

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

ACADEMIC YEAR:	2007-2008	Selected PROGRAM Learning Outcomes -- The Program Graduates Will Be Able To:																					COURSE BREADTH SCORES	COURSE DEPTH SCORES	COURSE ASSESSMENT FOCUS SCORES																		
		1. Develop a computer program using a contemporary programming language, programming algorithms and data structures.			2. Properly use and implement a database using a contemporary database management system.			3. Apply critical thinking skills in decision making in the context of systems development.			4. Apply systems theory and information concepts in the analysis of organizational problems and opportunities.			5. Properly design and implement information systems.			6. Understand the architectural concepts of computers and computer networks.			7. Apply project and risk management principles and techniques to an information systems project.																							
UNIT RESPONSIBLE:	SCHOOL OF BUSINESS / MIS DEPARTMENT																																										
DEGREE:	B.S. in Management Information Systems Major (MIS)																																										
PROGRAM SPECIFIC CORE COURSES FOR A "TYPICAL" MIS STUDENT		[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment	[i] Outcome Statement (X, M)	[ii] Level (I, E, R, A)	[iii] Feedback (F) / Assessment																					
IS 220 "Information Technology"					X	I	F	X	I	F	X	I	F	X	I	F	X	I	F	X	I	F	5	5	4																		
IS 250 "Programming Theory and Concepts"		X	E	F				X	E	F	X	I	F	X	I	F							4	6	4																		
IS 260 "Web Programming"		X	R	F				M	E	F	M	I		X	E	F							4	7	3																		
IS 280 "Data Communications Systems"								X	I	F							X	E	F				2	3	2																		
IS 310 "Systems Analysis and Design I"								X	E	F	X	E	F							X	E	F	3	6	3																		
IS 350 "Advanced Programming"		X	A	F				M	E	F				X	E	F							3	8	3																		
IS 410 "Database Design and Administration"					X	E	F	X	E	F	X	E	F										3	6	3																		
IS 420 "Network Management" (Elective)								X	E	F				X	A	F							2	6	2																		
IS 430 "Information Systems in the Global Environment" (Elective)								X	E	F	X	E	F										2	4	2																		
IS 450 "Systems Analysis and Design II"		X	R	F	X	R	F	X	R	F	X	A	F	X	R	F				X	E	F	6	18	6																		
OUTCOME SCORES (i) COMMUNICATION, (ii) SATURATION AND (iii) FEEDBACK POINTS		8	12	4	6	6	3	18	19	10	13	13	6	8	8	4	6	7	3	6	5	2																					

LEGEND

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

[II] LEVEL OF INSTRUCTION:

(I) **INTRODUCED** - Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given course (score of 1).

(E) **EMPHASIZED** - Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately (score of 2).

(R) **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 integrative contexts (score of 3).

(A) **ADVANCED** - Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity (score of 4).

[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 (score of 1).