	X	Α	F	X	A	F	X	A	F	X	R	F
GB 450 Business Decisions	X	R	F				X	R	F									
MG 420 Interpersonal	X	R	F	X	Α	F	X	R	F	X	R	F	X	R	F	x	Α	F
Relations MG 430 International Business Management	X	E	F	X	I	F	X	R	F	X	I	F	X	Ι	F	Λ		-
MG 473 Planning and Control	X	А	F	X	Α	F	X	R	F	X	R	F	X	R	F	X	R	F
GB 449 Senior Seminar	X	А	F	X	Α	F	X	Α	F	X	А	F	X	Α	F	X	E	F

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<u>IIII FEEDBACK ON STUDENT</u> PERFORMANCE / ASSESSMENT:

	Outcome		Manage	Outcom			Outcom			Outcome			Outcom	ne 5:		
	students w competene technolog	d of this pr vill demons cies in usir y tools to c nternet appl	strate ng Internet levelop	students technolog in prepar	d of this p will exhib gical comp ation for p reate succ	it petencies post- ess.	At the er program, demonstr impleme informat systems.	, students rate the a nt solutio ion techr	s will Ibility to ons for	students demonst knowled	nd of this p will be ab trate a basis lge of the al areas of ment.	ole to	able to d	, student lemonstra lge and s y for car	s will be ate kills	
COURSE	[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	
IIS 120 Fundamentals of	Ξò	Ξx	E E	Eの M	E	EU F	Ξo	<u> </u>	ii] L	ĒØ	<u> </u>		三 の	<u> </u>		
licrocomputer Applications IIS 260 Fundamentals of							X	Е	F							
omputer Information Systems IIS 290 Introduction to							21			V	F	T				
Computer Programming IIS 400 Database Management										X	E	F				
ystems							X	Α	F							
11S 360 Computer Networks and Data Communications							Х	R	F							
IIS 323 Managerial Economics													X	R	F	
IIS 350 Project Management				X	Α	F										
AIS 395 Community Service nternship				X	Α	F										
IIS 381 Principles of Ianagement										X	R	F				
IIS 449 Senior Seminar				X	Α	F										
11S 365 Cloud Computing	X	R	F													
IIS 375 Network Security							X	Α	F							
1IS 380 Information Security							X	Α	F							
Ianagement IIS 385 MISSP Security								A	F							
ssentials							X	A	F							
11S 390 Disaster Recovery									F							
1IS 405 Computer Forensics							X X	Α	F F							

MIS 415 Management								X	Α	F					
Information Systems															
MIS 315 Systems Analysis a Design	and										X	R	F		
MIS 202 Principles of Microeconomics											X	E	F		
MIS 302 Business Statistics											X	R	F		
MIS 280 Concepts of Multin Development	media	X	E	F											
MIS 310 Web Site Design an Development	nd	X	R	F											
MIS 440 Electronic Comme	erce	X	Α	F											
MIS 211 Principles of Accounting I											X	E	F		
MIS 410 Database Manager Systems		X	Α	F											
MIS 445 Social Media Marl	keting	X	Α	F											
MIS 212 Principles of Accounting II											Х	R	F		
MIS 351 Business Economic	cs										X	R	F		
MIS 328 COBOL Program	ming										X	Α	F		
ES 340 Introduction to GPS GIS	5 and	X	R	F											
MA 110 Pre-Calculus I											М	E	F		
MIS 340 Principles of Mark	keting										X	R	F		
MIS 451 Business Decisions	\$										Х	A	F		
MIS 435 Data Analytics											X	A	F		

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[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:

e			cation		Students -Demons	tical Know	pth	effective	ogy	evelop
se	COURSE	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	(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
	MA 110 Precalculus I	M	I	F	X	R	F	M	I	F
e	MA 111 Precalculus II	М	Ι	F	X	R	F	М	Ι	F
-	MA 201 Analytic Geometry and Calculus I	М	I	F	X	R	F	М	R	F
ss	MA 202 Analytic Geometry and Calculus II	М	I	F	X	R	F	М	R	F
d r	MA 203 Analytic Geometry and Calculus III	М	I	F	X	R	F	М	R	F
	MA 311 Linear Algebra	М	R	F	X	Α	F	М	E	F
	MA 421 Abstract Algebra	X	Α	F	X	А	F	М	I	F
	MA 308 Differential Equations	Μ	R	F	X	Α	F	М	E	F
	MA 317 Probability and Statistics	М	I	F	X	E	F	X	Α	F
	MA 318 Statistical Inference	X	R	F	X	Α	F	X	Α	F
	MA 403 Advanced Calculus	X	Α	F	X	A	F	М	E	F
	MA 449 Senior Seminar	X	Α	F	X	A	F	М	Α	F
	MA 441 Numerical Analysis	X	Α	F	X	Α	F	X	Α	F

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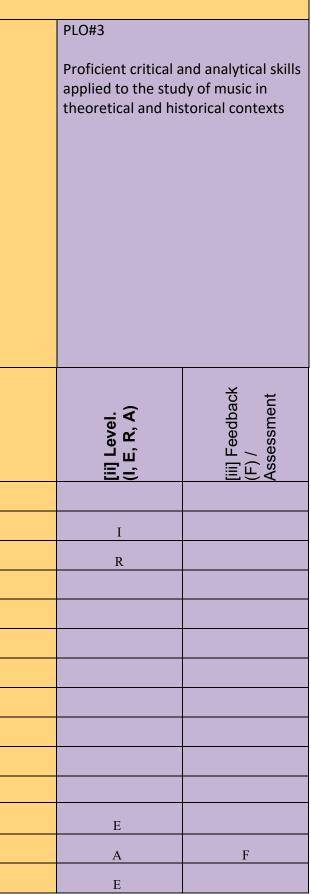
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<u>III] FEEDBACK ON STUDENT</u> PERFORMANCE / ASSESSMENT:

		Music Comp	etencies Curriculun	1 Map
	PLO#1		PLO#2	
NILES BUILES COLLEGE	Proficient on choser voice	instrument or	Proficient in aural and k	eyboard skills
COURSE	[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				
MU 102 Theory II				
MU 103 Ear Train/Sight Singing			I	F
MU 104 Ear Training/Sight Singing			R	F
MU 111 Jazz Improvisation I			Е	
MU 112 Jazz Improvisation II			А	
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				
MU 202 Theory IV				
MU 203 Jazz History				



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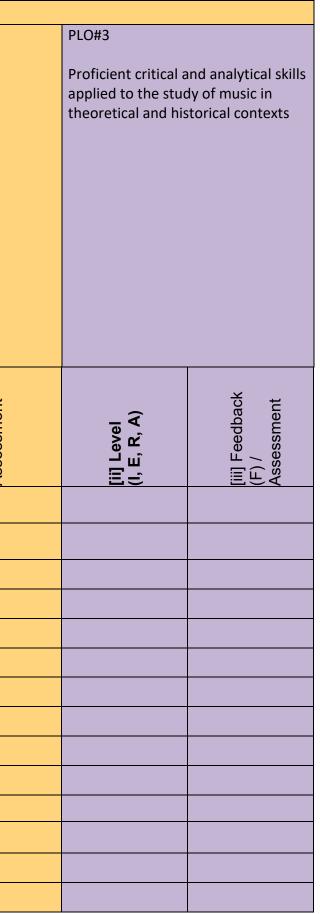
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		Music Comp	etencies Curriculun	n Map
	PLO#1	-	PLO#2	-
	Proficient on choser voice	n instrument or	Proficient in aural and	keyboard skills
COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment
MU 204 Ear Training/Sight Singing			E	F
MU 205 Ear Training/Sight Singing			А	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			Α	
MU 231 Keyboard III			E	
MU 232 Keyboard IV			Α	F
MU 233 Jazz Piano I			R	



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		Music Comp	etencies Curriculun	n Map		
	PLO#1		PLO#2		PLO#3	
	Proficient on choser voice	i instrument or	Proficient in aural and l	keyboard skills	Proficient critical a applied to the stud theoretical and his	
COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (l, E, R, A)	[iii] Feedback (F) / Assessme nt
MU 234 Jazz Piano II			Α			
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			Е			
MU 322 Voice Pedagogy			Α			
MU 325 Jazz Pedagogy			Α			
MU 328 Jazz Theory I					A	
MU 330 Jazz Harmony					Α	
MU 333 Contemporary Keyboard Harmony			А			

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	PLO#1		PLO#2		PLO#3	
	Proficient on choser voice	n instrument or	Proficient in aural and	keyboard skills	Proficient critical a applied to the stud theoretical and his	
COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt
MU 334 Techniques of Accompaniment			А			
MU 341 Applied Music	Е	F				
MU 342 Pre-Recital Hearing	Е	F				
MU 343 Junior Recital	Α	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 Comp	etencies Curriculun	n Map		
	PLO#1		PLO#2		PLO#3	
	Proficient on choser voice	n instrument or	Proficient in aural and	keyboard skills	Proficient critical a applied to the stud theoretical and his	
COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt
MU 371 Woodwind Methods			R			
MU 372 String Methods			R			
MU 373 Percussion Methods			R			
MU 374 Brass Methods			R			
MU 379 Choral Music for the			R			
Instrumental Major MU 380 Instrumental Music for						
the Choral Major			R			
MU 399 Writing About Music					R-A	
MU 404 Advanced Conducting Instrumental			Α			
MU 405 Advanced Conducting			Α			
Choral			A		A	
MU 402 Senior Project					A	
MU 402 Senior Project					Α	F
MU 413 Senior Recital	Α	F				
MU 441 Applied Music	Α	F				

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		Music Comp	etencies Curriculum	Мар		
	PLO#1		PLO#2		PLO#3	
	Upon successful con Music Education (Ins program, students w proficiency in oral ar communication skills of technological inst	strumental) vill demonstrate nd written s through the use	Upon successful comple Education (Instrumental demonstrate knowledge to diverse multicultural a of race, language barrier gender and special popu) Program students will and the ability to relate and social perspectives rs, religious differences,	Upon successful co Music Education (Ir Program teacher ca perform successful national and local e	nstrumental) Indidates will Iy on state,
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 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

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(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.

<u>III FEEDBACK ON STUDENT</u> PERFORMANCE / ASSESSMENT:

		Music Comp	etencies Curriculum	n Map		
	PLO#1		PLO#2		PLO#3	
NILES BUILES COLLEGE	Upon successful con Music Education (Ins program, students w proficiency in oral ar communication skill of technological inst	npletion of the strumental) vill demonstrate nd written s through the use ruction.	Upon successful comple Education (Instrumenta demonstrate knowledg relate to diverse multic perspectives of race, la religious differences, ge populations.	al) Program students will e and the ability to ultural and social nguage barriers,	Upon successful co Music Education (I Program teacher co perform successfu national and local	nstrumental) andidates will lly on state,
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 204 Ear Training/Sight Singing					R	F
MU 205 Ear Training/Sight Singing					Α	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					Α	F

[I] 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.

(E) <u>EMPHASIZED</u> - 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.

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<u>III FEEDBACK ON STUDENT</u> PERFORMANCE / ASSESSMENT:

		Music Comp	etencies Curriculum	Мар		
	PLO#1		PLO#2		PLO#3	
	Upon successful com Music Education (Ins program, students w proficiency in oral ar communication skills of technological inst	npletion of the strumental) vill demonstrate nd written s through the use ruction.	Upon successful comple Education (Instrumenta demonstrate knowledg relate to diverse multic perspectives of race, lan religious differences, ge populations.	I) Program students will e and the ability to ultural and social nguage barriers,	Upon successful co Music Education (I Program teacher co perform successfu national and local	nstrumental) andidates will lly on state,
COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt
MU 305 Music Technology	А	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	А	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

[I] 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.

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<u>III] FEEDBACK ON STUDENT</u> PERFORMANCE / ASSESSMENT:

		Music Comp	etencies Curriculum	n Map				
	PLO#1		PLO#2		PLO#3			
	Upon successful con Music Education (Ins program, students w proficiency in oral ar communication skills of technological inst	npletion of the strumental) vill demonstrate nd written s through the use ruction.	Upon successful comple Education (Instrumenta demonstrate knowledg relate to diverse multic perspectives of race, lan religious differences, ge populations.	al) Program students will e and the ability to ultural and social nguage barriers,	Upon successful co Music Education (I Program teacher c perform successfu national and local	nstrumental) andidates will lly on state,		
COURSE	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt		
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	Α	F						
MU 445 Student Teaching	Α	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	Е	F		
ED 445 Evaluation & Meas. In Ed.	X	R	F	F	А	F		
ED 448 Classroom Management	М	R	F	F	Α	F		
ED 412 Teach. Read. In Content Area	X	Е	F	F	А	F		
ED 300 Technology for Teachers	X	I	F	F	R F			

[I] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITYLY or (M) IMPLICITLY 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 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.

SS 301/404 Meth. of Research

and Statistics

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MILES TO A THE AND A DAMAGE	developed skills -Present in developed	Vritten cation will: nformation t oral comm	unication using well-	Outcome Critical T Students -Demons analyze c presentin issue or p -Demons evaluate	e 2: Thinking will: trate an ab contexts wl g a positio problem trate the al and apply	vility to hen on on an bility to	Outcom Technol Student -Demon attitudes digital a learning -Demon with tech	e 3: ogy s will: strate kno , and skill ge work a strate com hnology fo	wledge, s of nd petency or	Outcome Global A Students -Demons understar contributi individua groups bo global co	wareness will: trate an ading of ions made ls from di oth nation mmunitie
COLLEGE	through re-	icate effecti ading, writi ind listening	ng,	sources -Demons draw logi	trate an ab ical conclu issue or pr	vility to usions	digital w medium -Use tec effective topics at		arious arch ormation	-Consider diverse gy reasonabl communi risks and doing bus environm -Demons understar relationsh diversity, and politi the Unite	roups to in the decision cate the v opportun siness in a tent trate an uding of hips betwo inequalit cal power
COURSE	[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)
PS 201 Intro to American Gov't	X	R	F	X	Е	F					
PS 203 State and Local Gov't	X	R	F	X	Ι	F	X	R	F	X	Ι
PS 300 Intro to Pol. Science	Ι	R	F	X	E	F	X	R	F		
PS 309 The U.S. Congress	X	R	F				X	R	F		
PS 310 The Am. Presidency	E	E	F	X	Ι	F	X	R	F	X	Ι
PS 400 Public Law and Process	E	R	F	X	Е	F	X	R	F	X	I
PS 401 Comparative Gov't	E	R	F				X	R	F		
PS 404 Int'l Relations and Pol.	R	Α	F	X	Α	F	X	Α	F	X	A
PS 406 Political Theory	R	R	F	X	А	F	Х	Α	F	X	Α
PS 410 Public Administration	Е		F								
PS 416 Public Admin. Internship	Α		F								
ITS 300 Intro. to Interna. Study	I		F								
S0 449 Senior Seminar	Α		F								

Political Science Competencies Curriculum Map

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e	4:		Outcom			Outcom	ie 6:	
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			М	I	F			
	I	F	X	I	F			
	I	F	X	R	F			
	A	F	X	Α	F	X	Е	F
	Α	F	X	Α	F	X	R	F

[I] OUTCOME STATEMENT:

The program outcome is

(X) EXPLICITYLY or (M) IMPLICITLY 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 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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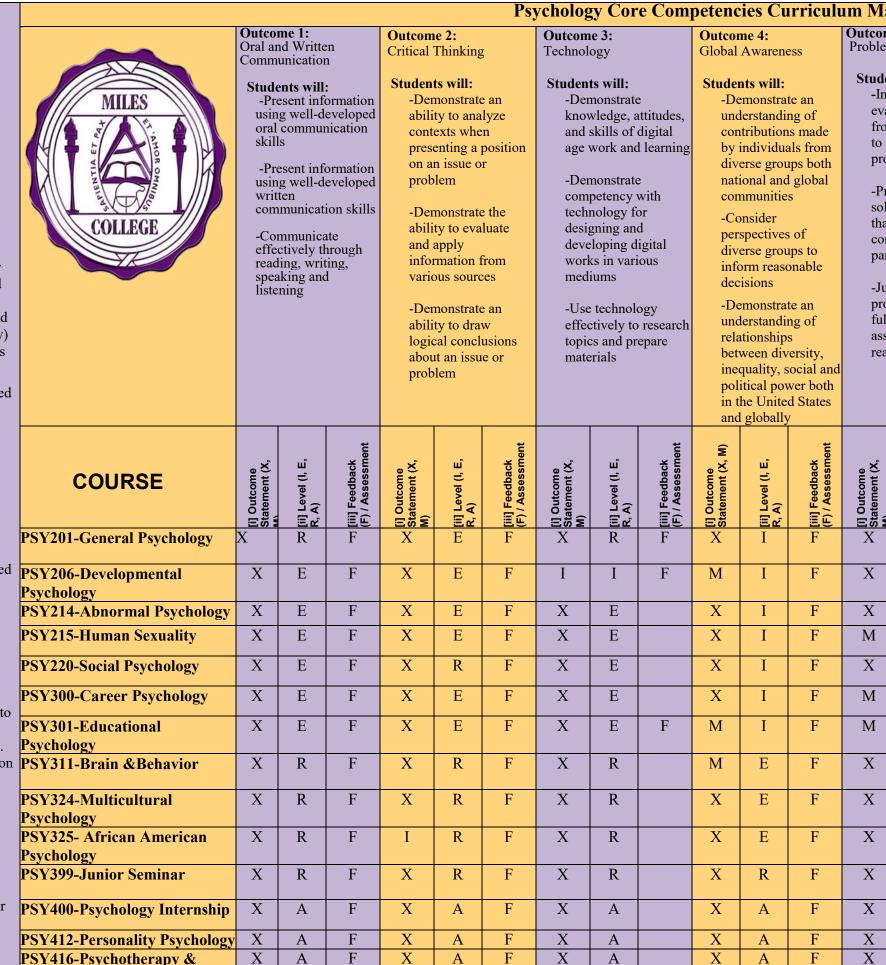
(R) REINFORCED - Students are expected **PSY206-Developmental** to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.

(A) <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 **PSY311-Brain & Behavior** 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.

Behavior Change



Ma	D				
tcom	e 5: Solving		Outco		1 '11
solem	Sorving		Interpe	ersonal S	KIIIS
-Inte evaluation from to see prob -Pro soluation that com parti -Just proc fully	lve facto lem pose one tions/hyp indicates prehensic cular pro- tify key r edures, a v explain mptions	rmation e sources ors of a c or more pothesis s a deep on of a oblem results, or and can	-Wa gro -Sh goa ach -Se	ups are a gro l and wo ieve it ek help f ded and	eratively together in oup or organizational ork with others to from others when offers assistance to
X Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	([ii] Level (I, E, R, A)	(jii] Feedback (F) / Assessment
Stai M)	[ii] - R, <i>A</i>	[iii] (F)	M) M)	E, K	EÈ
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X	R	F	М	R	F
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PSY418-Health&Medical Psychology	Х	A	F	Х	A	F	Х	A	X	A	F	Х	A	F	Х	A	F
PSY419-Cognitive Psychology	Х	А	F	Х	А	F	Х	A	Х	А	F	Х	А	F	Х	А	F
PSY422-Motivation & Emotion	Х	R	F	Х	R	F	Х	R	Х	A	F	Х	А	F	Х	А	F
PSY499-Senior Seminar	Х	А	F	Х	А	F	Х		Ι	А	F	Х	А	F	Х	А	F

[I] OUTCOME STATEMENT:

The program outcome is

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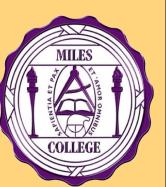
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[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:

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



				Soci	al W	ork Cor	npetei	ncies C	urricul	lum Ma	p								
	Outcome 1 Oral and W	1: Vritten		Outcome Critical T			Outcom Techno			Outcome Global A			Outcon Problem	ne 5: 1 Solving		Outcome Interperso		S	
NILES COLLEGE	developed skills -Present in developed skills	will: formation oral comm formation written co	using well- mmunication ively through	Students -Demonst analyze co presenting an issue of -Demonst evaluate a information sources -Demonst draw logi	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			 -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 in management decisions 			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			ts will: et and eva tion from to solve f em e one or m is/hypothe is a deep hension of ar problem key result irres, and c assumptio	multiple actors of more esis that f a n ts, or an fully	Students -Work coo in groups -Share a g organizati with other -Seek help	-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	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Stateme nt (X, M)	[ii] Leve I (I, E, R, A)	ck (F) /	[i] Outco me Statem ent (X, M)	[ii] Level (I, E, R, A)	[iii] Feedba ck (F) / Assess ment	[i] Outcom e Stateme nt (X, M)	[ii] Level (I, E, R, A)	[iii] Feedbac k (F) / Assess ment	[i] Outco me Statem ent (X, M)	[ii] Level (I, E, R, A)	(F) /	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessme nt	
SWK 220 Introduction to Social	X	T	F	X	T	F	X	T	F	X	T	F	X	T	F	M	T	F	
Work SWK 221 Professional Writing	X	E	F	X	F	F	X	E	F	A	1	ľ	X		F	X	F	F	
SWK 221 Professional Writing SWK 222 Social Work with					E	-				N				1	F		E	Г	
Diverse Populations	X	E	F	X	E	F	X	E	F	X	R	F	X	I	F	X	E	F	
SWK 321 Social Work Practice I	X	R	F	X	R	F	X	E	F	X	E	F	X	R	F	X	R	F	
SWK 321L Social Work Practice I Lab	X	R	F	X	R	F	X	E	F	X	E	F	X	R	F	X	R	F	
SWK 322 Social Work Practice II	X	R	F	X	R	F	X	Е	F	X	E	F	X	R	F	X	R	F	
SWK 323 Social Work Practice	X	R	F	X	R	F	X	E	F	X	E	F	X	R	F	X	R	F	
SWK 324 Human Behavior in the Social Environment I	X	E	F	X	R	F	X	E	F	X	Е	F	X	R	F	X	R	F	
SWK 325 Human Behavior in the Social Environment II	X	R	F	X	R	F	X	E	F	X	E	F	X	R	F	X	R	F	
SWK 326 Social Welfare Policy	X	E	F	X	Е	F	X	E	F	X	R	F	X	R	F	X	R	F	
SWK 327 Modern Theories & Personalities	X	Е	F	X	E	F	X	E	F	X	E	F	X	E	F	X	R	F	
SWK 425 SWK Field Practicum	X	Α	F	X	A	F	X	R	F	X	R	F	X	Α	F	X	A	F	
SWK 425 L SWK Field Practicum Seminar	X	Α	F	X	Α	F	X	R	F	X	R	F	X	A	F	X	A	F	

Social Work Composing Curriculum Man

[I] OUTCOME STATEMENT:

The program outcome is

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

[II] 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.

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<u>IIII FEEDBACK ON STUDENT</u> <u>PERFORMANCE / ASSESSMENT:</u>

		es Curr	riculum	Map												
us o ate y	MILES THE PROPERTY OF THE PROP	Students -Express the to demons of the histo	cation Skills will:	orally form nowledge er, acting	thinking,	Thinking will: strate critics high level ng and enh	s skills in	Training/Graduate School Students will: -Express themselves in written form to demonstrate their knowledge of the history of theater, acting techniques and performance skills.								
iese	COURSE	[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						
al	SP 211 Voice and Diction	X	R	F	X	E	F	X	Ι	F						
y. the	TH 260 Introduction to Theatre	x	Ι	F	X	Ι	F	X	R	F						
line	TH 261 Play Production	x	R	F	X	E	F	X	R	F						
ess	TH 200 Practicum	X	I	F	Х	Ι	F	X	R	F						
ind	TH 209 Oral Interpretation	X	E	F	X	I	F	X	R	F						
or of	TH 210 Beginning Acting	X	R	F	X	E	F	X	R	F						
	TH 211 Movement I	X	Ι	F	Х	Е	F	X	R	F						
	TH 280 Plays on Film	X	Α	F	X	Α	F	X	Α	F						
	TH 300 Practicum	X	R	F	X	Α	F	Х	Α	F						
	TH 301 History of Theatre I	X	R	F	X	Ι	F	Х	Ι	F						
	TH 302 History of Theatre II	X	Α	F	X	Α	F	X	А	F						
	TH 308 Beginning Playwriting	X	Α	F	X	E	F	Х	Ι	F						
	TH 309 Educational Theatre	X	А	F	Х	Е	F	X	E	F						
	TH 360 Special Topics	X	R	F	X	E	F	X	Α	F						
	TH 400 Practicum	X	R	F	x	A	F	X	A	F						

TH 405 History of American Musical Theatre	X	R	F	X	A	F	X	A	F					
TH 303 Directing I	X	R	F	X	А	F	X	Ι	F					
TH 460 Script Analysis	X	Α	F	X	А	F	X	A	F					
TH 312 Intermediate Acting	X	A	F	X	А	F	X	A	F					
TH 403 Directing II	X	Α	F	X	А	F	X	A	F					
TH 411 Audition Workshop	X	Α	F	X	Α	F	X	A	F					
TH 408 Advanced Playwriting	X	Α	F	Х	А	F	X	Α	F					
TH 414 Styles of Acting	X	Α	F	X	А	F	X	A	F					
TH 449 Senior Seminar	X	А	F	X	А	F	X	A	F					
TH 412 Narrative Theatre	X	А	F	X	А	F	X	A	F					
TH 402 Advanced Acting	X	Α	F	X	А	F	X	A	F					
TH 352 English Renaissance Drama OR TH 375 Drama OR TH 351 Shakespeare (3 hours needed)	X		F	x	A	F	X	A	F					
TH 325 Costume (Major Elective) OR TH 315 Makeup (Major Elective)	Х	Α	F	X	Α	F	X	Α	F					