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

#### SELECTED GENERAL EDUCATION COMPETENCIES -- The A.A. Arts Program Graduates Will Be Able To:

<table>
<thead>
<tr>
<th>SEMESTER:</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT RESPONSIBLE:</td>
<td>GENERAL EDUCATION COMMITTEE</td>
</tr>
<tr>
<td>DEGREE:</td>
<td>A.A. ARTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE CURRICULUM COURSES FOR A “TYPICAL” A.A. ARTS STUDENT</th>
<th>(i) OUTCOME STATEMENT</th>
<th>(ii) LEVEL</th>
<th>(iii) FEEDBACK ON STUDENT PERFORMANCE</th>
<th>(iv) ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 1301: Composition I</strong></td>
<td>X I F</td>
<td>M I F</td>
<td>(I) Outcome Statement (X, M)</td>
<td>(II) Feedback Assessment</td>
</tr>
<tr>
<td><strong>Mathematics 1314: College Algebra</strong></td>
<td>M E F</td>
<td>X A F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Biology 1408: Biology for Non-Science Majors</strong></td>
<td>M I F</td>
<td>X E F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>History 1301: History of the United States I</strong></td>
<td>X R F</td>
<td>M R F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>BCIS 1405: Business Computer Applications</strong></td>
<td>X A F X E</td>
<td>M E F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>English 1302: Composition II</strong></td>
<td>X A F</td>
<td>M E F</td>
<td>(I) Outcome Statement (X, M)</td>
<td>(II) Feedback Assessment</td>
</tr>
<tr>
<td><strong>Arts 1301: Arts Appreciation</strong></td>
<td>M E F</td>
<td>X A F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Physical Education 1164: Lifetime Fitness and Wellness</strong></td>
<td>M E A</td>
<td>X A F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Government 2301: American Government I</strong></td>
<td>M A F M E F</td>
<td>X R F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Speech 1301: Introduction to Speech Communication</strong></td>
<td>X E F X A F M R F</td>
<td>M E</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Physics 1405: Concepts in Physics</strong></td>
<td>X I F M R F</td>
<td>X A F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Psychology 2301: Introduction to Psychology</strong></td>
<td>X A F M E F X E F M A F</td>
<td>X E F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Government 2302: American Government II</strong></td>
<td>X R F M E</td>
<td>X A F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
<tr>
<td><strong>Cultural Studies 2305: Cultural Studies</strong></td>
<td>X A F X A F X A F</td>
<td>X A F</td>
<td>(X, M)</td>
<td>(X, E, R, A)</td>
</tr>
</tbody>
</table>

**OUTCOME SCORES:**

- **Communication:** 23
- **Naturalism:** 36
- **Aesthetic:** 10
- **Critical Thinking:** 17
- **Literate:** 5
- **Empirical:** 21
- **Historical:** 6
- **Cultural:** 24
- **Philosophical:** 41
- **Ethical:** 11
- **Technological:** 18
- **Global:** 31
- **Personal:** 10

---

### LEGEND

1. **OUTCOME STATEMENT:**
   - The program outcome is addressed in the given course (score of 1).
   - The program outcome is addressed in the given course but these aspects are treated separately (score of 2).
   - Students are expected to possess a strong 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 context (score of 3).
2. **LEVEL:**
   - **I** (Beginning) -- 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 focus on basic knowledge, skills, and competencies and entry-level complexity.
   - **II** (Intermediate) -- 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 context.
   - **III** (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.
3. **FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:**
   - **I** (Introductory) -- Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal feedback.
   - **M** (Medium) -- Students are asked to demonstrate their learning on the outcome through some degree of formal feedback.
   - **F** (Full) -- Students are asked to demonstrate their learning on the outcome through formal feedback and assessment, and are provided feedback on the assessment.

---

**SATURATION AND FEEDBACK POINTS:**

- **Outcome Scores:** 5
- **Naturalism:** 14
- **Aesthetic:** 13
- **Critical Thinking:** 17
- **Literate:** 5
- **Empirical:** 21
- **Historical:** 6
- **Cultural:** 24
- **Philosophical:** 41
- **Ethical:** 11
- **Technological:** 18
- **Global:** 31
- **Personal:** 10

---

**2010 SACS-COC Annual Meeting // December 5, 2010 // Louisville, KY**

W 16 – Curriculum Mapping: A Methodology to Define, Document, Demonstrate, and Improve the Coherence of Program Curricula // Nuria M. Cuevas (ncuevas@nsu.edu), Alexei G. Matveev (amatveev@nsu.edu), & Enrique G. Zapata (gzapata@nsu.edu) // Norfolk State University