

Academic Program Curriculum Map and Assessment Matrix Audit, 2015-2017

ARHU

Undergraduate

ART - Performing		No curriculum map created yet.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
ART - Visual		No curriculum map created yet.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Communication Studies		No curriculum map created yet.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Historical Studies										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Communication Skills; Critical thinking; Program Competence	N/A	Demonstrates the ability to identify and analyze arguments by others; Demonstrates the ability to write clearly and to use evidence to craft compelling arguments	HIST 4690: Historical Methods	Learn how to generate historically relevant questions and to locate and analyze the resources -- including primary and secondary sources -- to answer them, hone skills in drawing inferences and formulating generalizations, and learn to identify the significance in others' research as well as your own	Rubric				
Learning	Information Literacy and Research Skills; Communication Skills; Critical thinking; Program Competence; Creativity and Innovation	N/A	Demonstrates the ability to identify and analyze arguments by others; Demonstrates the ability to generate important, open-ended questions and hypotheses about the past and devise research strategies to answer/test them; Demonstrates the ability to write clearly and to use evidence to craft compelling arguments; Demonstrates the ability to understand situations from a range of perspectives; Demonstrates the ability to appreciate historical origins, causation, and changes and continuities over time, space, and culture; Demonstrates the ability to apply historical thinking to civic engagement.	HIST 4691: Thesis	Students learn how to write an original thesis building on substantial research among primary and secondary sources to articulate a new interpretation of some aspect of the past.	Rubric				

Learning	Know global structures and systems; Demonstrate appreciation of diverse cultures; examine assumptions, biases, and values; Discuss ways in which events in one part of the world can impact other places.	N/A	Demonstrates the ability to identify and analyze arguments by others; Demonstrates the ability to generate important, open-ended questions and hypotheses about the past and devise research strategies to answer/test them; Demonstrates the ability to write clearly and to use evidence to craft compelling arguments; Demonstrates the ability to understand situations from a range of perspectives; Demonstrates the ability to appreciate historical origins, causation, and changes and continuities over time, space, and culture; Demonstrates the ability to apply historical thinking to civic engagement.	HIST 2128: Atlantic History, 1491-1888	Gaining factual knowledge; Developing skills in expressing ideas orally and in writing; Learning how to find and use resources for answer questions or solving problems.	Exams, quizzes, papers, and project				
Learning	Adapting to change; Critical Thinking; Global awareness; Information literacy and Researc Skills program competence	N/A	Demonstrates the ability to identify and analyze arguments by others; Demonstrates the ability to generate important, open-ended questions and hypotheses about the past and devise research strategies to answer/test them; Demonstrates the ability to write clearly and to use evidence to craft compelling arguments; Demonstrates the ability to understand situations from a range of perspectives; Demonstrates the ability to appreciate historical origins, causation, and changes and continuities over time, space, and culture; Demonstrates the ability to apply historical thinking to civic engagement.	HIST 2129: Introduction to the Study of History	Teaches students to identify and analyze arguments by others. Teaches students to find, evaluate, and cite evidence (distinguishing primary from secondary sources); Teaches students to use primary and secondary literature as evidence in formulating historically significant arguments	Rubric				
Language and Culture Studies		No curriculum map created yet.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning, Global Perspectives	Communication Skills, Global Awareness		Developing skill in expressing oneself orally and/or in writing (following ACTFL guidelines when appropriate). Demonstrate cultural competency regarding the diverse worlds of Spanish, Latin American, Francophone, Latino/a, Classic cultures. Gaining factual knowledge (vocabulary, grammar, syntax; cultural, historical, literary information)	1000-level courses						

Learning, Global Perspectives	Communication Skills, Global Awareness	N/A	Developing skill in expressing oneself orally and/or in writing (following ACTFL guidelines when appropriate). Demonstrate cultural competency regarding the diverse worlds of Spanish, Latin American, Francophone, Latino/a Classic cultures. Gaining factual knowledge (vocabulary, grammar, syntax; cultural, historical, literary information). Perform literary analysis in the language of study. Conduct or develop appropriate research skills. Critical thinking and learning to analyze and evaluate ideas, arguments and diverse points of view. Show capacity to adapt and/or function as part of the global community via study tours or study abroad. Ability to synthesize and use reliable information	2000-level courses						
Learning, Global Perspectives	Adapting to Change, Communication Skills, Creativity & Innovation, Global Awareness, Ethical Reasoning, Information Literacy & Research Skills, Teamwork & Collaboration		Developing skill in expressing oneself orally and/or in writing (following ACTFL guidelines when appropriate). Demonstrate cultural competency regarding the diverse worlds of Spanish, Latin American, Francophone, Latino/a Classic cultures. Gaining factual knowledge (vocabulary, grammar, syntax; cultural, historical, literary information).	3000-level courses						
Learning, Global Perspectives	Adapting to Change, Communication Skills, Creativity & Innovation, Global Awareness, Ethical Reasoning, Information Literacy & Research Skills, Teamwork & Collaboration		Developing skill in expressing oneself orally and/or in writing (following ACTFL guidelines when appropriate). Demonstrate cultural competency regarding the diverse worlds of Spanish, Latin American, Francophone, Latino/a Classic cultures. Gaining factual knowledge (vocabulary, grammar, syntax; cultural, historical, literary information). Perform literary analysis in the language of study. Conduct or develop appropriate research skills. Critical thinking and learning to analyze and evaluate ideas, arguments and diverse points of view. Show capacity to adapt and/or function as part of the global community via study tours or study abroad. Ability to synthesize and use reliable information	4000-level courses						
Literature										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Adapting to Change Ethical Reasoning Program Competence Creativity and Innovation		Program Goal 1: To read diverse literary works and develop an appreciation of their aesthetic qualities and insights into human experiences.							

Learning	Critical Thinking Global Awareness Program Competence Communication Skills Information Literacy and Research Skills	N/A	Program Goal 2: To acquire an understanding of the formal, historical, and theoretical aspects of literary and English language study and creative writing, including attention to 1. form and genre, 2. Intertextuality, 3. literary history and periods, 4. English language within historical contexts, 5. canons and canon formation, 6. historical and cultural contexts, 7. critical theory and schools, individual voice and style, grammatical & syntactical structures, and diversity.	LITT: 2114: Literary Interpretation	N/A	Pre-test and post-test measures five key skills LITT students are taught throughout their career at Stockton: analysis, development of an argument, integration of a source text into an essay, style and mechanics of writing, and properly using literary terms. Two faculty members evaluate student tests using a rubric and the results are averaged.				
Learning	Adapting to Change Critical Thinking Program Competence Communication Skills Information Literacy and Research Skills Teamwork and Collaboration		Program Goal 3: To apply analytical and expressive skills through close-reading, research, digital literacy, creative writing in diverse genres, development of individual voice, analytical writing, presentation, performance, modes of punctuation, and constructive criticism provided to peers.							
Philosophy										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning, Global Perspectives	Critical Thinking, Information Literacy, Ethical Reasoning, Communication Skills	N/A	Cognitive; aware of importance and history of the field. Affective respect for perspectives.	PHIL 1203 Critical Thinking, PHIL 1101 Intro to Philosophy, PHIL 1204 Intro to Philosophy, PHIL 1204 Symbolic Logic, PHIL 2112 Ethics: Theory and Practice, PHIL 2201 African American Phil, PHIL 3613 Feminist Philosophy	See PHIL program's four assessment rubrics	Direct assessment and tracking majors and minors via Phil faculty meetings and students' development				
Learning, Global Perspectives	Adapting to Change, Global Awareness	N/A	Affective/ cognitive; mastery of cultural respect and empathy for historical literacy	PHIL 1200 Intro to Buddhism, PHIL 2109 Ancient Greek Philosophy, PHIL 2121 Chinese Philosophy, PHIL 2124 Medieval Philosophy, PHIL 3618 Critical Theory, PHIL 2123 Indian Philosophy	See PHIL program's four assessment rubrics	Direct: Student performance based on semester work; tracking student progress through course sections.				

Learning, Global Perspectives	Ethical Reasoning, Global Awareness	N/A	Affective/ cognitive; mastery of cultural respect and empathy for historical literacy	PHIL 2408 History of Christian Thought 1, PHIL 2404 History of Christian thought 2, PHIL 3100 Moral Theory, PHIL 3112 Philosophy East and West, PHIL 2124 Medieval Philosophy, PHIL 2222 Renaissance Philosophy in Italy, PHIL 2102 Modern issues in Religion	See PHIL program's four assessment rubrics	Direct: test, papers
Learning	Creativity and Innovation, Critical Thinking, Information Literacy & Research Skills	N/A	Cognitive/ Creative; integration of primary sources and secondary sources; analysis of materials	PHIL 3114 Philosophy of Art, PHIL 3607 History of Modern Philosophy, PHIL 3 615 Philosophical Methods, PHIL 4600 Senior Seminar	See PHIL program's four assessment rubrics	Direct: Mentoring PHIL majors from course progression and capstone work; eportfolio for majors
Engagement	Communication, Ethical Reasoning, Information Literacy & Research Skills	N/A	Literacy/ cognitive/affective: curiosity, openness, empathy and articulation of language skills and style	PHIL 3130 Environmental Philosophy, PHIL 1401 Problem Solving and the Law, PHIL 2118 Pragmatism, PHIL 2407 Philosophy of Religion	See PHIL program's four assessment rubrics	Direct: Papers, test, class discussion/participation

Graduate

MA in American Studies (MAAS)

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Communication Skills, Program Competence	N/A	Recognize and understand the development of the field of American Studies over time. Develop skills in expressing oneself orally and in writing.	MAAS 5000: Proseminar in American Studies:	To meet the listed program outcomes	Rubric				

Learning	Critical Thinking, Communication Skills, Program Competence	N/A	Develop familiarity with the wide range of research methods and theoretical perspectives that inform contemporary American Studies scholarship. Develop skills in expressing oneself orally and in writing.	MAAS 5001: Research Methods in American Studies:	to meet the listed program outcomes	Rubric								
BSNS														
Undergraduate														
Business Studies		Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.												
CSIS														
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions				
Learning	Critical Thinking, Program Competence	N/A	Ability to analyze a problem, and identify and define the computing requirements appropriate to its solution	CSIS 4485: Software & Security Engineering	Students will analyze the computing requirements for a given problem description	Rubric								
Learning	Creativity & Innovation, Program Competence	N/A	An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.	CSIS 4485: Software & Security Engineering	Students will design a computer-based solution for a given problem description	Rubric								

Learning	Critical Thinking, Program Competence	N/A	An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs	CSIS 4485: Software & Security Engineering	Students will evaluate a computer-based system, process, component, or program to assess its conformance to a given specification.	Rubric
Learning	Ethical Reasoning	N/A	An understanding of professional, ethical, legal, security and social issues and responsibilities.	CSIS 4485: Software & Security Engineering	Students will recognize and evaluate ethical issues involve in a professional setting.	Rubric
Learning	Communication Skills, Program Competence	N/A	An ability to communicate effectively with a range of audiences.	CSIS 4485: Software & Security Engineering	Students will write technical documentation of a computer-based system, process, component, or program.	Rubric
Learning	Communication Skills	N/A	An ability to communicate effectively with a range of audiences.	CSIS 4485: Software & Security Engineering	Students will prepare materials for a non-technical audience.	Rubric
Learning	Program Competence	N/A	An ability to use current techniques, skills, and tools necessary for computing practice.	CSIS 4485: Software & Security Engineering	Students will use a professional integrated development environment (IDE) for implementing programming projects.	Rubric

HTMS Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.

Graduate

MBA Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.

EDUC

Undergraduate

TEDU		See separate tab for integration of ELOs into graduate and undergraduate EDUC programs.								
		Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.								
Graduate										
MAED		See separate tab for integration of ELOs into graduate and undergraduate EDUC programs.								
		Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.								
MAIT										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning Engagement	Information Literacy & Research Skills Program Competence	N/A	Analyze needs, goals, and learners as it applies to instruction	INTC5810 Capstone	<ul style="list-style-type: none"> Use resources to present different perspectives to introduce an instructional problem (at least one reference) Develop and conduct a needs assessment and/or goal analysis to substantiate the design and development of instructional materials/products. (at least 3 different tools) Use data from needs assessments/goal analysis to establish a rationale for the design and development of specific instructional materials/products. Describe and/or document specific characteristics which influence the selection and implementation of new instruction. Write a clear and reasonable analysis of a situation before proceeding with design and development solutions, and other instructional strategies. 	<p>Three outside evaluators evaluated all 30 randomly selected papers that will be available in an online format.</p> <p>For each of the objectives, each reviewer will assign a score on a 6 point Likert scale (1: unsatisfactory, 2: mostly unsatisfactory 3: somewhat unsatisfactory 4: somewhat satisfactory 5: mostly satisfactory 6: satisfactory)</p>				
Learning Engagement	Information Literacy & Research Skills Critical Thinking	N/A	Apply research and theory to the practice of instructional technologies	INTC5810 Capstone	<ul style="list-style-type: none"> Utilize a variety or appropriate sources (at least five references) Clearly and convincingly link theory to your practice (your research question or project goals). Demonstrate a comprehension of the theory Information synthesized and brought to a logical and creative conclusion. Use APA style. 	<p>Three outside evaluators evaluated all 30 randomly selected papers that will be available in an online format.</p> <p>For each of the objectives, each reviewer will assign a score on a 6 point Likert scale (1: unsatisfactory, 2: mostly unsatisfactory 3: somewhat unsatisfactory 4: somewhat satisfactory 5: mostly satisfactory 6: satisfactory)</p>				
Learning Engagement	Creativity and Innovation Critical Thinking Program Competence	N/A	Develop effective instructional/informational materials	INTC5810 Capstone	<ul style="list-style-type: none"> Create electronic presentation materials (electronic slid shows, visuals) and/or non electronic materials (manuals, handouts, etc.) Create hypermedia and/or multimedia materials (webpages, standalone programs) Create instructional materials for distance and online learning Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products. Apply learning and cognitive theories to the development of instructional materials. 	<p>Three outside evaluators will evaluate all 30 randomly selected papers that will be available in an online format.</p> <p>For each of the objectives, each reviewer will assign a score on a 6 point Likert scale (1: unsatisfactory, 2: mostly unsatisfactory 3: somewhat unsatisfactory 4: somewhat satisfactory 5: mostly satisfactory 6: satisfactory)</p>				
Learning Engagement	Creativity and Innovation Critical Thinking Program Competence	N/R	Design learning experiences and environments	INTC5810 Capstone	<ul style="list-style-type: none"> Select, modify, or create a design and development mode appropriate for a given project. Select and use a variety of techniques to define and sequence the instructional content and strategies. Choose effective instructional strategies aligned with goals and instruction. Apply appropriate rules and principles derived from learning theory to the design of instructional materials. Design instruction that reflects an understanding of the diversity of learners, groups of learners, and the environments in which they will demonstrate their learning. 	<p>Three outside evaluators will evaluate all 30 randomly selected papers that will be available in an online format.</p> <p>For each of the objectives,</p>				
Learning Engagement	Critical Thinking Information Literacy and Research Skills Program Competence	N/A	Evaluate all components of learning and instruction	INTC5810 Capstone	<ul style="list-style-type: none"> Create evaluation tool: Conduct evaluation (formative, summative, confirmation of instructional materials and methods) Utilize multiple evaluation techniques Results are clearly presented and explain in a concise manner. Data is interpreted objectively. 	<p>Three outside evaluators will evaluate all 30 randomly selected papers that will be available in an online format.</p> <p>For each of the objectives,</p>				

Learning, Engagement	Critical Thinking Information Literacy and Research Skills Program Competence	N/A	Demonstrate leadership skills	INTC5810 Capstone	<ul style="list-style-type: none"> Analyze current situation insightfully and objectively based on multiple data from different perspectives Make ethical and moral decisions in terms of the accuracy and completeness of the information upon which they will be based. Demonstrate strategies and solutions in light of change. 	Three outside evaluators will evaluate all 30 randomly selected papers that will be available in an online format. For each of the objectives,	
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Edd in Organizational Leadership

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	N/A	N/A	To improve organizational leadership knowledge and practice through an interdisciplinary academic enterprise.	PHASE ONE: LEAD 6010, 6020, 6030, 6040, 6050, 6060, 6070 and 6080	These learning outcomes address the key understandings addressed by the course. (See attached program webpage link)	Individual project assessments; Learning Outcome Rubrics; Competency Portfolio Submission				
				PHASE ONE: LEAD 6010, 6020, 6030, 6040, 6050, 6060, 6070 and 6080	These learning outcomes address the key understandings addressed by the course. (See attached program webpage link)	Individual project assessments; Learning Outcome Rubrics; Competency Portfolio Submission				
				PHASE TWO: This phase has not yet begun. Following is only for planning purposes. LEAD 6500/6501/6800	Students complete two learning outcomes that require them to work in dyads or small groups. These assignments address the key understandings addressed by the course. (See attached)	Rubric; Competency Portfolio Submission				
				PHASE TWO: This phase has not yet begun. Following is only for planning purposes. LEAD 6500/6501/6800	Students complete two learning outcomes that require them to work in dyads or small groups. These assignments address the key understandings addressed by the course. (See attached)	Rubric; Competency Portfolio Submission				
				PHASE TWO: This phase has not yet begun. Following is only for planning purposes. LEAD 7100-7102	Students complete individual Dissertation in Practice projects working with advisory committees. These courses and their intended outcomes are listed in the Course Descriptions available on the program website	A completed and approved Dissertation in Practice				
				PHASE TWO: This phase has not yet begun. Following is only for planning purposes. LEAD 7100-7102	Students complete two learning outcomes that require them to work in dyads or small groups. These assignments address the key understandings addressed by the course. (See attached)	Dissertation in Practice Outline of Chapters				

GENS

Undergraduate

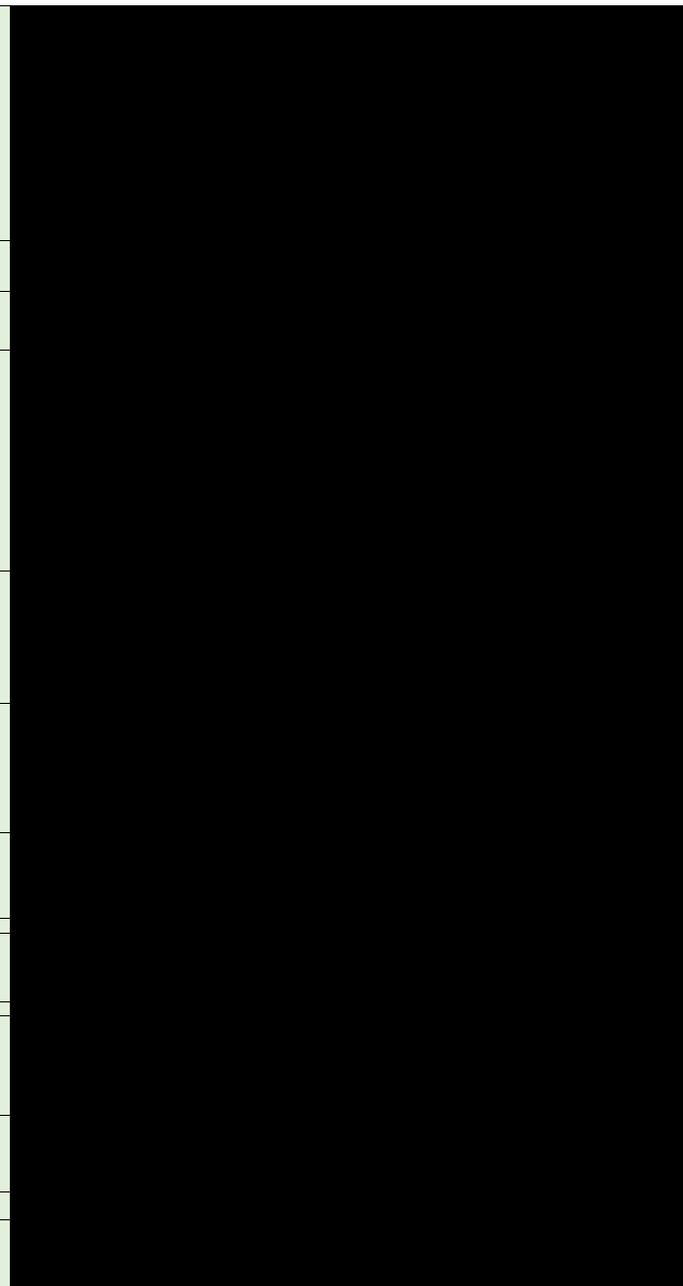
Africana Studies No curriculum map created yet.

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
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Learning	Communication Skills, Critical Thinking, Information Literacy & Research Skills		Student progress in critical reading and thinking; progress in research and writing; gaining familiarity with Library and online research	FRST 1002 and GXX-10XX courses	Introduce students to academic life in the University through critical thinking, communication skills, and information literacy. Introduce students to the conventions of academic life in terms of academic integrity.	Syllabus review; IDEAs					
Global Studies		No curriculum map created yet.									
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions	
Holocaust & Genocide Studies		No curriculum map created yet.									
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions	
Jewish Studies		No curriculum map created yet.									
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions	
LACS											
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions	
Global Perspectives	Global Awareness	N/A	N/A	LACS Capstone Seminar	Digital final project	Qualitative assessment using a rubric					
LIBA		No curriculum map created yet.									
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions	
WGSS											
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions	
Learning	Program Competence; Critical Thinking	N/A	Identifying and defining fundamental principles, generalizations, or theories related to the study of women, gender, and sexuality	WGSS 4800; Feminist Theories	Illustrates a clear understanding of core principles, generalizations, or theories	Portfolio Rubric (Q1)					
Learning	Program Competence, Critical Thinking, Adapting to Change, Creativity and Innovation	N/A	Applying feminist theories and methods to multiple academic disciplines and texts, as well as to experiences beyond the classroom	WGSS 4800, Feminist Theories	Exhibits successful application of feminist, queer, or other related theory; successfully demonstrates interdisciplinary knowledge	Portfolio Rubric (Q2); (Q6)					
Learning, Global Perspectives	Global Awareness, Ethical Reasoning, Adapting to Change	N/A	Analyzing and critically evaluating global and national perspectives and representations related to women, gender, and sexuality	WGSS 4800, Feminist Theories	Illustrates and expanded self-awareness and personal values	Portfolio Rubric (Q3)					
Learning, Engagement	Critical Thinking, Engagement	N/A	Engaging with communities, from the local to the global, through feminist activism and scholarship	WGSS 4800; Perspectives on Women	Engaged in and reflected on the Activist project	Portfolio Rubric (Q4)					
Learning, Engagement, Global Perspectives	Global Awareness, Ethical Reasoning, Adapting to Change	N/A	Developing a clearer understanding of and commitment to personal values	WGSS 4800, Feminist Theories	Illustrates and expanded self-awareness and personal values	Portfolio Rubric (Q3)					

Learning	Communication Skills	N/A	Developing skill in expressing oneself orally and in writing	WGSS 4800; Feminist Theories	Successfully communicated in writing and/or presentations	Portfolio Rubric (Q5)				
Writing		No curriculum map created yet.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Graduate										
MAHG		Curriculum map created but not yet in this map format.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Critical Thinking, Ethical Reasoning, Information Literacy & Research Skills, Program Competence	N/A		MAHG/GPC 5000						
Engagement/Global Perspectives	Adapting to Change, Communication Skills, Creativity & Innovation, Critical Thinking, Ethical Reasoning, Global Awareness			MAHG/GPC 5001						
Learning/Global Perspectives	Adapting to Change, Ethical Reasoning, Global Awareness, Teamwork & Collaboration			MAHG 5022						
Learning	Creativity & Innovation, Critical Thinking, Information Literacy & Research Skills, Program Competence			MAHG 5880						
Engagement	Communication Skills, Creativity & Innovation, Ethical Reasoning			MAHG 5850						
Engagement	Adapting to Change, Communication Skills, Creativity & Innovation, Ethical Reasoning, Teamwork & Collaboration			MAHG 5900						
Global Perspectives	Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy & Research Skills			MAGH 5033						
HSCI										
Undergraduate										
BSHS										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions

Learning	Program Competence	N/A	Explain the relationship between the core competencies for Interprofessional Collaborative Practice (IPCP) and improved health outcomes/Apply the concept of wellness in discussions of health outcomes/Consider the impact of multiple systems on health outcomes/Identify the impact of health disparities on health outcomes/Recognize the interrelatedness of professional roles and responsibilities in healthcare settings	HLTH 1101		
	Information Literacy & Research Skills		Utilize valid and reliable sources of information related to healthcare			
	Communication Skills		Demonstrate communication skills that contribute to quality, safety, and improved health outcomes			
Learning	Program Competence	N/A	Explain the relationship between the core competencies for Interprofessional Collaborative Practice (IPCP) and improved health outcomes/Apply the concept of wellness in discussions of health outcomes	HLTH 1242		
	Communication Skills		Demonstrate communication skills that contribute to quality, safety, and improved health outcomes			
Learning	Program Competence	N/A	Apply the concept of wellness in discussion fo health outcomes/Consider the impact of multiple systems on health outcomes	HLTH 2241		
	Information Literacy & Research Skills		Utilize valid and reliable sources of information related to healthcare			
Learning	Program Competence	N/A	Describe the relationship between technology and health outcomes	HLTH 2304		
	Communication Skills		Demonstrate communication skills that contribute to quality, safety, and improved health outcomes			
	Ethical Reasoning		Critically discuss the influence of values and ethics on health outcomes			
	Information Literacy & Research Skills		Utilize valid and reliable sources of information related to healthcare			



Learning	Program Competence	N/A	Explain the relationship between the core competencies for Interprofessional Collaborative Practice (IPCP) and improved health outcomes/Consider the impact of multiple systems on health outcomes/Describe the relationship between technology and health outcomes	HLTH 2411		
	Information Literacy & Research Skills		Utilize valid and reliable sources of information related to healthcare/Describe the relationship between technology and health outcomes			
	Ethical Reasoning		Critically discuss the influence of values and ethics on health outcomes			
Learning/Global Perspectives	Program Competence	N/A	Explain the relationship between the core competencies for Interprofessional Collaborative Practice (IPCP) and improved health outcomes/Apply the concept of wellness in discussions of health outcomes/Consider the impact of multiple systems on health outcomes/Describe the relationship between technology and health outcomes/Identify the impact of health disparities on health outcomes/Recognize the interrelatedness of professional roles and responsibilities in healthcare settings/Demonstrate the professional behaviors required to assume roles within the healthcare system or advanced educational programs	HLTH 2501		
	Ethical Reasoning		Critically discuss the influence of values and ethics on health outcomes			
	Information Literacy & Research Skills		Utilize valid and reliable sources of information related to healthcare			
	Communication Skills		Demonstrate communication skills that contribute to quality, safety, and improved health outcomes			
	Teamwork & Collaboration		Demonstrate skills in teamwork and collaboration			

Learning	Program Competence	N/A	Explain the relationship between the core competencies for Interprofessional Collaborative Practice (IPC) and improved health outcomes/Consider the impact of multiple systems on health outcomes/Describe the relationship between technology and health outcomes/Identify the impact of health disparities on health outcomes/Recognize the interrelatedness of professional roles and responsibilities in healthcare settings/Demonstrate the professional behaviors required to assume roles within the healthcare system or advanced educational programs	HLTH 3200			
	Information Literacy & Research Skills		Utilize valid and reliable sources of information related to healthcare				
	Ethical Reasoning		Critically discuss the influence of values and ethics on health outcomes				
	Communication Skills		Demonstrate communication skills that contribute to quality, safety, and improved health outcomes				
	Teamwork & Collaboration		Demonstrate skills in teamwork and collaboration				
Learning	Information Literacy & Research Skills	N/A	Utilize valid and reliable sources of information related to healthcare	HLTH 3411			
	Communication Skills		Demonstrate communication skills that contribute to quality, safety, and improved health outcomes				
	Teamwork & Collaboration		Demonstrate skills in teamwork and collaboration				
BSHS - Pre-Communication Disorders Concentration							
Learning	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences/Identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 1103			
	Teamwork & Collaboration		Apply concepts of interprofessional collaborative practice to the professions of speech-language pathology and audiology				
	Communication Skills		Demonstrate competence in oral and written communication required for clinical practice in communication disorders				
	Critical Thinking		Develop critical thinking, problem solving, and logical reasoning skills related to speech-language pathology and audiology using an evidence-based approach				

	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders			
Learning/Global Perspectives	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences/Identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 2104		
	Teamwork & Collaboration		Apply concepts of interprofessional collaborative practice to the professions of speech-language pathology and audiology			
	Communication Skills		Demonstrate competence in oral and written communication required for clinical practice in communication disorders			
	Ethical Reasoning		Critically discuss the influence of values and ethics using the ASHA Code of Ethics			
	Critical Thinking		Develop critical thinking, problem solving, and logical reasoning skills related to speech-language pathology and audiology using an evidence-based approach			
	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders			
	Global Awareness		Demonstrate cultural competence as related to individuals with communication disorders from culturally and linguistically diverse backgrounds			
Learning	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences/Identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 2196		
	Critical Thinking		Develop critical thinking, problem solving, and logical reasoning skills related to speech-language pathology and audiology using an evidence-based approach			
	Teamwork & Collaboration		Apply concepts of interprofessional collaborative practice to the professions of speech-language pathology and audiology			
	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders			
	Communication Skills		Demonstrate competence in oral and written communication required for clinical practice in communication disorders			
Learning/Global Perspectives	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences/Identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 2119		
	Teamwork & Collaboration		Apply concepts of interprofessional collaborative practice to the professions of speech-language pathology and audiology			
	Critical Thinking		Develop critical thinking, problem solving, and logical reasoning skills related to speech-language pathology and audiology using an evidence-based approach			
	Ethical Reasoning		Critically discuss the influence of values and ethics using the ASHA Code of Ethics			

	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders			
	Communication Skills		Demonstrate competence in oral and written communication required for clinical practice in communication disorders			
	Global Awareness		Demonstrate cultural competence as related to individuals with communication disorders from culturally and linguistically diverse backgrounds			
Learning/Global Perspectives	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences/Identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 3115		
	Ethical Reasoning		Critically discuss the influence of values and ethics using the ASHA Code of Ethics			
	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders			
	Critical Thinking		Develop critical thinking, problem solving, and logical reasoning skills related to speech-language pathology and audiology using an evidence-based approach			
	Global Awareness		Demonstrate cultural competence as related to individuals with communication disorders from culturally and linguistically diverse backgrounds			
Learning	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences/Identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 3121		
	Teamwork & Collaboration		Apply concepts of interprofessional collaborative practice to the professions of speech-language pathology and audiology			
	Communication Skills		Demonstrate competence in oral and written communication required for clinical practice in communication disorders			
	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders			
Learning/Global Perspectives	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences/Identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 3122		
	Teamwork & Collaboration		Apply concepts of interprofessional collaborative practice to the professions of speech-language pathology and audiology			
	Communication Skills		Demonstrate competence in oral and written communication required for clinical practice in communication disorders			
	Ethical Reasoning		Critically discuss the influence of values and ethics using the ASHA Code of Ethics			
	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders			
	Critical Thinking		Develop critical thinking, problem solving, and logical reasoning skills related to speech-language pathology and audiology using an evidence-based approach			
	Global Awareness		Demonstrate cultural competence as related to individuals with communication disorders from culturally and linguistically diverse backgrounds			

Learning/Global Perspectives	Program Competence	N/A	Be prepared to apply to graduate school in speech-language pathology or speech-language-hearing sciences; identify the relationship between technology and the profession of speech-language pathology and audiology	HLTH 4101					
	Communication Skills		Demonstrate competence in oral and written communication required for clinical practice in communication disorders						
	Teamwork & Collaboration		Apply concepts of interprofessional collaborative practice to the professions of speech-language pathology and audiology						
	Ethical Reasoning		Critically discuss the influence of values and ethics using the ASHA Code of Ethics						
	Critical Thinking		Develop critical thinking, problem solving, and logical reasoning skills related to speech-language pathology and audiology using an evidence-based approach						
	Information Literacy & Research Skills		Demonstrate information literacy using valid and reliable sources of information related to communication sciences and disorders						
	Global Awareness		Demonstrate cultural competence as related to individuals with communication disorders from culturally and linguistically diverse backgrounds						

BSN Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.

Holistic Health

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Program Competence	N/A	Apply theoretical concepts of holistic health into proven practice	Each student completes an eportfolio as a program requirement; however, students do not take an eportfolio course.	Students complete the eportfolio outside of their Holistic Health courses	Final eportfolio submission				
	Program Competence		Explore holistic concepts by examining the relationship between quality of life, health, illness, and recovery							
	Program Competence, Critical Thinking		Analyze health promotion activities and reflect on how these have affected health decisions							
	Information Literacy & Research Skills		Demonstrate the ability to synthesize research in Holistic Therapies Evidence Based outcomes to apply to personal and professional well-being	All statistics courses provide mechanism to search databases and analyze statistics to apply to various integrative therapies		Rubric, exams				

Graduate

DPT Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.

MSCD Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.

MSN Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.

MSOT Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.

NAMS

Undergraduate

BIOL										
Learning, Global Perspectives	Program Competence	N/A	Students should be familiar with basic biological concepts. See biology core concept map.	BIOL 1200/1205: Cells & Molecules w/lab, BIOL 1400/1405: Biodiversity & Evolution w/lab	N/A	Assessment questions embedded in final exam.				
Learning, Global Perspectives	Program Competence, Quantitative Reasoning	N/A	Students should be familiar with core concepts in genetics as well as the ability to generate, analyze and interpret data (CH2 analysis)	BIOL 2110/2115: Genetics w/lab	N/A	Assessment questions embedded in final exam. Drosophila lab paper.				
Learning, Global Perspectives	Program Competence	N/A	Students should be familiar with important concepts in ecology. See core ecology concept list.	Specific Courses TBD	N/A	Assessment questions embedded in final exam for all courses that meet the ecology requirement.				
Learning	Information Literacy	N/A	Proper attribution of sources. Locate, access and retrieve information from different credible sources.	BIOL 2600: Scientific Literacy (formally BIOL 3600: Preparation for Research)	N/A					
Learning	Information Literacy, Critical Thinking	N/A	Students will be able to read, understand and critically review scientific papers.	BIOL 2600: Scientific Literacy (formally BIOL 3600: Preparation for Research)	N/A	Pre- and post-tests.				
Learning, Global Perspectives	Program Competence, Quantitative Reasoning, Information Literacy, Critical Thinking, Communication	N/A	Students will develop the ability to communicate biology precisely and analytically.	BIOL 3000 and BIOL 4000 level courses.	N/A	Paper and Presentations Rubrics				
BCMB										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning+2224:235	Program Competence	Seniors have ability to get an accredited degree from American Society of Biochemistry and Molecular Biology(ASBMB) with a high enough score on the national exam	question was asked on the ASBMB national exam given to seniors from ASBMB accredited majors.	CHEM 3250, Cells and Molecules, CHEM II and CHEM III	students should be able to recognize functional groups within the context of larger biological molecules	question on the national ASBMB exam that is scored by teams of 3 from professors throughout the nation who have been trained. The scoring system is 0 for no answer, 1 for not yet proficient, 2 for proficient and 3 for highly proficient				
Learning	Program Competence	N/R	Assessment of Chemistry I students' laboratory skills	CHEM 2115	Students are prepared for future lab work by mastering basic lab skills	Laboratory practical administered at the end of the semester consisting of several tasks that are evaluated based on accuracy				
Learning	Program Competence	N/R	Assessment of Chemistry II students' understanding of thin layer chromatography (TLC)	CHEM 2125	Students are familiar with key terms of TLC and understand the role on intermolecular forces/polarity in TLC	Common Program-written questions on the written laboratory final exam				

Learning	Program Competence	N/R	Student understanding of five concepts are being assessed: hybridization, orbital diagrams, formal charge, functional group identification, and predicting acidity of compounds.	CHEM 2120	Mastery of hybridization, orbital diagrams, formal charge, functional group identification, and predicting acidity of compounds.	Common Program-written embedded questions on course final							
Learning	Program Competence	N/R	Determine if our graduates are meeting discipline specific learning objectives of the American Chemical Society	All CHEM courses	N/A	Diagnostic of Undergraduate Chemistry Knowledge (DUCK) published by the American Chemical Society Exam Institute							
Learning	Program Competence	N/R	Analysis of the impact that frequent online homework has on specific learning outcomes in introductory chemistry	CHEM 2110	The study is assessing student learning goals in four specific areas: Atomic Structure, Periodic Trends, Solutions and Chemical Formulas.	WileyPlus online homework system and ACS First-semester exam							
Learning	Program Competence, Quantitative Reasoning	N/A	Assess if CHEM I is meeting the Program goal: "Quantitative understanding of solutions"	CHEM 2110	Preparation of a solution of specific concentration from solid material, preparation of a solution of specific concentration from a more concentrated solution (dilutions), use of stoichiometry to solve problems involving solutions	Common Program-written embedded questions on course final							
Learning	Program Competence	N/A	Assessment of Chemistry I students' laboratory skills	CHEM 2115	Students are prepared for future lab work by mastering basic lab skills	Laboratory practical administered at the end of the semester consisting of several tasks that are evaluated based on accuracy							
Learning	Program Competence	NA	Assessment of Chemistry II students' understanding of thin layer chromatography (TLC)	CHEM 2125	Students are familiar with key terms of TLC and understand the role on intermolecular forces /polarity in TLC	Common Program-written questions on the written laboratory final exam							
Learning	Program Competence	N/A	Student understanding of five concepts are being assessed: hybridization, orbital diagrams, formal charge, functional group identification, and predicting acidity of compounds.	CHEM 2120	Mastery of hybridization, orbital diagrams, formal charge, functional group identification, and predicting acidity of compounds.	Common Program-written embedded questions on course final							
Learning	Program Competence	N/A	Determine if our graduates are meeting discipline specific learning objectives of the American Chemical Society	All CHEM courses	N/A	Diagnostic of Undergraduate Chemistry Knowledge (DUCK) published by the American Chemical Society Exam Institute							
Learning	Program Competence	N/A	Analysis of the impact that frequent online homework has on specific learning outcomes in introductory chemistry	CHEM 2110	The study is assessing student learning goals in four specific areas: Atomic Structure, Periodic Trends, Solutions and Chemical Formulas.	WileyPlus online homework system and ACS First-semester exam							
Chemistry													
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions			

Learning*2224:235	Program Competence	Seniors have ability to get an accredited degree from American Society of Biochemistry and Molecular Biology(ASBMB) with a high enough score on the national exam	question was asked on the ASBMB national exam given to seniors from ASBMB accredited majors.	CHEM 3250, Cells and Molecules, CHEM II and CHEM III	students should be able to recognize functional groups within the context of larger biological molecules	question on the national ASBMB exam that is scored by teams of 3 from professors throughout the nation who have been trained. The scoring system is 0 for no answer, 1 for not yet proficient, 2 for proficient and 3 for highly proficient
Learning	Program Competence	N/R	Assessment of Chemistry I students' laboratory skills	CHEM 2115	Students are prepared for future lab work by mastering basic lab skills	Laboratory practical administered at the end of the semester consisting of several tasks that are evaluated based on accuracy
Learning	Program Competence	N/R	Assessment of Chemistry II students' understanding of thin layer chromatography (TLC)	CHEM 2125	Students are familiar with key terms of TLC and understand the role on intermolecular forces /polarity in TLC	Common Program-written questions on the written laboratory final exam
Learning	Program Competence	N/R	Student understanding of five concepts are being assessed: hybridization, orbital diagrams, formal charge, functional group identification, and predicting acidity of compounds.	CHEM 2120	Mastery of hybridization, orbital diagrams, formal charge, functional group identification, and predicting acidity of compounds.	Common Program-written embedded questions on course final
Learning	Program Competence	N/R	Determine if our graduates are meeting discipline specific learning objectives of the American Chemical Society	All CHEM courses	N/A	Diagnostic of Undergraduate Chemistry Knowledge (DUCK) published by the American Chemical Society Exam Institute
Learning	Program Competence	N/R	Analysis of the impact that frequent online homework has on specific learning outcomes in introductory chemistry	CHEM 2110	The study is assessing student learning goals in four specific areas: Atomic Structure, Periodic Trends, Solutions and Chemical Formulas.	WileyPlus online homework system and ACS First-semester exam
Learning	Program Competence, Quantitative Reasoning	N/A	Assess if CHEM I is meeting the Program goal: "Quantitative understanding of solutions"	CHEM 2110	Preparation of a solution of specific concentration from solid material, preparation of a solution of specific concentration from a more concentrated solution (dilutions), use of stoichiometry to solve problems involving solutions	Common Program-written embedded questions on course final
Learning	Program Competence	N/A	Assessment of Chemistry I students' laboratory skills	CHEM 2115	Students are prepared for future lab work by mastering basic lab skills	Laboratory practical administered at the end of the semester consisting of several tasks that are evaluated based on accuracy
Learning	Program Competence	NA	Assessment of Chemistry II students' understanding of thin layer chromatography (TLC)	CHEM 2125	Students are familiar with key terms of TLC and understand the role on intermolecular forces /polarity in TLC	Common Program-written questions on the written laboratory final exam

Learning	Program Competence	N/A	Student understanding of five concepts are being assessed: hybridization, orbital diagrams, formal charge, functional group identification, and predicting acidity of compounds.	CHEM 2120	Mastery of hybridization, orbital diagrams, formal charge functional group identification, and predicting acidity of compounds.	Common Program-written embedded questions on course final				
Learning	Program Competence	N/A	Determine if our graduates are meeting discipline specific learning objectives of the American Chemical Society	All CHEM courses	N/A	Diagnostic of Undergraduate Chemistry Knowledge (DUCK) published by the American Chemical Society Exam Institute				
Learning	Program Competence	N/A	Analysis of the impact that frequent online homework has on specific learning outcomes in introductory chemistry	CHEM 2110	The study is assessing student learning goals in four specific areas: Atomic Structure, Periodic Trends, Solutions and Chemical Formulas.	WileyPlus online homework system and ACS First-semester exam				
Engagement	Program Competence, Communication Skills	N/A	Understand the basic structure and function of the global environment and environmental problems, policies, and practices. Be able to communicate these ideas effectively to decision makers, professionals, and the public.	ENVL1100 Intro to Environmental Studies	<ul style="list-style-type: none"> ●Ecosystem services and natural resources <ul style="list-style-type: none"> ●How the scientific method is used ●Flow of elements and energy through earth's systems <ul style="list-style-type: none"> ●Geologic structure of earth ●Ecological principles: evolution, populations, communities, and biogeochemical cycles ●Environmental ethics, economics, and policies <ul style="list-style-type: none"> ●Human population growth ●Structure and function of soils in our environment <ul style="list-style-type: none"> ●Erosion and its control ●Agriculture and biotechnology ●Biodiversity and conservation biology ●Forest structure, function, and management ●Urban environments and environmental toxicology ●Freshwater and marine resources and ecosystems 	Direct: Senior year survey				
Environmental Science										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Engagement	Program Competence, Communication Skills	N/A	Understand the basic structure and function of the global environment and environmental problems, policies, and practices. Be able to communicate these ideas effectively to decision makers, professionals, and the public.	ENVL1100 Intro to Environmental Studies	<ul style="list-style-type: none"> ●Ecosystem services and natural resources <ul style="list-style-type: none"> ●How the scientific method is used ●Flow of elements and energy through earth's systems <ul style="list-style-type: none"> ●Geologic structure of earth ●Ecological principles: evolution, populations, communities, and biogeochemical cycles ●Environmental ethics, economics, and policies <ul style="list-style-type: none"> ●Human population growth ●Structure and function of soils in our environment <ul style="list-style-type: none"> ●Erosion and its control ●Agriculture and biotechnology ●Biodiversity and conservation biology ●Forest structure, function, and management ●Urban environments and environmental toxicology ●Freshwater and marine resources and ecosystems 	Direct: Senior year survey				

Learning, Global Perspective, Sustainability	Program Excellence, Critical Thinking, Quantitative Reasoning, Global Awareness	NA	Students should develop a foundation that relates fundamental concepts of the physical world to understanding and solving environmental science problems.	ENVL 2100 Physical Geography	<ol style="list-style-type: none"> 1. Introduce students to the principles of earth science including the global balance and transformation of energy and water. 2. Increase students' understanding of how these principles contribute to the formation of climate regions and the challenges of global climate change. 3. Demonstrate the importance of soils in the global system, including developing an understanding of soil formation and functions, and an ability to describe soil properties and link them to the physical and biological environment. 4. Detail the global hydrologic cycle, linking the cycle to knowledge of soils and energy, and quantitatively analyze components of the hydrologic cycle. 5. Link knowledge of the earth's energy balance, soils, and hydrologic cycle with nutrient and carbon cycles to understand the fundamentals of ecosystem structure and functions. 6. Develop students' understanding of landscapes, including the development of landforms and tectonic processes. 	Direct
Learning	Program Excellence, Critical Thinking, Quantitative Reasoning, Global Awareness	NA	Students gain experience in common field sampling, data analysis and data management techniques relevant to their future as environmental scientists.	ENVL 2105 Physical Geography Lab	This class is designed to introduce you to important tools used in physical geography including geographic information systems (GIS) and data management, as well as to help you develop skills in displaying and interpreting data and provide you an introduction to field techniques. As you learn the fundamentals of each tool, you will work to integrate these skills with your knowledge of physical geography to complete assignments that are focused on the physical geography of the a selected area and will be evaluated at the end of the semester.	Direct
Learning	Program Competence, Critical Thinking, Quantitative Reasoning			ENVL 2200 - Ecological Principles	gain factual knowledge and learn fundamental principles related to the field of ecology.	Direct
Global Awareness; Sustainability	Program Competence; Critical Thinking			ENVL 2205 - Ecological Principles Lab	gain practical experience applying basic facts, principles, and concepts in ecology; develop specific skills, competencies, and points of view need by professionals working in ecology.	Direct

Learning	Program Excellence, Critical Thinking, Quantitative Reasoning, Global Awareness	N/A	Be able to interpret quantitative data from the literature and apply mathematical and statistical techniques to research.	ENVL2400 (Intro to Statistics and Computere) NOW called Statistical Analysis of Ecological Systems	<ol style="list-style-type: none"> 1. Teach students the major statistical procedures used in environmental and biological sciences, and the context in which they can be used. 2. Understanding the limitations of statistics. 3. Understanding the assumptions associated with statistical procedures, and their robustness and/or sensitivity. 4. The importance of exploratory data analyses as a precursor to the proper use of statistical procedures. 	Direct
Learning	Critical Thinking, Program Competence			BIOL.ENVL 3121 - Wildlife Management	Learn fundamental principles of wildlife management and their application to wildlife management scenarios in New Jersey and the United States.	Direct
Learning, Global Awareness	Program Competence, Critical Thinking, Global Awareness			BIOL.ENVL 3136 - Mammalogy	gain factual knowledge and learn fundamental principles related to the form, function, adaptation, and conservation of mammals across the globe.	Direct
Learning, Global Perspective, Sustainability	Program Competence, Critical Thinking, Quantitative Reasoning, Global Awareness		Students gain competence and experience in geodatabase development, data analysis and data management techniques and problem-solving skills.	ENVL 3302 - Geographic Info Systems	<ol style="list-style-type: none"> 1. Introduce students to the most cutting-edge technology - GIS, 2. Learn and understanding the concept and principles of GIS, 3. Gain knowledge and experience with GIS, 4. learn critical thinking and problem-solving skills. 	Direct

Learning, Global Perspective, Sustainability	Program Competence, Critical Thinking, Quantitative Reasoning, Global Awareness		Students gain competence and experience in geodatabase development, data analysis and data management techniques and problem-solving skills.	ENVL 3303 - Advanced GIS	<ol style="list-style-type: none"> 1. Advance students skill in GIS, 2. Enrich students experiences in GIS technology and applications, 3. Provides a solid ground for students to start their GIS career, 4. Enhance students' critical thinking and problem-solving skills. 	Direct
Learning, Susatinability	Program Excellence, Critical Thinking, Quantitative Reasoning, Global Awareness	N/A	To be able to understand all the various facets needed in sustainable forest ecosystem management. To understand the limitations of input data as well as its usefulness in producing assessments of forest resources.	ENVL/BIOL3419 Ecological Forest Managemnet	<ol style="list-style-type: none"> 1. To understand the ways to measure evaluate a forest from an organismal level 'up' to an ecosystem level (and the emergent properties as you move up the hierarchy) 2. To understand in a managerial context, its multivariate context and interactions, and the short and long term dynamics of forest ecosystems 3 To learn the basic concepts in ecological forestry under varying objectives and the strengths in adaptive forest managerial practices 	Direct
Learning, Engagment, Global Perspective, Sustainability	Program Competence, Critical Thinking, Quantitative Reasoning, Global Awareness			ENVL4300/4305 - Environmental Issues		Direct

Learning	Program Competence, Quantitative Reasoning and Research Skills	N/A	Understand the basic structure and function of the global environment and environmental problems, policies, and practices. Be able to interpret quantitative data from the literature and apply mathematical and statistical techniques to research.	ENVL3431 Field Soil Morphology	<ul style="list-style-type: none"> Learn to recognize and describe soil horizons using the correct horizon nomenclature Become proficient at basic field skills (e.g., texture by feel, Munsell color, description of soil structure) Learn to calculate available water capacity and weighted averages used to correctly classify soils and make interpretations for land use. 	Direct: Senior year survey
Learning	Program Competence, Quantitative Reasoning and Research Skills, Critical Thinking	N/A	Understand the basic structure and function of the global environment and environmental problems, policies, and practices. Be able to apply the scientific method to environmental problems. Continually update knowledge and skills as appropriate to deal with changing information and changing threats to the environment.	ENVL3432 Soil Science	<ul style="list-style-type: none"> Learn to recognize soil horizons and assign the correct horizon nomenclature Be able to describe the processes of weathering and soil formation Learn to interpret and use information contained in soil surveys and soil taxonomy Use the scientific method Learn to access and use sources of new information, including soil surveys and scientific journals. 	Direct: Senior year survey
Learning	Quantitative Reasoning, Program Competence	N/A	Assessment of the core learning of math program courses and the retention of this material	Field Test	Provide partial assessment information to math program core curriculum	Field Test Exam given semester of graduation

GEOL

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Program competence, Critical thinking, Information literacy & research skills, Communication skills, Teamwork and collaboration	N/A		GEOL 2101/2105: Physical Geology Lecture/Lab	Identify and understand how various Earth materials are formed, Compare and contrast what are the processes that take place at the surface and in the interior of the Earth, Explain the relationship between plate tectonics and the Earth's surface features, Comprehend what geologic hazards exist and how they impact humans, Interpret the nature of the interactions between the different "spheres" of the Earth, Understand how Earth's resources are formed and how that plays a role in our stewardship of those resources	Rubric, Answer Keys				
Learning	Program competence, Critical thinking, Quantitative reasoning	N/A		GEOL 2102 Historical Geology	Understand Earth history and important geological processes, Describe and identify important fossil groups, Apply course knowledge to geological problems.	Rubrics, Answer Keys				
Learning	Program competence, Critical thinking, Teamwork and collaboration	N/A		GEOL 2106 Historical geology lab	Understand Earth history and important geological processes, Describe and identify important fossil groups, Apply course knowledge to geological problems.	Rubrics, Answer Keys				

Learning	Program competence, Critical thinking, Information literacy & research skills, Communication skills, Teamwork and collaboration	N/A		GEOLOGY 3211: Mineralogy	Identify minerals in hand-samples based upon diagnostic physical properties. Identify minerals in thin sections based upon their optical characteristics. Operate a petrographic microscope. Relate the chemical bonding in the structure and the chemical composition of a mineral to its physical characteristics. Comprehend how minerals grow in different environments and why. Integrate the relationship between minerals, mineral assemblages and their environment. Recognize the importance of minerals throughout history	Rubric, Answer Keys
Learning	Program competence, Critical thinking, Creativity and innovation, Information literacy & research skills, Communication skills, Teamwork and collaboration	N/A		GEOLOGY 3212: Petrology	Identify different types of igneous and metamorphic rocks based on both hand sample and thin section analyses. Understand the relationship between the mineralogy and chemistry of a rock and how these depend upon pressure, temperature, and other constraints. Recognize the use of phase diagrams to describe igneous and metamorphic minerals and their reactions. Comprehend what is involved in igneous and metamorphic processes and their effects on formation and development of a rock. Relate igneous and metamorphic processes and formation with different tectonic environments. Develop one's own ideas about a geologic problem and learn how to obtain funding to support such research	Rubric, Answer Keys
Learning	Program competence, Critical thinking, Teamwork and collaboration.	N/A		GEOLOGY 3221 Field Geology	Develop an understanding of the basic methods and applications of field geology, in particular, surveying and measurement. Use, interpret, and produce geological maps of professional quality. Learn to identify various types of geologic materials and features, and to develop an ability to document and interpret their evolution. Learn how to record and analyze spatial relationships among geologic features in the field. Learn to write field reports that present and synthesize the geological information collected in the field. Learn about the local geology.	Rubrics, Answer Keys
Learning	Program competence, Critical thinking, Quantitative reasoning	N/A		GEOLOGY 3222 Structural Geology	Develop an understanding of geological map and cross section analysis. Develop an improved ability to visualize and analyze geological features in 3-D. Develop a quantitative understanding of common geological forces and processes. Learn to utilize different types of geologic data to solve structural problems. Gain an understanding of global tectonic processes and history.	Rubrics, Answer Keys
Learning	Program competence, Critical thinking, Teamwork and collaboration.	N/A		GEOLOGY 3221 Field Geology	Develop an understanding of the basic methods and applications of field geology, in particular, surveying and measurement. Use, interpret, and produce geological maps of professional quality. Learn to identify various types of geologic materials and features, and to develop an ability to document and interpret their evolution. Learn how to record and analyze spatial relationships among geologic features in the field. Learn to write field reports that present and synthesize the geological information collected in the field. Learn about the local geology.	Rubrics, Answer Keys

Learning	Program competence, Critical thinking, Teamwork and collaboration.	N/A		GEOL 3231 Sedimentology and stratigraphy	Understand processes involved in erosion, transport, and deposition of sedimentary materials. Describe how different sedimentary rocks are formed. Infer details about the depositional environment from sedimentary rocks. Analyze the spatial relationships among rock layers to reconstruct depositional history. Determine basic characteristics of a sediment or sedimentary rock and relate them to processes.	Rubrics, Answer Keys
Marine Science						
Learning, Global Perspectives	Critical Thinking, Global Awareness, Program Competence, Quantitative Reasoning	N/A	Cognitive: Students should be generally aware of the interaction and importance of the fields of marine geology, marine chemistry and physical oceanography.	N/A	N/A	Direct: Senior year general MARS test.
Learning, Global Perspectives, Sustainability	Critical Thinking, Ethical Reasoning, Global Awareness, Program Competence	N/A	Cognitive: Students should be familiar with the important groups of marine organisms, as well as their interaction with other organisms and the physical marine environments.	N/A	N/A	Direct: Senior year general MARS test.
Engagement	Adapting to Change, Communication Skills, Creativity & Innovation,	N/A	Affective: Alumni should be satisfied with their RSC education in general - and their marine science education in particular.	N/A	N/A	Indirect: Mail survey to all alumni that graduated since previous 5-year survey.
Learning	Creativity & Innovation, Critical Thinking, Program Competence, Quantitative Reasoning,	N/A	Cognitive: Students should be generally aware of the interaction and importance of the fields of marine geology, marine chemistry and physical oceanography.	MARS 3309: Coastal Oceanography (with lab)	Focus on coastal and estuarine processes (primarily physics)	Senior level MARS test, previous outside 5-yr consultant
Learning, Global Perspectives	Program Competence, Critical Thinking, Quantitative Reasoning, Global Awareness	N/A	Cognitive: Students should be generally aware of the interaction and importance of the fields of marine geology, marine chemistry and physical oceanography.	MARS 3361: Global Ocean Basins (with lab)	Focus on large scale ocean basins (primarily chemistry)	Senior level MARS test, previous outside 5-yr consultant
Learning	Adapting to Change, Critical Thinking, Program Competence, Quantitative Reasoning,	N/A	Cognitive: Students should be generally aware of the interaction and importance of the fields of marine geology, marine chemistry and physical oceanography.	GEOL 2110: Marine Geology (with lab)	Focus on sedimentological history of the oceans (primarily geology)	Senior level MARS test, previous outside 5-yr consultant
Mathematics						
Learning	Quantitative Reasoning	N/R	Demonstrate the readiness for Calculus I	Math 1100 Precalculus	To provide rigorous approach and reinforce concepts needed in Calculus I	Common final exam assessment and final grade in Calculus I

Learning	Quantitative Reasoning/Program Competence	N/R	Assessment of the core learning of math program courses and the retention of this material	Field Test	Provide partial assessment information to math program core curriculum	Field Test Exam given semester of graduation				
Learning	Quantitative Reasoning/Program Competence	N/R	Assessment of the core learning of math program courses and the retention of this material	Math 2215 Calculus I	Provide partial assessment information to math program core curriculum	Assessment on final exam				
Physics, Applied										
Learning	Program Competence, Quantitative Reasoning	N/A	Demonstrate an understanding of vectors and vector algebra as it applied to physics	PHYS 2220 Physics I and PHYS 2110 Physics for Life Sciences I	Solve basic problems and answer conceptual questions which demonstrate understanding of vector concepts	Exams				
Learning	Program Competence, Quantitative Reasoning, Teamwork and Collaboration		Ensure fundamental problem solving strategies among introductory students	PHYS 2220 Physics I and PHYS 2110 Physics for Life Sciences I	Improve understanding of fundamental concepts and ability to solve basic problems	In-class peer instruction				
Learning	Program Competence, Quantitative Reasoning, Teamwork and Collaboration		Command of advanced concepts in physics and difficult problem solving strategies	Upper-level PHYS (≥3000) Courses	Improve students' recognition and implementation of advanced problem solving strategies typical in advanced physics courses.	Out-of-class instructor-assisted collaboration				
Learning	Program Competence		Student mastery of basic lab techniques and understanding of fundamental concepts in experimental physics	PHYS 2115 Physics for Life Sciences Lab I and PHYS 2225 Physics I Lab	Improvement of student understanding of error propagation, lab safety, and measurement techniques	Standardized Introductory Lab Assessment Test				
Learning	Communication skills, Information Literacy and Research Skills, Quantitative Reasoning		Ability to do long-term original research and produce presentable.	PHYS 3800/4800 Physics Independent Study and Senior Research Project and PHYS 4620 Research Methods	Complete a significant and original capstone research project	Regular progress reports, a project proposal, final presentation, and research paper				
Engagement	Communication Skills, Creativity and Innovation, Teamwork and Collaboration		Effectiveness in communication of science	PHYS 2220 Physics I	Inspire interest in science among young persons	Service learning project with students at the Saint Francis Xavier Church and School				
Sustainability			Curriculum map created but not yet in this map format.							
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Graduate										
Data Science & Strategic Analytics	No curriculum map created yet.									

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Program Competence	NA	Students will be able to identify and define problems and decisions that can be answered by data science	DSSA 5001 DSSA 5202 DSSA 5301 DSSA 5302	1.1.1 Students will appreciate when and how large gathered datasets may aid decision making and when they may not 1.1.2 Students will appreciate the ethical sensitivities, privacy and security issues when dealing with large public and private datasets	Exams/tests, papers, projects, presentations, portfolios, and IDEA group summary reports.				
Learning	Program Competence		Students will be able to manage and communicate data narratives (stories) that transform data into actionable information		1.2.1 Students will be able to communicate data stories verbally and in writing 1.2.2 Students will be able to creatively, innovatively, and entrepreneurially design data driven solutions					
Learning	Program Competence		Students will be exposed to realworld problems through industry partnerships/practicums involving big data		1.3.1 Students will be able to form and maintain effective relationships with clients, colleagues, professionals from other disciplines and within the university community					
Learning	Program Competence		Students will be able to acquiring data from private and public sources	DSSA 5001 DSSA 5101 DSSA 5102 DSSA 5103 DSSA 5104 DSSA 5201 DSSA 5203 DSSA 5204 DSSA 5205	2.1.1 Students will be able to mine data from private databases (e.g. SQL, noSQL, heterogeneous plain data files) and from public databases (i.e. web sources) 2.1.2 Students will be able to clean datasets and transform datasets between different formats using various scripting tools 2.1.3 Students will be able to integrate large datasets and form new, cybersecure data archives					
Learning	Program Competence		Students will be able to analyze large datasets		2.2.1 Students will be able to produce beautiful data visualizations and infographics using a variety of visualization tools (e.g. D3, Tableau etc.) 2.2.2 Students will be able to assess large datasets statistically to ascertain meta- data metrics 2.2.3 Students will be able to design, use and test predictive models for large datasets.					
Learning	Program Competence		Students will develop skills in exploring data		2.3.1 Student will be able to find trends and patterns in data using machine learning techniques					

PSM										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning, Sustainability	Program Competency	NR	Acquire professional competency in the subject area	ENSC5101 Ecosystem Ecology	Understand the way ecosystems function	TBD				
Learning, Sustainability	Program Competency	NR	Acquire professional competency in the subject area	ENSC5201 Watershed Management	Learn the ways in which hydrology and landforms interact	TBD				
Learning, Sustainability	Program Competency	NR	Acquire professional competency in the subject area	ENSC5202 Environmental Quality	Learn the sources of air, water and soil contamination and ways of ameliorating them	TBD				
Learning, Sustainability	Program Competency	NR	Acquire professional competency in the subject area	ENSC5301 Land Use Planning	Acquire skills in sustainable practices of landuse management	TBD				
Learning	Information Literacy & Research Skills	NR	Acquire professional competency in the subject area	ENSC5302 Applied GIS	Acquire skills in GIS technologies and their applications	TBD				
Learning, Engagement	Information Literacy & Research Skills	NR	Acquire professional competency in the subject area, learn complex management techniques	ENSC5401 Project management		TBD				
Learning	Communication Skills	NR	Learn a variety of work-appropriate communication skills	ENSC5110 Professional Writing		Rubric				
Learning	Information Literacy & Research Skills	NR	Demonstrate the ability to develop and bring to fruition an original research project	ENSC5810 Capstone Project		Independent review				
SOBL										
Undergraduate										
BSW		Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.								
Childhood Studies		No curriculum map created yet.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Criminal Justice										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Adapting to Change (1), Communication Skills (2), Creativity & Innovation (1), Critical Thinking (2), Ethical Reasoning (2), Global Awareness (1), Program Competence (2)	N/A	N/A	CRIM 2130	To become proficient in issues regarding corrections	Pre and post-test				
Learning	Adapting to Change (2), Communication Skills (3), Critical Thinking (3), Ethical Reasoning (2), Information Literacy & Research Skills (3), Program Competence (3), Quantitative Reasoning (2)	N/A	N/A	CRIM 2141	To become proficient in understanding the research methodology used to study the CJS	Pre and post-test				

Learning	Adapting to Change (1), Communication Skills (2), Critical Thinking (3), Ethical Reasoning (1), Information Literacy & Research Skills (3), Program Competence (3), Quantitative reasoning (3)	N/A	N/A	CRIM 2145	To become proficient in understanding and being able to execute statistics in understanding the CJS	Pre and post-test				
Learning	1. Adapting to change (2) 2. Communication skills (3) 3. Creativity and innovation (3) 4. Critical thinking (3) 5. Ethical reasoning (1) 6. Global awareness (1) 7. Information literacy and research skills (3) 8. Program competence (3) 9. Quantitative reasoning (3) 10. Teamwork and collaboration (2)	N/A	N/A	CRIM 3604 Capstone: Discoveries	To be able to apply their previously taken CJ courses to a specific problem in the CJS	Not currently formally assessed				
Learning	Adapting to change (2), Communication Skills (3), Creativity & Innovation (2), Critical Thinking (3), Ethical Reasoning (3), Global Awareness (2), Information Literacy & Research Skills (3), Program Competence (3), Quantitative Reasoning (2)	N/A	N/A	CRIM 3604 Capstone: Sex & Violence	To be able to apply their previously taken CJ courses to a specific problem in the CJS	Not currently formally assessed				
Learning	Adapting to change (2), Communication Skills (3), Creativity & Innovation (2), Critical Thinking (3), Ethical Reasoning (3), Information Literacy & Research Skills (3), Program Competence (3), Quantitative Reasoning (2)	N/A	N/A	CRIM 3604 Capstone: Mental Illness	To be able to apply their previously taken CJ courses to a specific problem in the CJS	Not currently formally assessed				
Learning	Adapting to change (2), Communication Skills (3), Creativity & Innovation (2), Critical Thinking (3), Ethical Reasoning (3), Global Awareness (2), Information Literacy & Research Skills (3), Program Competence (3), Quantitative Reasoning (2)	N/A	N/A	CRIM 3675 Capstone: Politics & Policy	To be able to apply their previously taken CJ courses to a specific problem in the CJS	Not currently formally assessed				
Economics		Curriculum map created but not yet in this map format.								
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions

Learning & Engagement	Quantitative Reasoning; Information Literacy	NA	Service other majors & liberal arts by offering introductory courses that strengthen economic literacy while preparing interested student for advanced courses in discipline	ECON 1200 & ECON 1400; ECON 1120	Introduce students to economic terms, statistical indicators, relationships between economic variables, contemporary trends & information sources	Multiple choice pre-test and post-test administered every semester from Fall 2014 - Fall 2017.				
Learning	Quantitative Reasoning; Information Literacy & Research Skills; Program Competence	NA	Develop information and statistical literacy skills of ECON majors	All, culminating with Senior Seminar (ECON 4695)	Developing specific skills, competencies, and points of view needed by professionals in the field	Rubric to be scored by 3 faculty during final week of senior seminar (starting Spring 2018)				
Learning	Program Competence; Critical Thinking	NA	Develop ECON majors' understanding of economics theories & literature	All, culminating with Senior Seminar (ECON 4695)	Developing specific skills, competencies, and points of view needed by professionals in the field	Rubric to be scored by 3 faculty during final week of senior seminar (starting Spring 2018)				
Learning	Information Literacy & Research Skills; Program Competence	NA	Develop ECON majors' competence in quantitative & qualitative research methodologies	Econometrics (ECON 3610) & Senior Seminar (ECON 4695)	Developing specific skills, competencies, and points of view needed by professionals in the field	Rubric to be scored by 3 faculty during final week of senior seminar (starting Spring 2018)				
Learning	Quantitative Reasoning; Communication Skills; Program Competence	NA	Assess ECON majors' experience with ECON program	Senior Seminar (ECON 4695)	NA	Senior Feedback Session attended by most graduating seniors and three program members (Spring 2014)				
Learning & Engagement	Quantitative Reasoning; Communication Skills; Program Competence	NA	Develop ECON majors' ability to interpret, summarize, & present research findings	Most 3000-level courses, culminating with Senior Seminar (ECON 4695)	Developing specific skills, competencies, and points of view needed by professionals in the field	Rubric to be scored by 3 faculty during final week of senior seminar (starting Spring 2018)				
Learning	NA	NA	Assess Alumni experience with ECON program	All	NA	Alumni Survey: conducted every five years as part of five-year review process (Spring 2018)				
Learning	Critical Thinking; Ethical Reasoning	NA	Increasing critical thinking skills and engaged citizenship of former economics majors and minors by exposing students to pluralist approaches to economic theory and policy	All	Enhancing students' ability to develop opinions about economic issues and policies in the news by becoming familiar with the theories and assumptions behind the debates	Alumni Survey: conducted every five years as part of five-year review process (Spring 2018)				
Gerontology										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions

Learning	Critical Thinking, Information Literacy & Research Skills	AGHE Standard 1.6 Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research	Graduates will have the skills necessary to acquire, refer to, learn from, and apply peer-reviewed research literature in gerontology in academic and applied settings.	GERO 1100 Introduction to Gerontology GERO 2107 Aging & Health	Use at least 3 peer-reviewed research articles for class assignments	Checklist - Did professors incorporate peer-reviewed research?				
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Political Science

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning, Global Perspectives	Critical Thinking, Communication Skills, Program Competence	N/A	Effective political analysis, critical thinking and effective writing	POLS 4695, Senior Seminar	Write a Senior Monograph that presents: effective political analysis; effective writing; and demonstrates critical thinking through logical argument	Rubric				
Learning	N/A	N/A	Assess Alumni Experience with the Political Science Program	All	N/A	Alumni Survey: conducted every five years as part of five-year review process				
Learning	N/A	N/A	Assess student satisfaction with POLS program	All	N/A	Focus groups conducted in three Senior Seminars				
Learning	N/A	N/A	Assess student satisfaction with POLS program	All	N/A	Anonymous Student Survey, similar to Alumni Survey, conducted in Senior Seminar				
Learning	Critical Thinking, Communication Skills, Program Competence	N/A	Effective political analysis, critical thinking and effective writing	POLS 4695, Senior Seminar	Write a Senior Monograph that presents: effective political analysis; effective writing; and demonstrates critical thinking through logical argument	Rubric				
Learning	N/A	N/A	Assess Alumni Experience with the Political Science Program	All	N/A	Alumni Survey: conducted online every 2-3 years. Last survey was in fall 2013.				
Learning	N/A	N/A	Assess student satisfaction with POLS program	All	N/A	Focus groups conducted in three Senior Seminars: Fall 2015 (Avery); Spring 2016 (Avery) and Spring 2016 (Wharton)				
Learning	N/A	N/A	Assess student satisfaction with POLS program	All	N/A	Anonymous Student Survey, similar to Alumni Survey, conducted in Senior Seminar				

Psychology

Curriculum map not created yet.										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions

Sociology & Anthropology

No curriculum map created yet.										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions

Graduate										
MACJ										
LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	N/A	N/A	N/A	N/A	N/A	Alumni Survey				
Learning	N/A	N/A	N/A	N/A	N/A	Survey of current students				
MSW		Accredited program: An accredited program produces a curriculum map for the accrediting organization that connects course and program goals to accreditation standards and to institutional mission, strategic goals (LEGS), and outcomes (ELOs). Accredited program curriculum maps are archived separately.								