

BA in CIS											
Legend	Course	Effective Written & Oral Communication - write and speak correctly and clearly in a manner that allows the student to communicate in a technical and non-technical manner.			Critical and Analytical Thinking ability to think independent, analyze and solve real life problems in CIS and related areas.			Understanding Programming Be able to design and write programs in several languages. Be able to analyze and modify existing programs.			Understand databases. Be able to insert, modify database.
		1) Outcome Statement (E or I)	2) Level (I, E, R, A)	(3) Assessment (T, W, P)	1) Outcome Statement (E or I)	2) Level (I, E, R, A)	(3) Assessment (T, W, P)	1) Outcome Statement (E or I)	2) Level (I, E, R, A)	(3) Assessment (T, W, P)	1) Outcome Statement (E or I)
<b>(1) Outcome Statement</b> The program outcome is <b>(E) EXPLICITLY OR (I) IMPLICITLY</b> stated in the course Syllabus as being one of the learning outcomes for this course.	CIS 113	I	I	W, P	I	I	T, W	I	I		I
	CIS 114	I	E	W, P	I	E	P	E	I	T, W, P	I
	CIS 126	I	E	W, P	I	E	P	E	I		E
	CIS 211	I	I		I	I	T, P	E	I	T, P	
	CIS 212				I	I	T, P	E	I	T, P	
<b>(2) Level of Content Delivery</b> <b>I - INTRODUCES</b> -Students are not expected to be familiar with the content or skill at the collegiate level. Instructional and learning activities focus on basic knowledge, skills, r competencies and an entry level complexity.	CIS 231				I	E	T	I	I	T	
	CIS 267	I	E	W, P	I	E	P				E
	CIS 314	I	E	W, P	I	E	P				E
	CIS 336	I	R	W, P	I	R	P				E
	CIS 341	I			I	I	P	E	E	P	E
<b>E - EMPHASIZES</b> - Students are expected to possess a basic knowledge and familiarity with the content or skills at the collegiate or graduate level. Instruction and learning concentrates on enhancing and strengthening knowledge, skills, and expanding complexity.	CIS 342	I			I	I	P	E	E	P	E
	CIS 410	E	A	W, P	I	A	P	E	A	W, P	E
	ELECTIVES										
	CIS 227										
	CIS 240	I	I	W, P	I	I	T, W, P				
<b>R - REINFORCES</b> - Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build on previous competencies and increased complexities.	CIS 247				I	I	P	I	I	P	E
	CIS 248				I	I	P				
	CIS 303										
	CIS 315				I	R	T, W, P	E	A	T, W, P	
	CIS 321				I	R	P	E	A	P	
<b>A - APPLIES</b> - Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple levels of complexity.	CIS 332				I	R	T, W, P	E	R	T, W, P	
<b>(3) ASSESSMENT / DEMONSTRATION OF LEARNING.</b>											
T - Test / Exams, W - Written / Oral Work, P - Projects											



# Thomas More College

## Curriculum Maps Legend

### 1. OUTCOME STATEMENT (Column 1):

The program outcome is (E) EXPLICITLY or (I) IMPLICITLY stated in the course syllabus as being one of learning outcomes for this course.

### 2. LEVEL OF CONTENT DELIVERY (Column 2):

(I) INTRODUCES- Students are not expected to be familiar with the content or skill at the collegiate or graduate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and an entry-level complexity.

(E) EMPHASIZES- Students are expected to possess a basic knowledge and familiarity with the content or skills at the collegiate or graduate level. Instruction and learning concentrates on enhancing and strengthening knowledge, skills, and expanding complexity.

(R) REINFORCES- Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity.

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

### 3. DEMONSTRATION OF LEARNING (Column 3):

Students are asked to demonstrate their learning on the outcome through tests (T), written work (W), oral presentations (O), and/or projects (P) and are provided with formal feedback. In some cases, individual departments have tailored this legend to include discipline-specific learning outcomes.