Department of Natural Sciences
Dr. George Ude, Chair

Five-Year Bioinformatics Program Assessment Plan

March 23, 2021

Program Goals

I. Provide education in the various fields of Bioinformatics that will produce graduates capable of effectively participating in the workforce in the bioinformatics field

II. Provide a broad knowledge of the structure and function of macromolecules in biological systems

III. Understand and apply experimental and computational tools developed to understand and model the biology of macromolecules

IV. Identify the role of bioinformatics in biotechnology, medicine and pharmaceutical development, while recognizing the ethical implications of bioinformatics on society at large

V. To provide education that will prepare students to seek advanced graduate learning or certification in Bioinformatics or related fields.

Student Learning Objectives for the Bioinformatics Program

1. Explain how the fundamental concepts in modern biology, chemistry, physics and mathematics, apply to biological systems at the cellular and molecular level

2. Apply the principles of inheritance and genomics to biological systems.

3. Interpret biological, medical and “omics dimension” databases by using computational and machine learning tools and techniques.

4. Describe the fundaments of computation at use in modern Bioinformatics

5. Learn and apply the fundamental laboratory techniques used in modern chemistry, genetics, cell and molecular biology

6. Demonstrate fluency in the interpretation and meaningful criticism of contemporary biological, biomedical and bioinformatics research topics as reported in the primary research literature.

7. Recognize the role of bioinformatics in biotechnology, medicine and pharmaceutical development, and the ethical implications of bioinformatics (and information technology) on society at large

8. Communicate technical material effectively to lay and scientific audiences

The Learning Objectives served as the basis for the creation of a curriculum map. Curriculum mapping was based on Spring and Fall 2019 syllabi in Core courses in the Bioinformatics Program.

Bachelors in Science in Bioinformatics Program Outcomes	Course names & #'s	BIOL102- Introduction to Biology	BIOL209 General Genetics	BIOL309 Microbiology I	BIOL313 Cell Biology	BIOL303 Molecular Biology	BIOL324 Introduction to Bioinfromatics	BIOL421 Bininfromatics	CHEM107 General Chemistry I	CHEM108 General Chemistry II	CHEM201 Organic Chemistry I	CHEM202 Organic Chemistry II	CHEM309 Biochemistry I	PHYS353 Physics for Bioinformatcs	COSC112 Computer Sceince I	COSC113 Computer Sciences II	COSC214 Data Structure and Algorhytms	COSC473 Artiificial Inteligence	MATH150 Honors Pre-Calculus	MATH155 Introduction to Pobability and Statistics	MATH225 Claculus I	MATH226 Calculus II	MATH228 Linear Algebra
	Course units	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	3	4	4	3
Explain how the fundamental concepts in modern biology, chemistry, physics and mathematics, apply to biological systems at the cellular and molecular level	"I" , "A" or "M"	I	I	M	A	A	M	A	I	I	I	M	M	I					I	I	M	M	M
Apply the principles of inheritance and genomics to biological systems.	"I" , "A" or "M"	I	A	A			M	M															
Interpret biological, medical and "omics dimension " databases by using computational and machine learning tools and techniques	"I" , "A" or "M"		I			A	A	A															
Describe the fundaments of computation at use in modern Bioinformatics	"I" , "A" or "M"						I	A							I	A	A	M					
Learn and apply the fundamental laboratory techniques used in modern chemistry, genetics, cell and molecular biology	"I" , "A" or "M"		I	A	A	A		A	I	I	I	A		A									
Demonstrate fluency in the interpretation and meaningful criticism of contemporary biological, biomedical and bioinformatics research topics as reported in the primary research literature.	"I" , "A" or "M"	I	I	A	A	A	A	A			I	I	M	A				A					
Recognize the role of bioinformatics in biotechnology, medicine and pharmaceutical development, and the ethical implications of bioinformatics (and information technology) on society at large	"I" , "A" or "M"		I	I	A	A	A	M							I	A	A	M					
Communicate technical material effectively to lay and scientific audiences	"I" , "A" or "M"	I	I	M	M	M	M	M				A	M	A	I	A	A	M				A	A
Achievement level baseline: "I" for introductory; "A" for advanced; "M" for mastery																							

Assessment Plan For Student Learning Objectives 2020-2025

The Bioinformatics program primary goal is to provide a well-rounded education in general bioinformatics that will enable graduates to pursue careers in bioinformatics, biotechnology and biomedical fields or be competitive applicants to graduate/professional academic programs. To achieve this goal, this assessment plan will focus on (1) Review alignment of program goals, program learning outcomes and core course learning outcomes to ensure consistency and alignment (2) Identify instruction concepts /areas were significant overlap and/or where gaps exist, and (3) Strengthen and standardize Direct and Indirect Assessment Measures of student learning course, program levels to ensure effective teaching and learning.

These goals are on alignment with the department's current mission and goals as well as with Bowie State University's three strategic priorities of ensuring Academic Excellence, Student Success and Viability of the University.

(1) Review alignment of program goals, program learning outcomes and core course learning outcomes to ensure consistency and alignment:

- Review and ensure alignment between program goals and program learning outcomes
- Review core course syllabi to ensure that course learning outcomes align with program learning outcomes
- Review core course syllabi to ensure a clear presentation of course learning objectives and student learning outcomes.

(2) Identify instruction concepts /areas were significant overlap and/or where gaps exist:

- Review the bioinformatics undergraduate programs at other institutions in the country to ensure competitiveness and relevance
- Develop new courses that address existing instructional gaps
- Review laboratory instruction (for all courses offering a laboratory component) across core courses and prepare laboratory skill maps to identify overlaps /gaps in instruction of contemporary laboratory methods/technologies.
- Assess the gaps in 300- and 400-level program elective courses topics compared to similar programs at other institutions

(3) Strengthen and standardize direct and indirect assessment measures of student learning:

- Develop rubrics for course-level, written reports, laboratory reports/projects, oral presentations and scientific literacy assignments (DIRECT)
- Use a standardized form to collect student learning assessment data or all core courses (DIRECT)
- Develop pre- and post- tests for core courses curriculum: (DIRECT)
- Assess number of students participating in extramural internships (INDIRECT)
- Collect data on intramural and extramural student presentations at research forums (INDIRECT)
- Develop student perception surveys at the freshman, sophomore, junior and senior levels (INDIRECT).
- Collect graduate/professional school application and placement rates (INDIRECT).
- Review student transcripts to determine patterns and trends in course selection and course outcomes (INDIRECT).
- Develop alumni surveys to (INDIRECT).

2020-2025 Assessment Proposed Timeline

Year 1	Task	Responsible Party
	• Review and ensure alignment between program goals and program learning outcomes • Review core course syllabi to ensure that course learning outcomes align with program learning outcomes • Review core course syllabi to ensure a clear presentation of course learning objectives and student learning outcomes. • Review bioinformatics undergraduate programs at other institutions in the country to ensure competitiveness and relevance	• Bioinformatics program committee • All faculty • All faculty • Dr. Karnati and departmental curriculum committee
Year 2	**Task**	**Responsible Party**
	• Update core course content to address existing instructional gaps • Review laboratory instruction across core courses and prepare laboratory skill maps to identify areas of overlaps /gaps in instruction of contemporary laboratory methods/technologies exist. • Develop rubrics for course-level, written reports, laboratory/projects reports, oral presentations and scientific literacy assignments (DIRECT)	• All faculty and department curriculum committee • All faculty and Bioinformatics program committee • All faculty
Year 3	**Task**	**Responsible Party**
	• Use a standardized form(s) to collect student learning assessment data or all core courses (DIRECT) • Develop pre- and post- tests for core courses curriculum: (DIRECT) • Assess the gaps in 300- and 400-level program elective course topic compared to undergraduate bioinformatics programs at similar institutions	• All faculty and department assessment committee • All faculty and department curriculum committee • All faculty

Year 4	Task	Responsible Party
	• Develop/ modify content in 300 and 400 level program electives to align with trends in the bioinformatics field • Assess number of students participating in extramural internships (INDIRECT) • Collect data on intramural and extramural student presentations at research forums (INDIRECT)	• All faculty and department curriculum committee • All faculty and department assessment committee • Department assessment committee
Year 5	**Task**	**Responsible Party**
	• Develop and deploy student perception surveys at the freshman, sophomore, junior and senior levels (INDIRECT). • Collect graduate/professional school application and placement rates (INDIRECT). • Review student transcripts to determine patterns and trends in course selection and course outcomes (INDIRECT). • Develop and deploy alumni surveys (INDIRECT).	• Department assessment committee • Department assessment committee • Department assessment committee • Department assessment committee

Department of Natural Sciences
Dr. George Ude, Chair

Five-Year Biology Program Assessment Plan

December 31, 2020

Lucia Santacruz. PhD

Program Goals

I. To equip students with a broad yet strong conceptual foundation in the biological sciences

II. To equip students with technical and analytical skills employed in modern cutting-edge biological research

III. To equip students with the skill of developing hypotheses and design approaches to evaluate information in biology

IV. To equip students with an understanding of the role of science in society and the ethical conduct of research and science.

V. To provide students with opportunities for competency in communicating the findings of biological research effectively and to incorporate these findings into the existing body of knowledge in biology.

VI. To equip students to undertake postgraduate training in the biological sciences or to embark upon careers in the biological sciences

Learning Objectives for Core Competencies and Disciplinary Practice

The Biology program goals and student learning objectives are based on the "Vision and Change" document that has been used widely to redesign college-level biology classes and programs. The "Vision and Change" was developed from input from over 200 Biology instructors. Similarly, the "Core Competencies and Disciplinary Practice" are based on the "BioSkills Guide," also reviewed by over 200 Biology instructors

Learning Objectives for Core Concepts for Biological Literacy

1. Explain how phylogenetic relationships demonstrate relatedness and ancestry of living things.

2. Explain how species evolve over time by processes of mutation, selection, and genetic change.

3. Explain how basic units of structure define the function of all living things.

4. Explain how inherited genetic and epigenetic information influences the location, timing, and intensity of gene expression.

5. Explain how living things have multiple mechanisms to perceive and respond to changing environmental conditions.

6. Explain how the growth and behavior of organisms are activated through the expression of genetic information in context.

7. Explain how a structure's chemical and physical characteristics influence its interactions with other structures, and therefore its function.

8. Explain how natural selection leads to the evolution of structures that tend to increase fitness within the context of evolutionary, developmental, and environmental constraints.

9. Explain how biological systems grow and change by processes based upon chemical transformation pathways and are governed by the laws of thermodynamics.

10. Explain how biological molecules, genes, cells, tissues, organs, individuals, and ecosystems interact to form complex networks where changes in one component can impact other components.

11. Explain how organisms have complex systems that integrate internal and external information, incorporate feedback control, and allow them to respond to changes in the environment.

Learning Objectives for Core Competencies and Disciplinary Practice

1. Students will have the ability to:

2. Apply the process of science to biological questions.

3. Use quantitative reasoning including basic mathematics, graphing, and statistics to analyze biological data.

4. Use modeling and simulation to predict, make inferences about, solve problems, and communicate scientific data.

5. Apply biological knowledge to problems in other STEM disciplines and multiple fields of biology.

6. Communicate and collaborate with others who may have diverse backgrounds, skill sets, and perspectives within and external to biological disciplines.

7. Use scientific reasoning to critically analyze the impact of historical, cultural, political, ethical, and technological factors on the practice and conduct of science.

These Learning Objectives served as the basis for the creation of a curriculum map. Curriculum mapping was based on Spring and Fall 2019 syllabi in Core courses in the Biology Program Each learning outcomes is addressed by at least 4 separate courses within the program.

Undergraduate Biology Program Program Level Learnin Outcomes	BIOL 102: Introductory Biology	BIOL 103: General Zoology	BIOL 105: General Botany	CHEM 107: General Chemistry I	CHEM 108: General Chemistry II	CHEM 201: Organic Chem I	CHEM 202: Organic Chem II	BIOL 209: General Genetics	PHYS 251: General Physics I	PHYS 252: General Physics II	BIOL 303: Molecular Biology	BIOL 309: Microbiology I	CHEM 309: Biochemistry	BIOL 313: Cell Biology	BIOL 402: General Physiology	BIOL 403: Biology Seminar
Core Concepts for Biological Literacy																
Explain how phylogenetic relationships demonstrate relatedness and ancestry of living things.	I	I	I								A	A		A		
Explain how species evolve over time by processes of mutation, selection, and genetic change.	I	I	I					A			A					
Explain how basic units of structure define the function of all living things.	I	I	I					A			A	A	A	A	A	
Explain how inherited genetic and epigenetic information influences the location, timing, and intensity of gene expression.	I							A			M					
Explain how living things have multiple mechanisms to perceive and respond to changing environmental conditions.	I	I	I											A	M	
Explain how the growth and behavior of organisms are activated through the expression of genetic information in context.								I			A	I		I		
Explain how a structure's chemical and physical characteristics influence its interactions with other structures, and therefore its function.	I'			I	I	A	A					M	M	M	M	
Explain how natural selection leads to the evolution of structures that tend to increase fitness within the context of evolutionary, developmental, and environmental constraints.	I	I	I					A				A		A		
Explain how biological systems grow and change by processes based upon chemical transformation pathways and are governed by the laws of thermodynamics.	I								A	M		A	M	A		
Explain how biological molecules, genes, cells, tissues, organs, individuals, and ecosystems interact to form complex networks where changes in one component can impact other components.	I	I	I					A			M	M	M	M	M	
Explain how organisms have complex systems that integrate internal and external information, incorporate feedback control, and allow them to respond to changes in the environment.	I	I	I					A			A	M	A	M	M	
Core Competencies and Disciplinary Practices																
Apply the process of science to biological questions.	I		I					A			M	M	M	M		
Use quantitative reasoning including basic mathematics, graphing, and statistics to analyze biological data.			I	I	I	A	A	A			A	A	A	A		
Use modeling and simulation to predict, make inferences about, solve problems, and communicate scientific data.			I					I			I					
Apply biological knowledge to problems in other STEM disciplines and multiple fields of biology.								I	I		A	A	A	A	A	
Communicate and collaborate with others who may have diverse backgrounds, skill sets, and perspectives within and external to biological disciplines.	I		I			I	I	A			A	A		A		M
Use scientific reasoning to critically analyze the impact of historical, cultural, political, ethical, and technological factors on the practice and conduct of science.			I					A			A	M		M		M
Achievment level key:																
I : Introductory																
A: Advanced																
M: Mastery																

Assessment Plan For Student Learning Objectives 2020-2025

The Biology program primary goal is to provide a well-rounded education in general biology that will enable graduates to pursue careers in biotechnology and biomedical fields or be competitive applicants to graduate/professional academic programs. To achieve this goal, this assessment plan will focus on (1) Review alignment of program goals, program learning outcomes and core course learning outcomes to ensure consistency and alignment (2) Identify instruction concepts /areas were significant overlap and/or where gaps exist, and (3) Strengthen and standardize Direct and Indirect Assessment Measures of student learning course, program levels to ensure effective teaching and learning.

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(1) Review alignment of program goals, program learning outcomes and core course learning outcomes to ensure consistency and alignment:

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(2) Identify instruction concepts /areas were significant overlap and/or where gaps exist:

- Review the biology undergraduate programs at other institutions in the country to ensure competitiveness and relevance
- Develop new courses that address existing instructional gaps
- Review laboratory instruction across core courses and prepare laboratory skill maps to identify areas of overlaps /gaps in instruction of contemporary laboratory methods/technologies exist.
- Assess the gaps in 300- and 400-level program elective courses topics compared to similar institutions and core competencies

(3) Strengthen and standardize Direct and Indirect Assessment Measures of student learning:

- Develop rubrics for course-level, written reports, laboratory reports, oral presentations and scientific literacy assignments (DIRECT)
- Use a standardized form to collect student learning assessment data or all core courses (DIRECT)
- Develop pre- and post- tests for core courses curriculum: (DIRECT)
- Assess number of students participating in extramural internships (INDIRECT)
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- Develop student perception surveys at the freshman, sophomore, junior and senior levels (INDIRECT).
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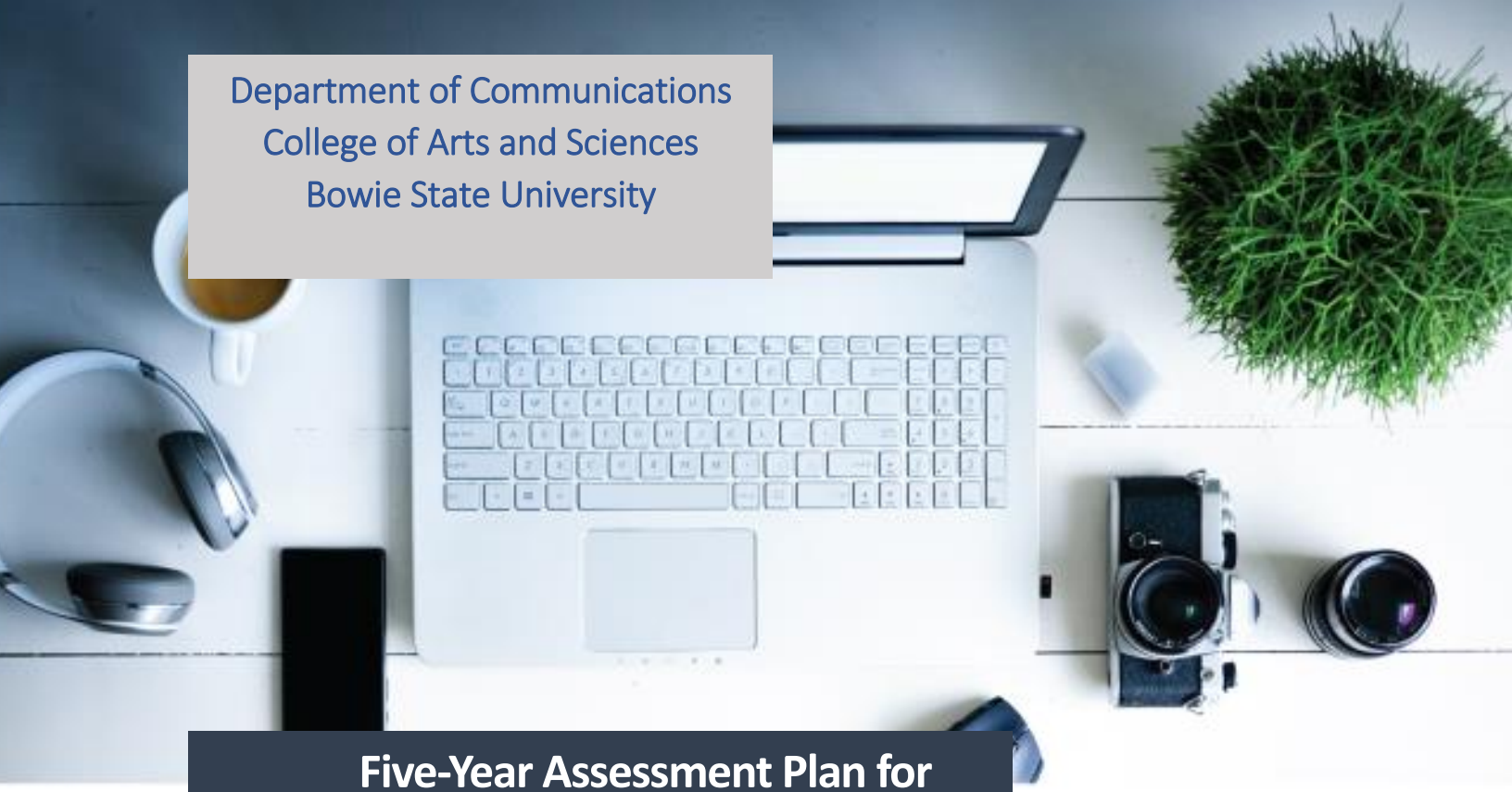
- Review student transcripts to determine patterns and trends in course selection and course outcomes (INDIRECT).
- Develop alumni surveys to (INDIRECT).

2020-2025 Assessment Proposed Timeline

Year 1	Task	Responsible Party
	• Review and ensure alignment between program goals and program learning outcomes • Review core course syllabi to ensure that course learning outcomes align with program learning outcomes • Review core course syllabi to ensure a clear presentation of course learning objectives and student learning outcomes. • Review the biology undergraduate programs at other institutions in the country to ensure competitiveness and relevance	• Drs, Ude and Santacruz • All faculty • All faculty • Dr. Ude and departmental curriculum committee
Year 2	**Task**	**Responsible Party**
	• Update core course content to address existing instructional gaps • Review laboratory instruction across core courses and prepare laboratory skill maps to identify areas of overlaps /gaps in instruction of contemporary laboratory methods/technologies exist. • Develop rubrics for course-level, written reports, laboratory reports, oral presentations and scientific literacy assignments (DIRECT) .	• All faculty and department curriculum committee • All faculty and department curriculum committee • All faculty
Year 3	**Task**	**Responsible Party**
	• Use a standardized form(s) to collect student learning assessment data or all core courses (DIRECT) • Develop pre- and post- tests for core courses curriculum: (DIRECT) • Assess the gaps in 300- and 400-level program elective course topic compared to similar institutions and core competencies	• All faculty and department curriculum committee • All faculty and department curriculum committee • All faculty

Year 4	Task	Responsible Party
	• Develop/ modify content in 300 and 400 level program electives to align with biotechnology/biomedical trends • Assess number of students participating in extramural internships (INDIRECT) • Collect data on intramural and extramural student presentations at research forums (INDIRECT)	• All faculty and department curriculum committee • All faculty and department curriculum committee • Department assessment committee
Year 5	Task	Responsible Party
	• Develop and deploy student perception surveys at the freshman, sophomore, junior and senior levels (INDIRECT). • Collect graduate/professional school application and placement rates (INDIRECT). • Review student transcripts to determine patterns and trends in course selection and course outcomes (INDIRECT). • Develop and deploy alumni surveys (INDIRECT).	• Department assessment committee • Department assessment committee • Department assessment committee • Department assessment committee



Department of Communications
College of Arts and Sciences
Bowie State University

Five-Year Assessment Plan for Student Learning Outcomes B.A., B.S. Communications 2019-2024

MISSION

Bowie State University's Department of Communications' mission is to educate, mentor, and prepare students of diverse cultural backgrounds for successful careers in traditional and new media fields, including broadcast journalism, public relations, print journalism, emerging media, and graduate studies in organizational communications. We enhance students' analytical and critical thinking skills, leadership abilities, and oral and written communications skills that are mandatory in order to meet the challenges of a global society. The Department extends its mission to the entire student population through its oral communications and public speaking courses as part of Bowie State University's general education requirements.

The Department of Communications draws upon the rich history of Historically Black Colleges and Universities (HBCU) to foster minority contributions in professional communications. Our faculty members have professional experience in communications and are engaged in cutting edge, innovative and scholarly research that enhances their teaching in the classroom.

Bowie State University is strategically positioned in the Washington-Baltimore corridor, which allows the Department to draw upon a rich resource of professional and academic expertise. We engage students by providing opportunities for them to achieve the highest level of excellence in professional communications.

GOALS

1. To provide education in the various fields of communications that will produce graduates capable of assuming leadership roles in their respective fields of study.

2. To produce well-informed individuals who are able to cope with rapid social and technological changes within our society and to access information, evaluate it critically, and codify it into effective messages for various audiences.

3. To provide continuing education for professional development and personal enrichment of practicing professionals.

4. To provide education that will prepare students to seek additional graduate learning or certification in professional communications.

Though each concentration focuses on different aspects of communications, every graduate leaves the undergraduate program with real-world experience and the deep understanding of core concepts that employers require. Successful students will:

- Demonstrate mastery of oral and written communication skills, including public speaking, editing and copywriting.
- Demonstrate the ability to analyze and organize information into effective messages for specific audiences.
- Demonstrate the ability to recognize and adapt to technological shifts in the way the public accesses information.
- Articulate an understanding of the power of mass media and its influence on society.

DESCRIPTION OF THE DEPARTMENT

The Department curricula lead to a BA/BS degree in Communications with concentrations in Broadcast Journalism, Emerging Media, Print Journalism, and Public Relations. Majors must earn a grade of "C" or better in all required communications courses, as well as all courses in the student's chosen minor. Students who wish to earn a BA degree are required to complete 12 semester hours in a foreign language in addition to other requirements. To earn a BA/BS degree in Communications, the student must successfully complete a minimum of 120 semester hours.

Undergraduate programs within the Department prepare students for entry into the communications professions and for subsequent graduate or advanced study. From on-air personalities to public relations executives to major metropolitan print journalists, Bowie State University graduates have found success in a variety of exciting fields. With a bachelor's degree in Communications, your career options include, but aren't limited to:

- Advertising account executive
- Broadcaster
- Copywriter
- Communication director

- Editor
- Event promoter
- Journalist
- Market research analyst
- Media buyer
- Media planner
- News analyst
- News director
- Press secretary
- Producer
- Public relations manager
- Publicist
- Radio programming director
- Reporter
- Social media coordinator
- Speechwriter
- Sportscaster
- Television host
- Videographer
- Web content specialist

STUDENT LEARNING OUTCOMES

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;

5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply tools and technologies appropriate for the communications professions in which they work.

MEASURES OF UNDERGRADUATE STUDENT LEARNING

In keeping with ACEJMC standards and best practices, the undergraduate program uses both direct and indirect course-, program- and institution-level assessment measures:

	Direct Measures	Indirect Measures
Course	• Course and homework assignments • Exams, tests and quizzes • Research papers and reports • Class discussion participation • Rubrics for writing, oral presentations, and creative works • Pre- and post-tests • Public Relations Plans • Multimedia Projects	• Student course evaluations • Mid-term and final exam reviews and sample tests • Number of student hours spent on internship • Communications professionals' feedback during and following class visits
Program	• Capstone projects (Strategic Public Relations, Advanced Newswriting, Metro Lab News, Digital Radio Production, Digital Publicity Techniques) • Student conference presentations and poster sessions • Internship Supervisor Surveys • Internship Student Surveys • Internship Agreement Form (placement, hours, tasks)	• Registration and course enrollment information • Department or program external review reports • External reviewers
Institutional	• Self-reflections on what students have learned related to institutional-level communications service-learning programs such as: • BSU-TV • WBSU Bulldog Radio	• Annual reports that include recruitment, retention and graduation rates information

	• PRSSA • SPR Group • Spectrum Online Newspaper • FLOW Student Magazine	• Faculty interaction with prospective and current students at: • Open House • Graduate Open House • Transfer Student Sessions • Exploring Majors Fair

ASSESSMENT PLAN FOR STUDENT LEARNING OUTCOMES 2019-2024

As the Department of Communications embarks on the next five years, its primary goal is to earn accreditation for its undergraduate program from the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). To achieve this goal, faculty will focus their efforts on (1) aligning the department's curriculum to ACEJMC student learning outcomes and (2) strengthening its direct and indirect assessment measures at the course, program and institutional levels to ensure effective teaching and learning. This goal is aligned with the department's current mission and goals as well as with Bowie State University's three strategic priorities: Academic Excellence, Student Success and Viability of the University.

(1): Align Curriculum to ACEJMC Student Learning Outcomes

Objectives:

- Review all syllabi to ensure a clear presentation of course ACEJMC student learning outcomes and learning objectives.
- Combine Media Ethics and Broadcast Law Administration and Policy courses into a single course.
- Develop new courses that address advances in the field.
- Develop a common syllabus for Oral Communications and Public Speaking.
- Develop a pre-internship course as a prerequisite for COMM 438 Internship and Seminar.
- Review communications undergraduate programs at other institutions to remain competitive and relevant.
- Review and adopt new production technology and teaching technology.

(2): Strengthen Direct and Indirect Assessment Measures

Objectives:

- Develop rubrics for course-level homework assignments, multimedia projects, television projects, radio projects, video editing projects, news and feature articles and portfolios. (DIRECT)
- Develop pre- and post- tests for Communications core curriculum: Oral Communications, Public Speaking, Introduction to Mass Communications, Media Ethics, and Communications Law (DIRECT)
- Review and adopt assessment software programs (DIRECT and INDIRECT)
- Assess number of student hour spent on homework (INDIRECT)
- Assess number of student hours spent at intellectual or cultural activities related to a course (INDIRECT)
- Set up focus groups interviews with students, faculty and/or internship supervisors to close "professional" perception gap (INDIRECT).
- Develop alumni surveys (INDIRECT).
- Develop student perception surveys (INDIRECT).
- Assess the proportion of 300- and 400-level courses compared to other institutions (INDIRECT).
- Collect graduate school placement rates at Bowie State and other institutions (INDIRECT).
- Review student transcripts to determine patterns and trends in course selection and grading (INDIRECT).

2019-2024 Five-Year Estimated Timeline

YEAR 1	Task	Responsible Party
	• Review all syllabi to ensure a clear presentation of course ACEJMC Student Learning Outcomes and Learning Objectives. • Combine Media Ethics and Broadcast Law Administration and Policy courses into a single course. • Develop a common syllabus for Oral Communications and Public Speaking. • Develop a pre-internship course as a prerequisite for COMM 438 Internship and Seminar.	• All Faculty • Ellis • Krishnasamy, Dunn-Square • Daniel
YEAR 2	**Task**	**Responsible Party**
	• Review of communications undergraduate programs at other institutions to remain competitive and relevant. • Develop new courses that address new advances in the field. • Review and adopt new production technology and teaching technology.	• Haynes • All Faculty • Thomas, Dunn-Square
YEAR 3	**Task**	**Responsible Party**
	• Develop rubrics for course-level homework assignments, multimedia projects, television projects, radio projects, video editing projects, news and feature articles and portfolios. (DIRECT) • Develop pre- and post- tests for Communications core curriculum: Oral Communications, Public Speaking, Introduction to Mass Communications, Media Ethics, and Communications Law (DIRECT). • Review and adopt assessment software programs (DIRECT and INDIRECT).	• All Faculty • All Faculty • Haynes, Daniel
YEAR 4	**Task**	**Responsible Party**
	• Assess number of student hour spent on homework (INDIRECT) • Assess number of student hours spent at intellectual or cultural activities related to a course (INDIRECT). • Set up focus groups interviews with students, faculty and/or internship supervisors to close “professional” perception gap. • Develop alumni surveys (INDIRECT). • Develop student perception surveys (INDIRECT).	• Onuzulike • Ellis • Thomas, Dunn-Square, Daniel • Haynes, Daniel • Daniel, Thomas
YEAR 5	**Task**	**Responsible Party**
	• Assess the proportion of 300- and 400-level courses compared to other institutions (INDIRECT). • Collect graduate school placement rates (INDIRECT). • Review student transcripts to determine patterns and trends in course selection and grading.	• Onuzulike • Krishnasamy, Cubbage, Onuzulike • Haynes

Academic Program

Five-Year Assessment Plan

Spring 2020 – Spring 2025

Name of Program: BS Computer Science

Name of Contact Person: Rose Shumba, Chair and Professor, Computer Science Department

Program Goals:

Students will:

1. Apply theoretical principles and practical tools and techniques in computing to solve real-world problems.
2. Communicate effectively orally and in writing, as an individual and as a member of a team.
3. Become professionally employed and/or enrolled in advanced graduate studies in Computer Science or a related area.

Program Learning Outcomes

Graduates of the Computer Science Program will, by the time of graduation, have the following knowledge, abilities, and appreciation of professional standards.

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Expected Learning Outcomes	**Courses and/or experiences in which this outcome can be achieved**	**Instrument(s)**	**Frequency**	**Results of assessments* (when and what?)**	**How results are used for improvement (when and what?)**
1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	COSC 112, 113, 214, 465, 495	Programming lab assignments, Projects and class exercises, exams,	Weekly, throughout the semester	Each Semester 100% meet expectations	At the beginning of the semester, faculty review previous Course Assessment Reports and Department-approved recommendations for course improvement for courses they are to teach. They plan implementation of the recommendations and the course assessment

2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	COSC 480, 495, 465,428, 370	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	At the beginning of the semester, faculty review previous Course Assessment Reports and Department-approved recommendations for course improvement for courses they are to teach. They plan implementation of the recommendations and the course assessment
3. Communicate effectively in a variety of professional contexts.	COSC 370, 414, 480, 495	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	At the beginning of the semester, faculty review previous Course Assessment Reports and Department-approved recommendations for course improvement for courses they are to teach. They plan implementation of the recommendations and the course assessment

4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	COSC 113, 370	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	At the beginning of the semester, faculty review previous Course Assessment Reports and Department-approved recommendations for course improvement for courses they are to teach. They plan implementation of the recommendations and the course assessment
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	COSC 112, 113, 214, 465, 480, 495	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester 100% meet expectations	At the beginning of the semester, faculty review previous Course Assessment Reports and Department-approved recommendations for course improvement for courses they are to teach. They plan implementation of the recommendations and the course assessment
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.	COSC 112, 113, 465,	Assignments Projects Exams Research Papers Research Presentations	End of the semester	100% meet expectations Every semester	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

Yearly Timeline of the Assessment Plan

Year 1: Preparing for the ABET Accreditation

Year 2: Collect some artifacts for ABET and contribute to the writing of the self-study report, and prepare for ABET visit.

Year 3: Review our program goals to ensure that they still align with the industry needs.

Year 4: Review existing learning outcomes for effectiveness, appropriateness, and timeliness. Continue year over year analysis. Make adjustments as necessary.

Year 5: Conduct a review of the program goals and learning outcomes across external programs and industry recommendations. Confirm learning outcomes are appropriate and make adjustments as necessary. By year 5, all assessment instruments should be updated. A clearly defined process for evaluation and assessment will become the culture of the department.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	**cosc 112**	**cosc 113**	**cosc 208**	**cosc 214**	**cosc 254**	**cosc 330**	**cosc 350**	**cosc 354**	**cosc 370**	**cosc 414**	**cosc 428**	**cosc 430**	**cosc 465**	**cosc 480**	**cosc 495**
1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	I	R		R									M	M	M
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	I	I		R	R	R		R			R		M	M	M
3. Communicate effectively in a variety of professional contexts.		I	R	R					R				M	M	M
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	I			I		I			R	R			M	M	M
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	I	I		I	I	I	R	M	R	R	R		M	M	M
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.			I			R	R	R		R	M		M	M	M

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program

Five-Year Assessment Plan

Spring 2020 – Spring 2025

Name of Program: Master of Science in Computer Science

Name of Contact Person: **Sharad Sharma, Ph.D.**, Program Coordinator

Program Educational Objectives (PEO)/Goals:

1. Students must acquire both a conceptual and operational understanding of the following core areas of computer science.
2. Students must acquire both a conceptual and operational understanding of at least one of the following emphasis areas.
3. Students will become proficient in the following skills at a level commensurate with graduate work
4. Students will display, via coursework and research, the following attitudes and dispositions.

Program Learning Outcomes

1. Demonstrate knowledge and competence in fundamental areas of computer science such as algorithms, design and analysis, computational theory, computer architecture and organization, and software based systems.
2. Demonstrate the analytic skills necessary to effectively evaluate the relative merits of software and computer systems, and algorithmic approaches
3. Demonstrate a breadth of knowledge in a choice of application areas in computer science, including: networks, artificial intelligence, graphics, human computer interfaces, databases, embedded applications, software engineering and development, and information security.
4. Communicate (effectively) in both written and oral forms, especially in areas related to computer science
5. Work productively in team or collaborative settings to achieve common goals or purposes including the ability to lead a team
6. Analyze, evaluate, and synthesize research and apply theoretical ideas to practical settings
7. Apply and understand Computer Science topics in a global context.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Demonstrate knowledge and competence in fundamental areas of computer science such as algorithms, design and analysis, computational theory, computer architecture and organization, and software based systems. 2. Demonstrate the analytic skills necessary to effectively evaluate the relative merits of software and computer systems, and algorithmic approaches	COSC 502, COSC 504, COSC 514, COSC 522, and COSC 528	Midterm Examination Questions, Final Examination Questions, Projects, Quiz and Test Questions, and Project Rubrics	End of each semester	Each Semester meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.
3. Demonstrate a breadth of knowledge in a choice of application areas in computer science, including: networks, artificial intelligence, graphics, operating systems, databases, embedded applications, software engineering and development, and software security.	COSC 531, COSC 631; COSC 585, COSC 685; COSC 561, COSC 661; COSC 573, COSC 673, COSC 518, COSC 618; COSC 514,	Midterm Examination Questions, Final Examination Questions, Quiz and Test Questions, Projects, and Project Rubrics	End of the semester	Each Semester meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

	COSC 614; COSC 541, COSC 641; COSC 523, COSC 623; COSC 535, COSC 635; COSC 565, COSC 665; COSC 545, COSC 645				
4. Communicate (effectively) in both written and oral forms, especially in areas related to computer science 5. Work productively in team or collaborative settings to achieve common goals or purposes including the ability to lead a team 6. Analyze, evaluate, and synthesize research and apply theoretical ideas to practical settings	COSC 665, COSC 696, COSC 697, COSC 698, COSC 522, COSC 504, COSC 528, COSC 565, COSC 585, COSC 514, COSC 719, COSC 729, COSC 731, COSC 735, COSC 750, COSC 819, COSC 829, COSC 831, COSC 887	Midterm Examination Questions, Final Examination Questions, Quiz and Test Questions, Projects, and Project Rubrics	End of the semester	Each Semester meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

7. Apply and understand Computer Science topics in a global context.	COSC 698, COSC 696, COSC 697, COSC 522, COSC 541, COSC 641, COSC 565, COSC 665, COSC 719, COSC 729, COSC 731, COSC 735, COSC 750, COSC 819, COSC 829, COSC 831, COSC 887	Midterm Examination Questions, Final Examination Questions, Projects, Quiz and Test Questions, Project Rubrics, Surveys, and Seminar Evaluations	End of the semester	Each Semester meet expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

Yearly Timeline of the Assessment Plan
Year 1:

- Create an assessment plan and assessment instrument/template for each graduate course for evaluation.
- Create new specialization areas in Data Science with data science relevant courses to equip students with the new technology and give them higher chances to compete to fulfill the needs of stakeholder and industry.
- Revisit and revise (if needed) all the existing specializations the courses alignment with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.
- Develop new courses for the specialization areas if required based on recommendations of reviewers and stakeholders.

Year 2:

- Review results of course-level assessments.
- Compare year one learning outcome results against year zero's comprehensive exam results.

- Modify curriculum or assessments to improve results, data capture, and year-over-year comparisons.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.

Year 3:

- Conduct a review of the updated learning outcomes against program goals, stakeholder recommendations, and reviewers' suggestions.
- Conduct a trend analysis among years zero to three.
- Identify opportunities for improvement, departmental best practices, and alternative assessment approaches.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.

Year 4:

- Review existing learning outcomes for effectiveness, appropriateness, and timeliness.
- Continue year over year analysis.
- Make adjustments as necessary.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.
- Review results of course assessments and compare them with the previous year course assessment and comprehensive exam results.
- Assess the quality of students' research via coursework and research, the following attitudes and dispositions.
    - Confidence in one's own skills and knowledge in the field of Computer Science
    - Desire for continuous and independent learning
    - Appreciation of the dynamic role of computer science in mathematics, science, society, and history
    - Awareness of career opportunities in Computer Science
    - Understanding of the interrelations among various areas of Computer Science

Year 5:

- Conduct a review of the program goals and learning outcomes across external programs and industry recommendations.
- Confirm learning outcomes are appropriate and make adjustments as necessary.
- By year 5, all assessment instruments should be updated.
- A clearly defined process for evaluation and assessment will become the culture of the department.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	**COSC 502 COSC 504 COSC 514 COSC 522 COSC 528**	**COSC 514,614 COSC 518,618 COSC 531,631 COSC 545,645 COSC 561,661 COSC 565 665 COSC 573,673 COSC 585,685**	**COSC 698 COSC 696, COSC 697**	**COSC 719, COSC 729, COSC 731, COSC 735, COSC 750**	**COSC 819, COSC 829, COSC 831, COSC 887,**
1. Demonstrate knowledge and competence in fundamental areas of computer science such as algorithms, design and analysis, computational theory, computer architecture and organization, and software based systems.	I	R	R	M	M
2. Demonstrate the analytic skills necessary to effectively evaluate the relative merits of software and computer systems, and algorithmic approaches	I	R	R	M	M
3. Demonstrate a breadth of knowledge in a choice of application areas in computer science, including: networks, artificial intelligence, graphics, human computer interfaces, databases, embedded applications, software engineering and development, and information security.		R	M	M	M

4. Communicate (effectively) in both written and oral forms, especially in areas related to computer science	I	R	M	M	M
5. Work productively in team or collaborative settings to achieve common goals or purposes including the ability to lead a team		R	M	M	M
6. Analyze, evaluate, and synthesize research and apply theoretical ideas to practical settings	I	R	M	M	M
7. Apply and understand Computer Science topics in a global context		R	M	M	M

Key

I = Introduction of Learning Outcome

R = Reinforcement of Learning Outcome

M = Mastery of Learning Outcomes at Senior Level

Academic Program

Five-Year Assessment Plan

Spring 2020 – Spring 2025

Name of Program: Doctor of Science in Computer Science

Name of Contact Person: **Hoda El-Sayed, D.SC.** Program Director

Program Goals:

Doctor of Science in Computer Science is the highest degree in the computing field which prepares candidates to advance in the field of computer science and to take up positions in academics and research related organizations. Our doctoral program serves to produce up-to-date and experienced professionals in various fields of computer science. This workforce would act as a backbone to the centers of higher learning and research in the country. The objectives to remain actively engaged in this mission are:

1. To prepare candidates for conducting independent research in computer science while ensuring deep knowledge in the area of specialization and a breadth of knowledge in various areas of computer science.
2. To prepare scientific/educational manpower with depth of knowledge and research competence of international level to fill positions in research organizations, industry, universities, and educational institutions.
3. To improve the qualifications, skills and expertise of candidates in order to provide highly competent professionals to various public, private, and international universities and colleges.
4. To gain deeper knowledge of different Computer Science areas such as: Software Engineering, Cyber Security, Security and Networking, Artificial Intelligence, Machine Learning, High-Performance Computing, Image Processing, Virtual Reality and the ability to attain new scientific insights in them.
5. To produce researchers who can advance theory and practice, and enhance the contributions that computer science can make to the larger community.
6. Able to communicate effectively both verbally and in written.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instrument(s)	Frequency	Results of assessments* (when and what?)	How results are used for improvement (when and what?)
1. Make significant intellectual contributions to the body of knowledge in their chosen area and provide innovative solutions to the day-to-day problems faced in their professional careers. 2. Apply relevant theoretical knowledge in the creation of innovative and creative solutions to day-to-day problems.	COSC 614, COSC 618, COSC 631, COSC 645, COSC 665, COSC 673, COSC 719, COSC 729, COSC 731, COSC 735, COSC 750, COSC 819, COSC 829, COSC 831, COSC 887, Selected Topics COSC 890 - 899	Assignments Projects Programs Exams Research Papers Research Presentations Comprehensive Exam	End of each semester	Semester meet Expectations. Results of Comprehensive Exam was 100% End of each academic year	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.
1. Make significant intellectual contributions to the body of knowledge in their chosen area and provide innovative solutions to the day-to-day problems faced in their professional careers. 2. Apply relevant theoretical knowledge in the creation of innovative and creative solutions to day-to-day problems. 3. Conduct empirical research and think analytically. 4. Critically evaluate research studies in order to assess their quality and applicability. 5. Think strategically and critically as a leader.	COSC 819, COSC 829, COSC 831, COSC 887, Selected Topics COSC 890 - 899 Dissertation Courses COSC 900 – COSC 909	Dissertation Proposal Defense Dissertation Defense Dissertation Progress Reports Presentations (Conferences, Seminars, Posters) Workshops Research Projects Papers (Published in Conferences and Journals) Research Papers	End of the semester	Semester meet Expectations Students published at least two conference papers at graduation	course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

6. Demonstrate effective oral and written communications skills. 7. Explain and apply a range of quantitative and qualitative research methods frequently used in research to solve current problems.					
2. Apply relevant theoretical knowledge in the creation of innovative and creative solutions to day-to-day problems. 3. Conduct empirical research and think analytically. 4. Critically evaluate research studies in order to assess their quality and applicability. 7. Demonstrate effective oral and written communications skills. 8. Explain and apply a range of quantitative and qualitative research methods frequently used in research to solve current problems.	COSC 719, COSC 729, COSC 731, COSC 735, COSC 750, COSC 819, COSC 829, COSC 831, COSC 887, Selected Topics COSC 890 – 899	Assignments Projects Exams Research Papers Research Presentations	End of the semester	Each Semester meet expectations Students met expectations	Each course's instrument will be analyzed with a summary report. The instruments and results will be reviewed with faculty and external stakeholders. Additionally, each rubric will be assessed and revised to reflect current best practices.

Program Learning Outcomes

1. Make significant intellectual contributions to the body of knowledge in their chosen area and provide innovative solutions to the day-to-day problems faced in their professional careers.
2. Apply relevant theoretical knowledge in the creation of innovative and creative solutions to day-to-day problems.
3. Conduct empirical research and think analytically.
4. Critically evaluate research studies in order to assess their quality and applicability.
5. Think strategically and critically as a leader.
6. Analyze computer specifications, existing programs, etc. and discern their strengths and weaknesses. In turn, they will be able to make prognoses and prescriptions accordingly.
7. Demonstrate effective oral and written communications skills.
8. Explain and apply a range of quantitative and qualitative research methods frequently used in research to solve current problems.

Yearly Timeline of the Assessment Plan
Year 1:

- Change the format of Qualifying examination which is a method of course-level assessment.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.
- Create new specialization areas in Data Science, Cyber Security, and Cloud Computing to equip students with the new technology and give them higher chances to compete to fulfill the needs of stakeholder and industry.
- Develop new courses for the specialization areas.
- Review results of course assessments and compare them with the previous year course assessment and comprehensive exam results.
- Modify the Knowledge Areas courses (adding and removing courses) based on recommendation of reviewers.
- Review the Comprehensive Exam format.
- Students demonstrate knowledge of theory, principles, and methodologies within their area of expertise.
- Students demonstrate the strong capability to perform original research. Student writes a solid dissertation that confirms mastery of the field and demonstrates the solution to research problems.
- Students are required to have at least two publications in a high-quality referred conferences and/or journals at the degree completion.
- Students' dissertation research are assessed to meet high-quality level standards.

Year 2:

- Review results of course-level assessments. Compare year one learning outcome results against previous year comprehensive exam results.
- Modify curriculum or assessments to improve results, data capture, and year-over-year comparisons.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.
- Review the Comprehensive Exam format.
- Review results of course assessments and compare them with the previous year course assessment and comprehensive exam results.
- Modify the Knowledge Areas courses (adding and removing courses) based on recommendation of reviewers.
- Students demonstrate knowledge of theory, principles, and methodologies within their area of expertise.
- Students demonstrate the strong capability to perform original research. Student writes a solid dissertation that confirms mastery of the field and demonstrates the solution to research problems.
- Students are required to have at least two publications in a high-quality referred conferences and/or journals at the degree completion.
- Graduates of the doctoral program practice lifelong learning and keep themselves up to date with emerging computer science security knowledge.

Year 3:

- Conduct a review of the updated learning outcomes against program goals, stakeholder recommendations, and reviewers' suggestions.
- Conduct a trend analysis to the doctoral program among years one to three. Identify opportunities for improvement, departmental best practices, and alternative assessment approaches.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.
- Review results of course assessments and compare them with the previous year course assessment and comprehensive exam results.
- Students demonstrate knowledge of theory, principles, and methodologies within their area of expertise.
- Students demonstrate the strong capability to perform original research. Student writes a solid dissertation that confirms mastery of the field and demonstrates the solution to research problems.

- Students are required to have at least two publications in a high-quality referred conferences and/or journals at the degree completion.
- Assess students' dissertation research quality and topic.

Year 4:

- Review existing learning outcomes for effectiveness, appropriateness, and timeliness.
- Follow all recommendations from reviewers and complete all necessary changes.
- Review the overall doctoral program and all knowledge area courses, make sure all courses are up to date.
- Conduct a trend analysis to the doctoral program among years one to three. Identify opportunities for improvement, departmental best practices, and alternative assessment approaches.
- Assess the program to make sure that the courses align with the new technology and new updates in the field of Computer Science based on recommendations of reviewers and stakeholders.
- Review results of course assessments and compare them with the previous year course assessment and comprehensive exam results.
- Assess the quality of students' research.

Year 5:

- Conduct a review of the program goals and learning outcomes across external programs and industry recommendations.
- Confirm learning outcomes are appropriate and make adjustments as necessary.
- By year 5, all assessment instruments should be updated. A clearly defined process for evaluation and assessment will become the culture of the department.

Mapping of Expected Learning Outcomes to Courses

Expected Learning Outcomes	**COSC 614, COSC 618, COSC 631, COSC 645, COSC 665, COSC 673**	**COSC 719, COSC 729, COSC 731, COSC 735, COSC 750**	**COSC 819, COSC 829, COSC 831, COSC 887,**	**Selected Topics COSC 890 - 899**	**COSC 900 - 909**
1. Make significant intellectual contributions to the body of knowledge in their chosen area and provide innovative solutions to the day-to-day problems faced in their professional careers. .	I	R	R	M	
2. Apply relevant theoretical knowledge in the creation of innovative and creative solutions to day-to-day problems.	I	R	R	M	
3. Conduct empirical research and think analytically.		I	R	M	M
4. Critically evaluate research studies in order to assess their quality and applicability.		I	R	M	M
5. Think strategically and critically as a leader.		I	R	M	M

6. Analyze computer specifications, existing programs, etc. and discern their strengths and weaknesses. In turn, they will be able to make prognoses and prescriptions accordingly.		I	R	M	M
7.Demonstrate effective oral and written communications skills.		I	R	M	M
8.Explain and apply a range of quantitative and qualitative research methods frequently used in research to solve current problems.		I	R	M	

Key
I = Introduction of Learning Outcome
R = Reinforcement of Learning Outcome
M = Mastery of Learning Outcomes at Senior Level

Bowie State University

College of Arts & Sciences

Five-Year Assessment Plan ~ 2020-2025

Name of Program: Computer Technology

Name of Contact Person: Dr. Lethia Jackson, Chair and Professor, Department of Technology & Security

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Program Goals

Students will:

(1) apply core theoretical computer technological principles and security tools to solve real-world problems.

(2) communicate effectively orally and in writing, as an individual and as a member of a group or team.

(3) become professionally employed and/or enrolled in advanced certifications and/or graduate studies in Computer Technology or related Cyber Defense area.

Program Learning Outcomes

(a) Apply theoretical principles and practical tools through programming and other techniques to analyze and solve real-world problems. Acquire knowledge of mathematical, scientific and programming foundations, current concepts and practices in core information technologies and the ability to apply this knowledge to analyze a problem, define computing requirements for its solution, integrate best practices and standards and their application, and design a practical solution.

(b) Students will demonstrate knowledge of computer hardware architectures and software systems and acquire the ability to use development principles to analyze user needs; design, select, create and integrate into the user environment a computer-based system and evaluate and administer the solution.

(c) Students will demonstrate the ability to perform effectively to solve a problem as a member of a team.

(d) Students will examine the need for professional standards and evaluate ethical, legal, security and societal issues in computing with the ability to analyze the impact of computing practices on society.

(e) Students will construct, organize and formulate effective communication, orally and in writing.

(f) Students will recognize the need to pursue life-long professional development and demonstrate an ability to update practices and skills to remain current in computing.

Assessment of Process

Program Learning Outcomes will be assessed in required introductory and intermediate courses as indicated in Table 1 below.

Table 1: Program Learning Outcomes Assessed Required Introductory and Intermediate Course(s)

Program Learning Outcomes	Introductory Course(s) and/or Educational Experience(s) Supporting Outcome	Intermediate Course(s) and/or Educational Experience(s) Supporting Outcome
1. Students will apply theoretical principles and practical tools through programming and other techniques to analyze and solve real-world problems. knowledge of mathematical, scientific and programming foundations, current concepts and practices in core information technologies, and the ability to apply this knowledge to analyze a problem, define computing requirements for its solution, integrate best practices and standards and their application, and design a practical solution.	Core computing courses: COSC 111 or CTEC 114, COSC 112, COSC 113, CTEC 222, CTEC 226, CTEC 294 (20credits) MATH 240 (3 credits) Science courses (7 – 8 credits)	Core computing courses: COSC 208, COSC 214, CTEC 214, CTEC 302 (14 credits) MATH 215 (4 credits)
2. Students will demonstrate knowledge of computer hardware architectures and software systems, and the ability to use development principles to analyze user needs; design, select, create and integrate into the user environment a computer-based system; and evaluate and administer the solution.	Core Computing Courses: COSC 111 or CTEC 114, COSC 112, COSC 113, CTEC 222, CTEC 226, CTEC 294	Core computing Courses: COSC 208, COSC 214, CTEC 214, CTEC 302
3. Students will demonstrate the ability to perform effectively to solve a problem as a member of a team.	COSC 112	COSC 113, CTEC 214
4. Students will examine the need for professional standards and evaluate ethical, legal, security and societal issues in computing, with the ability to analyze the impact of computing practices on society	COSC 111, COSC 112	COSC 113, CTEC 214
5. Students will construct, organize and formulate effective communication, orally and in writing.	COSC 111, COSC 112	COSC 113, CTEC 214
6. Students will recognize the need to pursue life-long professional development, and demonstrate an ability to update practices and skills to remain current in computing.	Internships	CTEC 410

Assessment Instruments, Frequency, Results and Continuous Improvement

Table 2 below indicates the assessment cycle that the Program Learning Outcomes (PLOs) will be evaluated during either the fall or spring semester during an Academic Year (AY). Outcomes (1), (2), and (3) will be assessed during the fall semesters of AY 2020 - 2025. Outcomes (4), (5), and (6) will be assessed during the spring semesters of AY 2021 – 2025. Results from the instruments used to collect data on the PLOs will be tabulated and analyzed to identify and document core strengths, weaknesses, opportunities and challenges to enhance the assessment cycle and process to enhance the continuous improvement of the CTEC Program assessment process.

Table 2: Program Learning Outcomes (PLOs) Assessment Cycle During an Academic Year (AY)

Program Learning Outcomes (PLOs)	Instrument(s)	Frequency	Results of Assessment (When and What?)	How results used for Continuous Improvement (when and what?)
1. Students will apply theoretical principles and practical tools through programming and other techniques to analyze and solve real-world problems. knowledge of mathematical, scientific and programming foundations, current concepts and practices in core information technologies, and the ability to apply this knowledge to analyze a problem, define computing requirements for its solution, integrate best practices and standards and their application, and design a practical solution.	Selected test and exam questions	Fall 2020, 2021, 2022, 2023, 2024, & 2025	Spring 2021, 2022, 2023, 2024, & 2025	Instrument data and assessment tools will be tabulated and analyzed for core strengths, weaknesses, opportunities and challenges enhance the assessment process.

2. Students will demonstrate knowledge of computer hardware architectures and software systems, and the ability to use development principles to analyze user needs; design, select, create and integrate into the user environment a computer-based system; and evaluate and administer the solution.	Final Project Rubric	Fall 2020, 2021, 2022, 2023, 2024, & 2025	Spring 2021, 2022, 2023, 2024, & 2025	Instrument data and assessment tools will be tabulated and analyzed for core strengths, weaknesses, opportunities and challenges enhance the assessment process.
3. Students will demonstrate the ability to perform effectively to solve a problem as a member of a team.	Selected test and exam questions	Fall 2020, 2021, 2022, 2023, 2024, & 2025	Spring 2021, 2022, 2023, 2024, & 2025	Instrument data and assessment tools will be tabulated and analyzed for core strengths, weaknesses, opportunities and challenges enhance the assessment process.
4. Students will examine the need for professional standards and evaluate ethical, legal, security and societal issues in computing, with the ability to analyze the impact of computing practices on society	Program surveys and questionnaires	Spring 2021, 2022, 2023, 2024, & 2025	Fall 2021, 2022, 2023, 2024, & 2025	Instrument data and assessment tools will be tabulated and analyzed for core strengths, weaknesses, opportunities and challenges enhance the assessment process.
5. Students will construct, organize and formulate effective communication, orally and in writing.	Selected test and exam questions	Spring 2021, 2022, 2023, 2024, & 2025	Fall 2021, 2022, 2023, 2024, & 2025	Instrument data and assessment tools will be tabulated and analyzed for core strengths, weaknesses, opportunities and challenges enhance the assessment process.
6. Students will recognize the need to pursue life-long professional development, and demonstrate an ability to update practices and skills to remain current in computing.	Program surveys and questionnaires.	Spring 2021, 2022, 2023, 2024, & 2025	Fall 2021, 2022, 2023, 2024, & 2025	Instrument data and assessment tools will be tabulated and analyzed for core strengths, weaknesses, and opportunities.

Yearly Timeline of the 5-Year Assessment Plan

AY 2020 - 2021: Initiate the Computer Technology Program (CETC) Five-Year Assessment Plan. Review and discuss data analysis of Year-1 of the assessment cycle to identity any strengths, weaknesses, opportunities and challenges for recommendations. Approve recommendations and implement actions steps into the AY 2021 – 2022 assessment cycle. Develop "Project Management Plan" for both ABET and CAE-CD Accreditation Processes (e.g., Activities, Responsibilities, Timeline, etc.) including: Begin the collection of samples of student work, syllabi, textbooks and sample assignments for ABET Self-Study Report and CAE-CD Program of Study. In pursuit of the ABET and CAE-CD Accreditation, CTEC will be modifying program learning objects to reflect the alignment of both accreditation agencies.

AY 2021 - 2022: Conduct and complete year – 2 of the assessment cycle. Review and discuss data analysis to identity any strengths, weaknesses, opportunities and challenges. Discuss, approve and implement recommendations for continuous improvement for the AY 2022 – 2023 assessment cycle. Finalize data collection for the ABET Self -Study Report and On-Site Visit. Submit Request for reaccreditation Evaluation (RFE) to ABET by January 31, 2021 of the year of program's On-Site Visit. Complete and submit your Self-Study Report to ABET no later than July 1, 2021.

AY 2022 – 2023: Conduct and complete year – 3 of the assessment cycle. Review and discuss data analysis to identity any strengths, weaknesses, opportunities and challenges. Discuss, approve and implement recommendations for continuous improvement for the AY 2023 – 2024 assessment cycle.

Review/Modify CTEC Program Learning Outcomes (PEOs) to ensure alignment with industry needs and required student competencies. Make adjustments as necessary.

AY 2023 – 2024 Conduct and complete year – 4 of the assessment cycle. Review and discuss data analysis to identity any strengths, weaknesses, opportunities and challenges. Discuss, approve and implement recommendations for continuous improvement for the AY 2024 – 2025 assessment cycle. Review/Modify CTEC Program Student Learning Outcomes (SLOs to ensure alignment with industry needs and required student competencies. Make adjustments as necessary.

AY 2024 – 2025 Conduct and complete year- 5 of the CTEC Program 2020 – 2025 Assessment Plan. Conduct a review of the program goals and learning outcomes across external programs and industry recommendations. Confirm learning outcomes that are appropriate and make adjustments as necessary. Develop draft of new 2025 – 2030 Assessment Plan with implementation of the updated clearly defined process for evaluation and assessment including assessment instruments and rubrics. Begin process for ABET and CAE-CD 2027 – 2035 re-accreditation process.

Course Mapping of Expected Learning Outcomes to CTEC Courses

Expected Learning Outcomes	CTEC 114	CTEC 120	CTEC 214	CTEC 220	CTEC 222	CTEC 226	CTEC 230	CTEC 294	CTEC 302	CTEC 305	CTEC 345	CTEC 350	CTEC 402	CTEC 445	CTEC 450
1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.		X		X			X								X
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.						X		X							
3. Communicate effectively in a variety of professional contexts.	X														
4. Recognize professional responsibilities and make informed judgments in computing			X						X		X				

	practice based on legal and ethical principles.														
5.	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.			X											X
6.	Apply computer science theory and software development fundamentals to produce computing-based solutions.									X	X	X	X	X	

The CTEC program will be reviewed under the new ABET program criteria for Cyber security during the 2020-2021 accreditation review cycle. There are no proposed changes to the CAC Criteria for the 2020-2021 accreditation review cycle.

ABET 2020-2021 Cybersecurity Student Learning Outcomes (SLOs)

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. Activity: Final project with Rubric

2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. Activity: Final project with Rubric

3. Communicate effectively in a variety of professional contexts. Activity: Presentation with Rubric

4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. Activity: Project with Rubric

5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. Activity: final project with a Team Rubric

6. Apply security principles and practices to maintain operations in the presence of risks and threats. Activity: Project/Paper with Rubrics

7. Cybersecurity Curriculum Fundamental topics from each of the following: Activity: Projects/Survey/Comparison Tables between companies with description as it relates to items below along with a rubric

The curriculum requirements specify topics, but do not prescribe specific courses. These requirements are:

(a) At least 45 semester credit hours (or equivalent) of computing and cybersecurity course work. The course work must include:

1. Application of the crosscutting concepts of confidentiality, integrity, availability, risk, adversarial thinking, and systems thinking.
2. Fundamental topics from each of the following:

    a) Data Security: protection of data at rest, during processing, and in transit.
    b) Software Security: development and use of software that reliably preserves the security properties of the protected information and systems.
    c) Component Security: the security aspects of the design, procurement, testing, analysis, and maintenance of components integrated into larger systems.
    d) Connection Security: security of the connections between components, both physical and logical.
    e) System Security: security aspects of systems that use software and are composed of components and connections.
    f) Human Security: the study of human behavior in the context of data protection, privacy, and threat mitigation
    g) Organizational Security: protecting organizations from cybersecurity threats and managing risk to support successful accomplishment of the organizations' missions

h) Societal Security: aspects of cybersecurity that broadly impact society as a whole.
i) Advanced cybersecurity topics that build on crosscutting concepts and fundamental topics.

COURSE MAPPING of ABET 2020-2021 Cybersecurity Student Learning Outcomes (SLOs)

CTEC 114 – Computing Principles and Technologies

	Description
ABET	Student Learning Outcomes (SLOs): 3. Communicate effectively in a variety of professional contexts. 5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 7. Cybersecurity Curriculum Fundamental topics from each of the following: Cybersecurity Fundamental topic(s): f) Human Security: the study of human behavior in the context of data protection, privacy, and threat mitigation. h) Societal Security: aspects of cybersecurity that broadly impact society
CAE	CCR

CTEC 120 - Principles of Secure Coding Using Java

	Description
ABET	Student Learning Outcomes (SLOs):

	1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
CAE	BSP

CTEC 220 - Advanced Secure Coding Using java

	Description
ABET	Student Learning Outcomes (SLOs): 1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
CAE	SPO, ALG

CTEC 230 – Applications of Data Structures

	Description
ABET	Student Learning Outcomes (SLOs): 1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
CAE	

CTEC 214 – Client Operating Systems

	Description
ABET	Student Learning Outcomes (SLOs): 4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles Cybersecurity Fundamental topic(s):

	d). Connection Security: security of the connections between components, both physical and logical. e). System Security: security aspects of systems that use software and are composed of components and connections.
CAE	BSP, OSC, CCO, OSA, OST

CTEC 222 – LINUX Operating System

	Description
ABET	Student Learning Outcomes (SLOs): 5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
CAE	BSP, LSA

CTEC 226 – Introduction to Database

	Description
ABET	Student Learning Outcomes (SLOs): 2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
CAE	DAT

CTEC 294 – PC Architectures

	Description
ABET	Student Learning Outcomes (SLOs):

	2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
CAE	ATC

CTEC 302 – Computer Networking

	Description
ABET	Student Learning Outcomes (SLOs): 4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles Cybersecurity Fundamental topic(s): c). Component Security: the security aspects of the design, procurement, testing, analysis, and maintenance of components integrated into larger systems.
CAE	ISC, BNW, ANT, NTP

CTEC 305 – Foundations of Computer & Network Security

	Description
ABET	Cybersecurity Fundamental topic(s):): e). System Security: security aspects of systems that use software and are composed of components and connections.
CAE	

CTEC 345 –

	Description
ABET	Student Learning Outcomes (SLOs): 4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles 6. Apply security principles and practices to maintain operations in the presence of risks and threats. [CY] Cybersecurity Fundamental topic(s): d). Connection Security: security of the connections between components, both physical and logical. f). Human Security: the study of human behavior in the context of data protection, privacy, and threat mitigation. h). Societal Security: aspects of cybersecurity that broadly impact society
CAE	CSF, CSP, CPM, BCO, NSA

CTEC 350 – Principles & Methods of Intrusion Detection and Prevention

	Description
ABET	Student Learning Outcomes (SLOs): 6. Apply security principles and practices to maintain operations in the presence of risks and threats. [CY] Cybersecurity Fundamental topic(s): f). Human Security: the study of human behavior in the context of data protection, privacy, and threat mitigation

	i). Advanced cybersecurity topics that build on crosscutting concepts and fundamental topics.
CAE	NDF, PTT, IDS

CTEC 402 – Software & OS Security

	Description
ABET	Student Learning Outcomes (SLOs): 6. Apply security principles and practices to maintain operations in the presence of risks and threats. [CY] Cybersecurity Fundamental topic(s): a). Data Security: protection of data at rest, during processing, and in transit. b). Software Security: development and use of software that reliably preserves the security properties of the protected information and systems. d). Connection Security: security of the connections between components, both physical and logical. g). Organizational Security: protecting organizations from cybersecurity threats and managing risk to support successful accomplishment of the organizations' missions
CAE	OSH

CTEC 445 – Fundamentals of Cryptography & Applications

	Description
ABET	Cybersecurity Fundamental topic(s): a). Data Security: protection of data at rest, during processing, and in transit. i). Advanced cybersecurity topics that build on crosscutting concepts and fundamental topics.
CAE	BCY

CTEC 450 – Security Capstone

	Description
ABET	Student Learning Outcomes (SLOs): 2. Communicate effectively in a variety of professional contexts. 5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 6. Apply security principles and practices to maintain operations in the presence of risks and threats. [CY] Cybersecurity Fundamental topic(s):

	c). Component Security: the security aspects of the design, procurement, testing, analysis, and maintenance of components integrated into larger systems. d). Connection Security: security of the connections between components, both physical and logical. g). Organizational Security: protecting organizations from cybersecurity threats and managing risk to support successful accomplishment of the organizations' missions i). Advanced cybersecurity topics that build on crosscutting concepts and fundamental topics.
CAE	

BOWIE STATE UNIVERSITY

College of Arts and Sciences

Department of Language, Literature, and Cultural Studies

Five-Year Assessment Plan 2019-2023

PROGRAM: English

INTRODUCTION

The Department of Language, Literature, and Cultural Studies (LLCS), formerly known as the Department of English and Modern Languages (EML), offers one baccalaureate program—the B.A. in English. LLCS changed its name from EML to reflect its existing practice and the expanding expertise of LLCS instructors.

As of spring 2019, LLCS had 55 members: 16 staff members and 39 faculty members with expertise in literature and authors of the African diaspora, American literature and authors, British, Caribbean, and worldwide literature and authors; children and adolescent literature and authors; creative writing of poetry, fiction, drama, and creative nonfiction; technical and business writing; and composition and rhetoric. A composition and rhetoric coordinator, a position that had not been filled in the six years prior, was hired, and LLCS is also seeking to hire a specialist in women's literature and another in professional writing.

LLCS has been rapidly evolving to better address the need for students to graduate in a timely fashion and to bring in curricular reform to better reflect the University's objective of racing toward excellence. Thus, LLCS created a core curriculum required of all B.A. students to create consistency in what all English graduates will know and be able to do upon graduation. The department anticipates that the core curriculum, with more flexible electives, will allow students to specialize in their chosen fields and increase the number of students graduating in a timely manner. In addition, LLCS has systematically improved the quality of its course offerings through revision and creation of new courses.

PROGRAM GOALS AND STUDENT OUTCOMES

Undergraduate

GOAL 1 To increase student enrollment rate by offering the Cultural Studies Major;

GOAL 2 To offer additional support for students with learning difficulties in developmental courses;

GOAL 3 To improve graduation rates by providing relevant experience opportunities in the workplace through internships;

GOAL 4 To increase students' ability to survey the critical literature regarding a given literary topic by gathering and analyzing the body of biographical, historical, and analytical essays and books on a given topic and ability to conduct research;

GOAL 5 To increase students' ability to analyze a passage without recourse to information exterior to the text and mastery of the quote/analysis method that has been a major part of the literary critic's methodology;

GOAL 6 To improve students' demonstrable ability to reflect not only on the internal meaning of a given work, but also its relationship to extra-textual issues, ideas, and analytical schema and draw from contemporary literary theory in a variety of contexts and applications;

GOAL 7 To improve the students' ability to recognize the contributions of major literary figures, genres, traditions, periods.

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LLCS ASSESSMENT PLAN 2019-2023

Each of the goals in the undergraduate and graduate programs will be assessed by examining success of entering Freshmen, entering Juniors, exiting Seniors, entering Graduate students, and exiting Graduate students. Rubrics will be created that allow students and faculty to give feedback at each stage, rather than having only the exit survey. The primary purpose of the plan is to compare Department goals to SLO's for core courses as given in the Curriculum Map, below, and revise Course Objectives as needed.

5-YEAR ESTIMATED TIMELINE

YEAR 1

2018-2019

Develop and submit USM Program Review;

Continue to assess courses in the major and change titles and descriptions to better reflect the more comprehensive LLCS program changes instituted in 2017-2018; and

Review and implement revised Senior Survey of LLCS program.

YEAR 2

2019-2020

Implement changes as needed in response to USM Program Review;

Examine relationship between faculty-to-student ratio and the degree of success in student learning; and Train Assessment Coordinator on the use of electronic rubrics to gather course data more easily.

YEAR 3

2010-2021

Assess results of LLCS program changes for the following: Student knowledge of information literacy;

Intrinsic and extrinsic SLO's;

Student knowledge of literary history, genres, and traditions;

Student understanding of cross-cultural ideas; and

Student proficiency in at least one foreign language.

…by creating and implementing survey rubrics at each entrance and exit level.

YEAR 4

2021-2022

Review, assess, and update each core course in the BA English major

Review, assess, and update each core course in the Cultural Studies major

YEAR 5

2022-2023

Review Department goals and SLO's in relationship to College and University goals and objectives.

CURRICULUM MAP

STUDENT LEARNING OUTCOMES, B.A. in ENGLISH CORE CURRICULUM COURSES

Skill Level Expected by the end of the course: I = Introduced; R = Reinforced; M = Mastered

SKILL/COURSE	**210**	**236**	**301**	**302**	**316**	**317**	**345**	**324**	**325**	**437**	**438**	**445**	**446**
Identify forms/function of words	R											M	M
Recognize specific sentential problems and fix them	R	R	M	M	M	M	M	M	M	M	M	M	M
Diagram a basic English sentence	I/R												
Combine simple sentences into compound and complex sentences	M												
Use a variety of sentence types to communicate effectively	R	R	R	M	M	M	M	M	M	M	M	M	M
Tailor level of lang. formality to communicative context	I	I	R	R	R	R	R	R	R	M	M	M	M

SKILL/COURSE	210	236	301	302	316	317	345	324	325	437	438	445	446
Synthesize ideas by clear, succinct, oral/written expression		I	R	R	R	R	R	R	R	M	M	M	M
Knowledge of major literary genres/modes of inquiry		I	R	R	R	R	R	R	R	M	M	M	M
Understand basic literary themes, techniques, and terminology		I	R	R	R	R	R	R	R	M	M	M	M
Appreciate cultural pluralism through investigation of lit of cultural/ historical "other"		I	R	R	R	R	R	R	R	M	M		
Apply key literary terms/analytical techniques to works covered and other literary works		I	R	R	R	R	R	R	R	M	M	M	
Independently interpret literature		I	R	R	R	R	R	R	R	M	M		

in/of itself and its wider implications													
Research literary topics using electronic and traditional methods		I	R	R	R	R	R	R	R	M	M	M	M
SKILL/COURSE	**210**	**236**	**301**	**302**	**316**	**317**	**345**	**324**	**325**	**437**	**438**	**445**	**446**
Identify and articulate some dominant literary themes/genres of the periods covered			I/R	I/R	I/R	I/R	I/R	I/R	I/R		M		
Show working knowledge of some major authors/ works from its beginnings through mid-19th cent.			I/R	I/R	I/R	I/R	I/R	I/R	I/R		M		
Show working knowledge of literature through the modern period			I/R	I/R	I/R	I/R	I/R	I/R	I/R	M	M		

Key to the Course Numbers:
ENGL 210: Intro to English Grammar
ENGL 236: Intro to Literature
ENGL 301: English Lit I
ENGL 302: English Lit II
ENGL 316: American Lit I
ENGL 317: American Lit II
ENGL 345: Intro to Linguistics I
ENGL 324: African-American Lit I
ENGL 325: African-American Lit II
ENGL 437: History of Literary Criticism and Theory
ENGL 438: Seminar for Majors and Minors
ENGL 445: Advanced Grammar
ENGL 446: History of the English Language

BOWIE STATE UNIVERSITY

College of Arts and Sciences

Department of Language, Literature, and Cultural Studies

Five-Year Assessment Plan 2019-2023

PROGRAM: English, M.A.

INTRODUCTION

The Department of Language, Literature, and Cultural Studies (LLCS), formerly known as the Department of English and Modern Languages (EML), offers the MA in English. LLCS changed its name from EML to reflect its existing practice and the expanding expertise of LLCS instructors.

The MA in English program was founded in 1999 with the intent to respond to the local needs of students. Many of applicants have taught in the Maryland public school system and apply to the program seeking professional development. The program objectives have been to provide these students with:

- Avenues to keep abreast of current literary, cultural, and rhetorical theories, practices, and trends;
- Opportunities for enhancing knowledge and skills in the discipline;
- Tools to promote culturally-engaged writing and culturally-diverse reading; and
- New technologies to access, analyze, use, and share information.

The program has served students' interests in enhancing knowledge and skills in their disciplines, and it has prepared them for advancement in their language arts and English programs.

The program is highly flexible. Students complete a core curriculum of research methods, rhetoric, and literary theory. Next, they pursue their interests to explore a wide variety of seminar courses (defined mainly by geographical inquiry) and special topics classes (primarily represented by genre). They also have the opportunity to take courses in the Organizational Communications master's program, the College of Education's graduate program, and other graduate-level courses tailored to the needs of individual students.

In keeping with standards developed by K-12 educators regarding units of study, frameworks, and alignments, the MA program has emphasized the:

- Reflection on literature as a global, human activity;
- Exploration of culture, narratives, storytelling, history, and identity;
- Examination of creativity, self-expression, language, and society; and
- Integration of texts with discussions of ethical dilemmas and sociopolitical challenges.

An additional hallmark of the program has been its pragmatic approach to the study of literature, language, and rhetoric. The program has provided a robust and solid foundation in rhetorical and literary theories and applications, research, and writing. The comprehensive exam, thesis, research papers, presentations, and other forms of assessment have demonstrated that students have learned how to:

- Develop a solid knowledge base in the discipline by enhancing the knowledge and skills needed to explore the literature and the languages of diverse populations;
- Deepen and broaden their expertise in the discipline; and
- Expand their analytical and research skills through new technologies and theoretical tools.

The broader aim has been to offer a program that would allow students to use English Studies as a springboard into the professional work of their choosing.

PROGRAM GOALS AND STUDENT OUTCOMES

Graduate

GOAL 1 To increase student enrollment rate by offering the MFA in Creative Writing and Certificate in Professional Writing;

GOAL 2 To offer additional academic and writing support to students throughout their master's study;

GOAL 3 To improve graduation rates by offering the non-thesis option;

GOAL 4 To increase students' ability to conduct research through faculty-student collaborations;

GOAL 5 To nurture the development of the advanced skills in research, composition, rhetoric, and critical analysis necessary to pursue additional study in the field;

GOAL 6 To help students successfully complete the comprehensive examination; and

GOAL7 To produce graduates with teaching experience in the college classroom.

LLCS ASSESSMENT PLAN 2019-2023

We will assess each of the goals in the graduate programs by examining entering Graduate students, and exiting Graduate students. Rubrics will be created that allow students and faculty to give feedback at each stage, rather than having only the exit survey. The primary purpose of the plan is to compare Department goals to SLO's for core courses as given in the Curriculum Map, below, and revise Course Objectives as needed.

FIVE-YEAR ESTIMATED TIMELINE

YEAR 1

2018-2019

Develop and submit USM Program Review;

Continue to assess courses in the major and change titles and descriptions to better reflect the more comprehensive LLCS program changes instituted in 2017-2018; and Review and implement revised survey of master's program in English.

YEAR 2

2019-2020

Implement changes as needed in response to USM Program Review;

Examine relationship between student support and the degree of success in learning and completion; Further refine program learning outcomes;

Discuss the alignment of learning outcomes, activities, and assessment within and across courses with all graduate faculty; and

Incentivize data collection and course assessment

Advance plans for MFA and Certificate in Professional Writing

Explore opportunities for graduate study summer intensives with Continuing Education

YEAR 3

2020-2021

Review, assess, and update each core course in the M.A Program

Submit MFA and Certificate in Professional Writing to MHEC

Assess results of program changes for student's ability to conduct advanced,

original research and acceptance of student conference presentations and

publications

YEAR 4

2021-2022

Survey students/learners involved in MFA and Professional Writing certificate programs Assess recruitment,

retention, and graduation

YEAR 5

2022-2023

Review Department goals and SLO's in relationship to College and University goals and objectives.

CURRICULUM MAP

STUDENT LEARNING OUTCOMES M.A. in ENGLISH CURRICULUM

Skill Level Expected by the end of the course: I = Introduced; R = Reinforced; M = Mastered

SKILL	**501**	**502**	**545**	**601**	**602**	**737**	**760**	**Other 700-level courses**	**790**	**799**	**Thesis hours 1 Non-thesis hours**	**Thesis hours 2**
Identify the methods of the field of cultural studies	I/R	I/R		I/R	R	I/R	R	R	I/R	M	M	M
Identify and articulate some dominant literary themes/genres of the periods covered	I/R	I/R		I/R	R	I/R	R	I/R	I/R	M	M	M
Advance mastery of knowledge regarding an aspect of English/Cultural Studies	R	R		R	R	R	R	I/R	I/R	M	M	M

SKILL	**501**	**502**	**545**	**601**	**602**	**737**	**760**	**Other 700-level courses**	**790**	**799**	**Thesis hours 1 Non-thesis hours**	**Thesis hours 2**
Advance mastery of an aspect of literature (period, geographical region, author) (period, geographical region, author)	R	R		R	R	R	R	I/R	I/R	M	M	M
Integrate the analysis of texts and research methods	R	R		M	M	M	M	M	M	M	M	M

Integrate theory, analysis, research, and writing to compose sophisticated arguments	I/R	R	R	R	M	M	M	M	M	M	M	M
SKILL	**501**	**502**	**545**	**601**	**602**	**737**	**760**	**Other 700-level courses**	**790**	**799**	**Thesis hours 1 Non-thesis hours**	**Thesis hours 2**
Engage in the activities of professionals in the discipline	R	R	R	R	M	M	M	M	M	M	M	M
Complete original, self-defined, faculty-advised final projects or theses	R	R		R	M	M	M	M	M	M	M	M

Appreciate cultural pluralism through investigation of variety of texts and authors	R	R		R	M	M	M	M	M	M	M	M
Advance composition best practices	I	I/R	R/M	R	R	I/R	R/M	I/R	I/R	I/R		M

Codes for Courses:

ENGL 501 RESEARCH METHODS IN LITERARY AND CULTURAL STUDIES I
ENGL 502 RESEARCH METHODS IN LITERARY AND CULTURAL STUDIES II
ENGL 545 ADVANCED GRAMMAR
ENGL 601 RHETORICAL THEORIES AND PRACTICES I
ENGL 602 RHETORICAL THEORIES AND PRACTICES II
ENGL 737 SEMINAR IN CONTEMPORARY LITERARY CRITICISM AND THEORY
ENGL 760 ADVANCED COMPOSITION
ENGL 790 PRACTICUM IN TEACHING COLLEGE COMPOSITION
ENGL 799 ENGLISH COMPREHENSIVE EXAMINATION
ENGL 800 THESIS DESIGN AND PREP I
ENGL 801 THESIS DESIGN AND PREP II
ENGL 802 THESIS CONTINUATION

Other 700-level courses

ENGL 710 SPECIAL TOPICS IN FICTION
ENGL 711 SPECIAL TOPICS IN POETRY
ENGL 712 SPECIAL TOPICS IN DRAMA
ENGL 713 SPECIAL TOPICS IN WOMEN'S LITERATURE
ENGL 714 SPECIAL TOPICS IN MULTICULTURAL LITERATURE
ENGL 715 SPECIAL TOPICS IN AUTOBIOGRAPHICAL LITERATURE
ENGL 733 SEMINAR IN LITERATURE OF THE CARIBBEAN
ENGL 734 SEMINAR IN LITERATURE OF THE EAST
ENGL 737 SEMINAR IN CONTEMPORARY LITERARY CRITICISM AND THEORY
ENGL 755 SEMINAR IN AMERICAN LITERATURE
ENGL 756 SEMINAR IN BRITISH LITERATURE
ENGL 757 SEMINAR IN AFRICAN AMERICAN LITERATURE
ENGL 758 SEMINAR IN AFRICAN LITERATURE
ENGL 759 SEMINAR IN WORLD LITERATURE
ENGL 763 SPECIAL TOPICS IN LINGUISTICS

ASSESSMENT PLAN FOR FINE ARTS

Program Background

The Fine Arts program's mission is to offer students an opportunity to comprehensively develop their artistic talents and creative scholarship in the areas of Studio Art, Music, and Music Technology. With rigorous curricular and co-curricular exposure to the interdisciplinary nature of the arts, including theatre, the program is designed to enrich critical thinking, technology literacy, and an appreciation for diverse aesthetics, as well as facilitate the growth of self-sustaining artists.

The field of art is a successful and expanding industry. Students are exposed to a liberal arts program that provides access to technology, research, and training to enter this vast career with success. There are various opportunities in the studio and music arts, production, and affiliated industries. The Baltimore/Washington metropolitan area is a major center for the arts, government, entertainment, and technology and business, both nationally and internationally. This rapidly expanding area will allow graduates to find creative employment and research opportunities in related fields.

Program Goals

1. To prepare artists well-grounded in the histories, aesthetic standards, and ethical values of art as an aspect of human culture.
2. To develop artists and scholars of the arts who stay abreast of their discipline/craft.
3. To provide students with experiences that will enhance their understanding of cultural and environmental surroundings.
4. To graduate artists and scholars of the arts immediately prepared for career entry, self-career development, and/or graduate studies.

Program Assessment

Though Art, Music, and Music Technology share the generic program goals mentioned above for a B.A. in Fine Arts, given the nature of the specific studio skill sets developed within each concentration, assessments are made by coordinators and faculty within each concentration. Consequently, each concentration has its own defined Student Learning Outcomes and Competencies that crystalize the larger, generic program objectives into competencies specific to the needs and industry expectations for graduates in either visual art, music, or music technology. Each concentration's SLOs and 5-yr assessment plan are listed below. All concentrations will be focusing on SLOs and assessments related to Program Goals 1-4 listed above, with a focus specifically on 1 and 4.

ART CONCENTRATION

Expected Student Learning Outcomes and Competencies

1. To analyze the elements and principles of art/design in studio arts (painting, drawing/illustration, design, sculpture, ceramics and mixed media)
2. To evaluate the skills and creativity of studio art works
3. To demonstrate successfully artistic abilities that would qualify for various opportunities and careers in the visual arts and industry
4. To communicate comprehensively diverse art histories, criticisms and theories, especially those relative to people of African descent
5. To present themselves as conscious artistic designers & producers who can examine and suggest resolutions to cultural and environmental concerns within the global community
6. To network with professionals in the art, visual communication, museum/gallery and related industries
7. To demonstrate preparation for entrance into chosen graduate programs
8. To conduct research and participate in various collaborative and interdisciplinary projects including public art and/or commissioned art projects
9. To use state-of-the art studio equipment and technology in various types of projects

Art Assessment Plan 2019-2023

Over the next five years, Art intends to do as follows with two main goals in mind. The first is to assess student's skills in research, critical thinking and analysis, and communication (both written and orally) [SLOs # 4 and 7]. The second is to assess the development of Core Skills regarding synthesis of elements and principles of art and design, craftsmanship, application of art historical, theoretical, and critical knowledge, and the ability to conceptualize and contextualize original, meaningful artwork [SLOs #1-5, 7-9].

Goal 1: Assessment of Research, Critical Thinking and Analysis, and Communication

[Primary Program Goal: #1]

- Develop and assess various types of written and presentation assignments that emphasize and synthesize research across both art history and select studio classes
- Develop and assess reflective writing assignments based on articles, chapters, viewing experience, cultural events, critiques, and student reflections on their studio projects

Goal 2: Development of Core Skills

[Primary Program Goal: #4]

- In Studio Courses: Assess students' abilities to synthesize their knowledge of elements and principles of art and design, create work with professional craftsmanship, apply their knowledge of art history, theory, and criticism, and conceptualize and contextualize meaningful artwork through project assignments and reflective writing assignments

- In Art History Courses: Assess students' abilities to synthesize their knowledge of elements and principles of art and design, and apply their knowledge of art history, theory, and criticism through class discussions, exams, and written and oral presentations

Studio Art Five Year Assessment Timeline 2019-2023

Year 1: Collect samples of student papers and artworks from 2013-2018 for comparison; collect syllabi, rubrics, and grading scales used to evaluate past assignments; ask current Art faculty to map current classes to the two Goals listed above

Year 2: Review collected materials and refine or develop new assignments for select classes to strengthen Core Skills

Year 3: Review results from assignment adjustments from Year 2

Year 4: Review results from assignment adjustments from Year 2; compare with results from Year 3; make additional adjustments if needed

Year 5: Review results from student projects, presentations, and written assignments from 2019-2023 and compare them with the results from collected 2013-18 assignments

MUSIC CONCENTRATION

Expected Student Learning Outcomes and Competencies

1. To interpret musical scores of various musical styles and genres using basic music vocabulary, including the elements of music (pitch, rhythm, intensity and timbre)
2. To interpret and create and perform music through proper vocal and instrumental techniques (including breathing, intonation, phrasing, and stage deportment)
3. To present musical performance practices of various historical periods and ethnic traditions
4. To illustrate musicianship through ear-training, sight singing, repertoire study and keyboard proficiency
5. To discuss intelligently various types of music and composers from the western musical arts tradition and from other global cultures

Music Assessment Plan 2019-2023

Over the next five years, Music intends to do as follows with two main goals in mind. The first is to improve and enhance our curriculum and introduce a new B.A. in Music Performance with concentrations in Voice, Piano, and Instrumental [SLOs #1-5]. The second is to develop or maintain courses and performance opportunities for students to demonstrate successfully performance abilities that would qualify for professional performance opportunities and teaching music performance [SLOs #1, 2, and 4].

Goal 1: Enhancing Curriculum

[Primary Program Goal: #1]

- Begin a self-study to apply for a B.A. in Music Performance with concentrations in Voice, Piano, and Instrumental
- Submit materials for review and approval of a B.A. in Music Performance
- Assess student skill sets specific to musical performance, and develop and submit for approval new courses to enhance those skill sets and flesh out the concentrations
- Assess Music's alignment with current trends, approaches, and technology in music, and make necessary changes to stay up-to-date
- Update technology to address specific needs within the new concentrations
- Work on developing a Department of Music

Goal 2: Demonstrating Performance Abilities

[Primary Program Goal: #4]

- Asses and enhance the seven performance seminars developing repertoire and performance skills that culminate in a senior recital
- Continue to point students to performance opportunities outside of BSU through their applied music courses
- Perform individualized assessments of student's development of technical skills from Freshman to Senior year

Music Five Year Assessment Timeline 2019-2023

Year 1: Complete self-study to apply for a B.A. in Music Performance; submit materials for review and approval of new B.A.; work on enhancing performance seminars

Year 2: Work on developing a Department of Music as an autonomous department; develop and submit new courses for approval; increase awareness of performance opportunities outside of BSU

Year 3: To improve overall performance abilities of students in the program, Music will focus on recruiting new students with exceptional performance skills and work on offering full financial aid packages for such students

Year 4: Prepare students to make contributions as performance teachers and scholars through increased focus on results from music theory, history, literature and repertoire, and technology classes

Year 5: Develop faculty sponsored workshops, concerts, lecture recitals, and a comprehensive music lyceum series to guide students in professional practices

MUSIC TECHNOLOGY

Expected Student Learning Outcomes and Competencies

1. To explore the physical properties of analog and digital sound, synthesizers, microphones, music recording, and the history of electronic music
2. To use Musical Instrument Digital Interface (MIDI) techniques
3. To sequence with various workstations and computers
4. To apply editing and mixing techniques
5. To apply the fundamentals of musical composition and arranging for song writing and commercial jingles while utilizing electronic instruments and devices
6. To interface with multimedia projects, including websites, multi-media Power point presentations, and animation
7. To select and operate the proper recording media (CD, HD, DVD, and, Mini Disk), microphones and sound mixers for live and recording concepts
8. To evaluate aspects of the music business, including contracts, management, selfpromotions, copyright, Internet and other electronic media

Music Technology Assessment Plan 2019-2023

Over the next five years, Music intends to do as follows with two main goals in mind.

Goal 1: Revaluate Program to Align as a Core in Music Education

[Primary Program Goal: #1]

- Develop a curriculum in Music Education for students interested in becoming teachers of music technology for K-12 students
- Assess the skills competency of potential Music Education students for general music production and composition
- Create a platform to prepare teachers for elementary and secondary levels of public and private education based on teaching certification standards
- Assess the skills that potential Music Education students need to best prepare for entry into Masters Level programs in music and music technology

Goal 2: Development of Core in Music Production and Music Composition

[Primary Program Goal: #4]

- Assess student competencies in live performance, recording, and composition
- Develop new courses that address live sound reinforcement
- Develop new courses to enhance home studio and recording engineering
- Develop new courses that teach film and movie scoring
- Develop new courses that teach the preparation of contemporary vocal and instrumental composition

Music Five Year Assessment Timeline 2019-2023

Year 1: Begin dialogue and written communication to reestablish B.A., B.S. and/or B.M.E. in music education with one concentration addressing Music Technology and possible tracks in electronic music production and electronic music composition. Assess the skills competency in production and composition for potential Music Education students to identify specific skills that may need to be reinforced or taught in new courses. Assess student competencies in live performance, recording, and composition.

Year 2: Work with the development of a Department of Music as an entity in DFPA to develop teachers for the musical arts for the classroom and performance venues such as concert halls, recording studios and auditoriums. Continue assessing the skills competency in production and composition for potential Music Education students. Continue assessing competencies in liver performance, recording, and composition.

Year 3: Begin to advertise for faculty, full-time and adjunct to teach new core courses and recruitment activities. Make adjustments to courses or new course proposals to address skills that may need to be reinforced or taught in new courses.

Year 4: Develop external and internal internship opportunities for students that can provide a stipend or other incentives for participation and growth. Create the platform to prepare teachers for elementary and secondary levels of public and private education after reviewing current teaching certification standards and assessing potential Music Education students' skill sets.

Year 5: Retooling of strategies and goals for assessment of Student Learning Outcomes and Program goals.

FINE ARTS - ART

CURRICULUM MAP

B.A. FINE ARTS / ART CONCENTRATION / COURSE MAPPING PROGRAM STUDENT LEARNING OUTCOMES

Expected Student Learning Outcomes and Competencies (B.A. Fine Arts):

	SLO 1	**SLO 2**	**SLO 3**	**SLO 4**	**SLO 5**	**SLO 6**	**SLO 7**
	To produce students that are highly qualified for various opportunities and careers in the visual arts and industry	*To provide students with a sound foundation in art history, criticism and theory, especially the art contributions of people of African descent and many other cultures*	*To provide the global community with visual artists that are critical thinkers, problem solvers, as well as culturally and environmentally conscious designers and producers*	To assist students in career and future educational pursuits, such as graduate studies, and networking with the professionals in the art, visual communication, museum / gallery and related industries	*To provide students access to state-of-the-art studio arts equipment and technology, as well as the ability to conduct research and participate in collaborative and interdisciplinary projects and public art and/or commissioned art projects*	*To introduce students to visual and media artists, designers and especially those of color who have contributed to the field of technology, digital art/design & media arts*	*To further introduce contemporary visual artists/designers incorporating art with technology into their creative work and in various industries*
COURSES and ASSESSMENTS							
ART 100	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 101	⊙		⊙	⊙	⊙	⊙	⊙
ART 102	⊙		⊙	⊙	⊙	⊙	⊙
ART 110	⊙		⊙	⊙		⊙	⊙
ART 111	⊙		⊙	⊙		⊙	⊙
ART 150	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 200	⊙	⊙	⊙	⊙		⊙	⊙
ART 201	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 202	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 210	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 211	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 230	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 231	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 250	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 251	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 253	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 299	⊙	⊙	⊙			⊙	⊙
ART 301	⊙	⊙	⊙			⊙	⊙
ART 302	⊙	⊙	⊙			⊙	⊙
ART 310	⊙	⊙	⊙	⊙	⊙	⊙	⊙

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
	To produce students that are highly qualified for various opportunities and careers in the visual arts and industry	*To provide students with a sound foundation in art history, criticism and theory, especially the art contributions of people of African descent and many other cultures*	*To provide the global community with visual artists that are critical thinkers, problem solvers, as well as culturally and environmentally conscious designers and producers*	To assist students in career and future educational pursuits, such as graduate studies, and networking with the professionals in the art, visual communication, museum / gallery and related industries	*To provide students access to state-of-the-art studio arts equipment and technology, as well as the ability to conduct research and participate in collaborative and interdisciplinary projects and public art and/or commissioned art projects*	*To introduce students to visual and media artists, designers and especially those of color who have contributed to the field of technology, digital art/design & media arts*	*To further introduce contemporary visual artists/designers incorporating art with technology into their creative work and in various industries*
COURSES and ASSESSMENTS							
ART 311	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 312	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 315	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 320	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 321	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 342	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 351	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 352	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 352	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 353	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 399	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ART 402	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 404	⊙	⊙	⊙	⊙		⊙	⊙
ART 405	⊙	⊙	⊙	⊙		⊙	⊙
ART 408	⊙	⊙	⊙	⊙		⊙	⊙
ART 412	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 420	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 453	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 454	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 470	⊙	⊙	⊙	⊙		⊙	⊙
ART 480	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 490	⊙	⊙	⊙	⊙		⊙	⊙
ART 491	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 498	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 499	⊙	⊙	⊙	⊙	⊙	⊙	⊙

Expected Student Learning Outcomes and Competencies (Art / Studio):

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
	To analyze the elements and principles of art/design in studio arts (painting, drawing/illustration, design, sculpture, ceramics and mixed media)	*To evaluate the skills and creativity of studio art works*	*To demonstrate successfully artistic abilities that would qualify for various opportunities and careers in the visual arts and industry*	*To communicate comprehensively diverse art histories, criticisms and theories, especially those relative to people of African descent*	*To present themselves as conscious artistic designers & producers who can examine and suggest resolutions to cultural and environmental concerns within the global community*	*To network with professionals in the art, visual communication, museum/gallery and related industries*	*To demonstrate preparation for entrance into chosen graduate programs*	*To conduct research and participate in various collaborative and interdisciplinary projects including public art and/or commissioned art projects*	*To use state-of-the art studio equipment and technology in various types of projects*
COURSES and ASSESSMENTS									
ART 100			⊙	⊙	⊙	⊙		⊙	
ART 101	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 102	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 110	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 111	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 150	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 200			⊙	⊙	⊙	⊙		⊙	
ART 201	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 202	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 210	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 211	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 230	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 231	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 250	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 251	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 253	⊙	⊙	⊙	⊙	⊙			⊙	⊙
ART 299	⊙		⊙		⊙	⊙		⊙	
ART 301	⊙		⊙		⊙	⊙	⊙	⊙	
ART 302	⊙		⊙		⊙	⊙	⊙	⊙	
ART 310	⊙	⊙	⊙	⊙	⊙		⊙	⊙	⊙
ART 311	⊙	⊙	⊙	⊙	⊙		⊙	⊙	⊙

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
	To analyze the elements and principles of art/design in studio arts (painting, drawing/illustration, design, sculpture, ceramics and mixed media)	*To evaluate the skills and creativity of studio art works*	*To demonstrate successfully artistic abilities that would qualify for various opportunities and careers in the visual arts and industry*	*To communicate comprehensively diverse art histories, criticisms and theories, especially those relative to people of African descent*	*To present themselves as conscious artistic designers & producers who can examine and suggest resolutions to cultural and environmental concerns within the global community*	*To network with professionals in the art, visual communication, museum/gallery and related industries*	*To demonstrate preparation for entrance into chosen graduate programs*	*To conduct research and participate in various collaborative and interdisciplinary projects including public art and/or commissioned art projects*	*To use state-of-the art studio equipment and technology in various types of projects*
COURSES and ASSESSMENTS									
ART 312	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 315	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 320	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 321	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 342	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 351	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 352	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 352	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 353	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 399	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ART 402	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 404				⊙	⊙	⊙	⊙	⊙	
ART 405				⊙	⊙	⊙	⊙	⊙	
ART 408				⊙	⊙	⊙	⊙	⊙	
ART 412	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 420	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 453	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 454	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 470				⊙	⊙	⊙	⊙	⊙	⊙
ART 480	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 490				⊙	⊙	⊙	⊙	⊙	
ART 491				⊙	⊙	⊙	⊙	⊙	
ART 498	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 499	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙

COURSE MAPPING GENERAL EDUCATION COMPETENCIES

	skills needed for writing, speaking, reading, and critical thinking	*develop students' knowledge bases in the natural sciences, social sciences, and humanities as a background for understanding the problems facing them as human beings*	*apply their skills and knowledge so that they can find, evaluate, and use the vast amount of available information*	*develop a historical consciousness and an appreciation for the arts*	*discern and evaluate the values that shape responsible members of society*	*develop an interest in lifetime wellness*	*teach students to become independent, lifelong learners*
COURSES and ASSESSMENTS							
ART 100	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 101	⊙		⊙	⊙	⊙	⊙	⊙
ART 102	⊙		⊙	⊙	⊙	⊙	⊙
ART 110	⊙		⊙	⊙	⊙	⊙	⊙
ART 111	⊙		⊙	⊙	⊙	⊙	⊙
ART 150	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 200	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 201	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 202	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 210	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 211	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 230	⊙		⊙	⊙	⊙	⊙	⊙
ART 231	⊙		⊙	⊙	⊙	⊙	⊙
ART 250	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 251	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 253	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 299	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 301	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 302	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 310	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 311	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 312	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 315	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 320	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 321	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 342	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 351	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 352	⊙	⊙	⊙	⊙	⊙	⊙	⊙

	skills needed for writing, speaking, reading, and critical thinking	*develop students' knowledge bases in the natural sciences, social sciences, and humanities as a background for understanding the problems facing them as human beings*	*apply their skills and knowledge so that they can find, evaluate, and use the vast amount of available information*	*develop a historical consciousness and an appreciation for the arts*	*discern and evaluate the values that shape responsible members of society*	*develop an interest in lifetime wellness*	*teach students to become independent, lifelong learners*
COURSES and ASSESSMENTS							
ART 352	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 353	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 399	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ART 402	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 404	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 405	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 408	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 412	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 420	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 453	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 454	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 470	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 480	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 490	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 491	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 498	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 499	⊙	⊙	⊙	⊙	⊙	⊙	⊙

ASSESSMENT PLAN FOR B.A. FINE ARTS / ART (Studio)

B.A. FINE ARTS / ART CONCENTRATION

The Art (studio) concentration is designed to acquaint students with the basic disciplines within the visual arts, to offer formal instructions in traditional media and studio techniques, and to stimulate the development of talent and creativity through aesthetic enrichment, individual interpretation, and experimentation. The program is also designed to give the student a sound background for further study in graduate school and art professions. This program leads to the Bachelor of Arts degree in fine arts with a concentration in art. Additionally, students from other departments may seek to minor in fine arts (art) and should develop a track scheme with a faculty advisor in art. The minimum number of semester hours required for the bachelor's degree in 120. Students who choose to concentrate in a particular area must consult with a faculty advisor to design a specific program. Many of the art courses are used as requirements for other concentrations in the B.A. Fine Arts program, B.S. VCDMA program, and for general education requirements throughout the university. In 2013, the B.A. Fine Arts / Art Concentration with tracks in 2D, 3D, Photography and Integrated Studios was approved.

Our course of study begins with the Foundation courses taken during the **FRESHMAN YEAR**:

CRITICISM, THEORY AND PRACTICE
This course is intended to align the students to the strategy and pedagogy of the program, with a focus on thinking and communicating about art. They will be instructed in critical thinking, research, theoretical perspectives and how these are applied to the practices of artists, and arts professionals. They will also be acclimated to the expectations of the program to include creative thinking journals, maintaining a web-based portfolio of creative and academic work, working collaboratively, interacting with their professors/instructors and fellow students through the LMS, attending cultural events and exhibitions, and producing a variety of written assignments.

FRAME AND SEQUENCE
This course is intended to align students with the strategy and pedagogy of the program, with a focus on looking at, documenting, and drawing inspiration from visual stimuli. They will be instructed in documenting visual resources, their own work, the fundamentals of photography, and how these are applied to the practices of artists, and arts professionals. They will also continue to incorporate the expectations of the program and further develop their skills in these areas.

DESIGN CONCEPTS (2D and 3D DESIGN)
In these courses students will focus on creative problem solving through design thinking and the application of the elements and principles of art and design. They will use the Design Thinking process to solve problems that are progressively challenging. Problems will be resolved in both 2D and 3D media. The elements and principles of design will be taught concurrently with design thinking, and will be used as one of the criteria for evaluation of project resolutions. A cycle of Train, Teach, Innovate can be applied to each lesson so that students progressively gain independence in their creative thinking and develop the skills needed for the creation of original artwork. The same cycle can be used in the overall pattern of the course. Students should have at least one collaborative project in each course so that they can begin to work on the fundamentals of working within a design team. Students who are more advanced can be challenged to further their skill level advancing from their baseline, or to extend their knowledge to a project which they find challenging.

DRAWING (Introduction to Drawing and Life Drawing)
In these courses students will explore a variety of drawing media and subject matter to reach an Intermediate functional level of drawing skill, which will allow them to complete assignments within other courses where drawing is needed. Projects more focused on subject matter can be accomplished in later courses such as the Studio I and II courses. Students who are more advanced can be challenged to further their skill level advancing from their baseline, or to extend their knowledge to a project which they find challenging.

The **SOPHOMORE YEAR** will focus on developing craftsmanship in the student's concentration area, and will be pursued through focused studies in that area:

200 LEVEL STUDIOS (Studio I and II in various media)
Studio I courses are important in giving students experience in the areas of Painting, Printmaking, Ceramics, Sculpture and Photography. Students will focus on craftsmanship, familiarity and comfort within the chosen media. Students are expected to engage in each project with the intent of reaching an advanced skill level that would prepare them for conceptualization, exploration and production of original artwork. Studio II courses are a continuation of the development of craftsmanship, with more opportunities for self-direction. During this phase students will gain more clarity with regards to their chosen concentration. They will choose between 2D (Drawing, Painting, Printmaking), 3D (Ceramics, Sculpture), Photography, or Integrated Studios (combining 2 or more of the previously mentioned and potentially incorporating some digital media courses).

ART HISTORY COURSES
Art history courses will begin during the sophomore year, continuing through the senior year. These courses will emphasize knowledge in the history, theory, and criticism of art, and developing the student's ability to apply this knowledge as it relates to the work which they are creating. Students will seek inspiration, and an understanding of where their art fits within the lexicon of that which comes before them, and the art of their time. Special emphasis will be placed on research, critical thinking and analysis, writing, and presentation.

PORTFOLIO
There are three courses that focus on the development and evaluation of portfolios. Two occur during the sophomore year, and the third during the senior year.

ART 219 PORFOLIO REVIEW
Students must complete this portfolio review before they can advance to Directed Project I (see below). If they do not pass the portfolio review they will be directed to take the Portfolio Development course instead of Directed Project I, during which they will work to correct any area of deficiency which was identified in the review. The work that will be evaluated during this course includes assignments from foundation and 200 level studio courses, along with independent assignments that demonstrate knowledge of foundational skills, and craftsmanship within studio areas. Additionally, there will be several types of writing assignments that will be evaluated. These may include response papers, reflective essays, term research papers, critiques and reviews, among others.

PORTFOLIO DEVELOPMENT
Students are enrolled in this course only if they fail to meet the criteria for ART 219. This course will be

used to remediate any deficiencies that are preventing them from passes the review. At the end of this course they will be required to update their portfolios and pass the review criteria from ART 219.

During the **JUNIOR YEAR** students will turn their focus to courses which expand their ability to apply foundational knowledge and craftsmanship to the creation of a body of work. To this end, they will take specialized studio courses in their area of concentration, along with Directed Project I.

DIRECTED PROJECT I
Students will develop their proposals for their Senior Thesis and Exhibition during this course by exploring themes and personal strengths that have emerged during their first two years. They will use artistic research methodologies to develop their work and a written reflection of their process. The process entails the research of published sources, encounters with primary sources, and experimentation/exploration within the studio. They will create prototypes, work with artist/mentors, cover aspects of self-promotion and marketing, and begin work on their thesis. There will be group critiques where Art Faculty are invited to give students feedback on their concepts and progress.

3OO LEVEL STUDIOS
The studio courses taken at this level will expand on the knowledge of 200 Level Studios, allowing students to begin focusing on specific genres and specializations within the studio. Contemporary issues, practices and styles will be emphasized.

The focus during the **SENIOR YEAR** will be on finalizing, documenting and presenting the thesis body of work.

DIRECTED PROJECT II
Students will continue to work on the project they developed during Directed Project I. During this phase of the work their process is less exploratory and experimental and more focused on production and completion. The requirement for successfully passing this course is completion of the thesis body of work, promotional materials, and a draft of their thesis paper (reflective essay).

ART 419 PORTFOLIO REVIEW
This is the final portfolio review, and will review student's cumulative portfolio, as well as their professional portfolios which are to be used for graduate study, and employment applications.

SENIOR THESIS AND EXHIBITION
Students enrolled in this course have completed their thesis body of work, promotional materials, and draft thesis essay. In this course they will complete an artist talk presentation, the final draft of their thesis paper, and curate (in conjunction with the Gallery Coordinator and Program Faculty) selections from their body of work which will be shown in the exhibition. They will be required to give a presentation during the class period that reflects on their process, shows a broader selection of the body of work, and indicates future directions for their artwork and career.

CURRENT PROGRAM GOALS AND STUDENT OUTCOMES (2011 – 2018)

In fulfillment of our requirement for developing criteria for the 5- year assessment the following items have been selected for assessment in all courses in the Visual Arts area.

1. Our focus on writing over the past five years has been with the intention of increasing the student's skills in research; critical thinking and analysis; and oral and written communication. This has been primarily experienced through various types of research / writing assignments and presentation projects. Some of these have included major or term research papers; response and reflective writing based on articles, chapters and viewing experiences; reviews of cultural events; reflections on projects and assignments completed; critiques; and many other assignments developed by our faculty to facilitate growth in these skills.

2. The development of Core Skills includes the students ability to synthesize their knowledge of elements and principles of art and design; fundamental craftsmanship in 2D, 3D, photography, and integrated studio areas; the application of their knowledge of art history, theory and criticism as it relates to the work they are creating; and the ability to conceptualize original, meaningful artwork and articulate its place within that which already exists and where they hope to go moving forward. This has been accomplished through the students experience in the foundation courses (2D, 3D, and drawing); their introductory studios and art history courses, and then further exploited through the more conceptual work they do in the upper division studios and their senior thesis projects.

The goal of the Visual Arts faculty for this 5- year assessment report is to gather all evidence that supports our accomplishment of these goals, and further to plan for ways in which we will continue to address these goals over the next five years.

To this end, we are requesting the following materials be submitted by you to support our ability to contribute to the departmental report. Please submit all materials to Gina M. Lewis, Coordinator, Studio Art.

1. Syllabi for all classes you have taught over the past 5 years, and the ones you will teach in the current semester. You do not need to create new syllabi, just submit the ones that you gave to the students.

2. Assignment sheets for assignments that you gave your students that address either of the above goals. In one way or another all of your assignments should have addressed at least one of these goals.

3. Rubrics and grading scale that you used to evaluate these assignments

4. Examples of assignments that have been determined A, B, C, D or F

5. Along with these materials, a brief statement that demonstrates how you are mapping your overall course, and the individual assignments to achieve the two goals above would be greatly appreciated and would help to facilitate a more expedient evaluation of our success, and challenges in assessing our program and courses.

FINE ARTS – MUSIC

CURRICULUM MAP

Bachelor of Arts Degree in Fine and Performing Arts – Music Concentration

Program Curriculum Goals and Objectives:

Goal #1

To prepare students to make meaningful contributions in the world as performing artists, teachers of the craft and music scholars.

Objective

Students are supported and encouraged to take required courses in Music Theory, Music History, Music Literature and Repertoire classes, Applied Music, and Music Technology Courses, to enhance and broaden their knowledge-base as artists in order to make responsible and significant contributions and learned musicians.

Goal #2

To foster and encourage [campus-wide}, and appreciation of music and participation in musical concerts and events in the Fine and Performing Arts Center.

Objective

Students are encouraged to take courses in African-American Music and Music Technology in additional to courses highlighting the traditional history of western music, and to participate in events to enhance the knowledge and information gained from these courses.

Goal #3

Students will benefit from the expansion, understanding and impact of music performance, through faculty-sponsored workshops, concerts, lecture-recitals, and music Lyceem Series'

Objective

Bowie State University has become an "All Steinway School" – the first HBCU in the Mid-Atlantic Region of the United States and the second HBCU to garner such a distinction. The Fine and Performing Arts Center houses thirty-two Steinway and Steinway-Designed pianos in its' concert venues, music ateliers, music faculty studios and classrooms. Vocal, Instrumental, and Piano Master-classes sponsored by the music faculty and invited guest artists, will be scheduled throughout the academic year, providing students and the general campus population excellent opportunities to observe, participate and work under the guidance of Master musicians in their fields of expertise.

Goal #4

To encourage and connect the campus and broader community through musical performances.

Objective

As an elemental creative outlet, all students are encouraged to audition and participate in the instrumental and vocal performance ensembles offered and as recommended by his or her advisor. Opportunity to perform as contributing members of these organizations would also be opened to alumni and citizens in the community.

Fundamentals of Music--MUSC 101. Sections 001 & 002

Course Prerequisite: None

Student Learning Objectives:

- Essential Musical Terminology (Italian and English)
- Development of Musical Listening/Auditory skills (an "ear" for music)
- Reading and Identification of Notes in the Treble and Bass Clefs
- Reading and Identification of Rhythms and Rests
- Identify and utilize basic time and key signatures, along with intervallic studies
- Rudimentary skills on the Piano and Recorder
- Develop an appreciation for Orchestral Instruments and their functions

Student Outcomes:

Upon completion of the Fundamentals of Music Course, student will be skilled at:

- Reading music with an assurance of efficiency
- Recognizing and identifying notes, rhythms, and basic key signatures
- Playing the piano and Recorder at an introductory level
- Familiarity with and identifying all instruments of the orchestra through the timbre of each, and becoming acquainted with the families of instruments, i.e. woodwinds, brass, strings, percussion, and keyboard

Assessments:

- Applicable group and individual written and/or participatory assignments
- Counting-applicable exercises as related to rhythmic study
- Use of the ***Zoltan Kodaly Method*** of tapping and recitation of rhythms
- Singing applicable exercises as related to notes and rhythm study
- Playing the piano- introductory applicable exercises as related to notes, rhythm, and musical form (phrasing, dynamics)
- Listening to and Identifying the timber of Instruments of the Orchestra
- In-Class Assignments: Written and Oral (including application on the piano and the recorder
- Applicable quizzes, tests, mid-term and final examinations

Music History I & II ------ MUSC 145 .001 & MUSC 146.001

Student Learning Objectives:

- To acquire an extensive knowledge of the History of Western Music
- To develop listening skills and to identify the music, composers and other idiosyncratic materials representative of each major historical period of western *music (Medieval, Renaissance, Baroque, Classical, Romantic, and Modern Periods)*
- To provide students with multi-cultural experiences, enabling them to function, musically, in diverse settings

Student Outcomes:

- To identify and learn specific performance practices of each historical period in music and applying these practices to their individual study in applied music courses
- To be able to know and apply the history of music to music performances, and to impact this knowledge their current and future music students.
- To receive a thorough overview of the history of music in order to prepare the student for graduate study in Music History

Assessments:

- Graded In-class lectures and chapter assignments
- Graded chapter essay assignments
- Listening Assignments for the Norton Anthology of Western Music, Vol. I- *(Ancient to Baroque)*, Vol. II- *(Classical to Romantic)* and Vol. III- *Modern Music into the Millenium)*
- Unit tests: The Medieval Period, The Renaissance Period, Early and Late Baroque Period, The Classical and Romantic Periods, The Modern Period
- Quizzes: Vocabulary and Listening
- Oral Presentations
- Mid-Term and Final Examinations

Ear Training/Sight Singing MUSC 157.001

Prerequisite: None

Student Learning Objectives:

- To develop sight reading skills of rhythms including whole, half, quarter, eighth, sixteenth and thirty-second notes and their corresponding rests
- To develop sight reading skills of rhythms involving simple and compound meter, through the use of the Kodaly Method
- To develop sight reading skills involving major and minor key signatures and their corresponding scales
- To develop sight reading skills involving major and minor intervals through the use of solfege syllables
- To develop sight reading skills encompassing complete reading of the musical indications of tempi, dynamics, phrasing, and other musical indications within the music
- To develop the students' ability to write melodic and rhythmic dictation

Student Outcomes:

- The student's ability to read at sight, rhythms in simple and compound time is strengthened
- The student will be able to identify key signatures and diatonic scales
- The student will read -at sight- intervals and melodies in major and minor keys through the use of solfege and Kodaly methods
- The student's ability to write melodies and rhythms through listening, otherwise known and melodic dictation is strengthened.

Assessment:

- Classwork consisting of Vocalization of intervals
- Classwork consisting of Vocalization and demonstration of rhythms
- Classwork consisting of oral presentations of textbook examples assignments
- Classwork and quizzes consisting of written melodic and rhythmic dictation
- Applicable assignments outside of the classroom
- Applicable testing on intervals, rhythms, key signatures, and solfege examples
- Final Examination

Diction and Vocal Literature I & II

MUSC 301.101 (Italian and German), MUSC 304.101 (French and English)

Student Learning Objectives:

- To develop diction and pronunciation of song literature through the use of the International Phonetic Alphabet
- To develop a basic knowledge of Vocal Song Literature through study of Repertoire
- To provide supplemental assistance to the student with repertoire in conjunction with the Applied Voice Courses
- To enhance the students' awareness and/or introduce the student to majopr concert artists past and present

Student Outcomes:

Upon completion of Diction & Vocal Literature I and II, the student will be able to:

- Enhance the learning of standard vocal song literature by knowing how to pronounce the lyrics to repertoire in Italian, German, French and English through the use of the International Phonetic Alphabet
- Expand their knowledge-base of Standard Vocal Literature
- Understand the poetry of the song literature that will enhance their interpretation of the repertoire
- Recognize National and internationally acclaimed operatic and concert vocal artists

Assessments:

- Singing and Written assignments utilizing the International Phonetic Alphabet (I.P.A.)
- Prepare and present one composer biography paper per song
- Song preparation and Performance in class and on Music Performance Seminars
- Class Work
- Term Paper

- Quizzes and Tests
- Final Examination

Basic Music Theory and Intermediate Music Theory

MUSC 155.001 and MUSC 156.001

Student Learning Objectives: (MUSC 155)

- To develop knowledge of musical sounds, use and conventions of notation, fundamental musical grammar and language, and functional harmonization techniques
- To develop the ability to think critically about music and be able to identify and manipulate its component parts including rhythm, melody, harmony, etc.
- To have the ability to correctly identify (and make use of) musical notation, intervals, as well as major and minor scale patterns
- To develop the keyboard skills necessary to aid in the theoretical analysis od studied works as well as the student's own musical repertoirer
- To develop the ability to understand and realize figure bass notation
- To develop the ability to write four part harmony using traditional part writing methods
- To develop the ability to analyze the harmonic progressions fof musical works and accurate label them using Roman Numeral Analysis and Bass Position Symbols

Student Outcomes.

Upon completion of MUSC 155, student will be able to:

- Recognize and function using notation, basic musical grammar, and basic harmonization techniques
- Have the keyboard skill necessary to aid in basic theoretical analysis
- Recognize musical notation, intervals and major and minor scales

Assessment *(Samples of quizzes and Test are available, if needed)*

Chapter quizzes on the following :
Intervals, Elements of Rhythm, Triads & Seventh Chords, Diatonic Triads, Root Position Part Writing, Triads in the First Inversion, Triads in the Second Inversion, Cadences and Musical Form

Mid Term and Final Examination

Student Learning Objectives: (MUSC 156.001)

- To master writing four part harmony i diatonic keys using root position and inverted chords
- To become familiar with the principles of harmonic progression as used in Western Tonal music
- To develop the ability to provide functional harmonic analysis of written music
- To become familiar with structural elements of music and musical phrases including cadences, periods, sentences, etc.
- To become familiar with and be able to use all varieties of non-chord tones
- To continue developing a mastery over the language of music for the purpose being able to share the skills learned in class with their current musical communities and future music collaborators

Student Outcomes:

Upon completion of Intermediate Theory, students will be able to:

- Have a better and workable Uuderstanding of chord construction and four part harmony writing
- Have a better understanding of smaller musical forms

Assessment:

- Review of Root Position Writing

- **Chapter quizzes on the following:**
- Harmonic Progression and the Sequence, Part Writing with 1st inversion Chords, Triads in Second Inversion, Cadences and Musical Forms, Non-Chord Tones I, Non-Chord Tones II

- Mid-Term and Final Examinations

Advanced Music Theory and Contemporary Music Theory

MUSC 255.001 & MUSC 256.001

Prerequisite: Students must successfully have completed MUSC 155 & 156

Student Learning Objectives: (MUSC 255.001)

- To develop knowledge of and ability to use advanced musical grammar and language, and chromatic harmonization techniques

- The ability to correctly and quickly analyze the harmonic and formal structures of Western Art Music primarily (but not limited to) from the 19th century

- To further develop the keyboard skills required for advance theoretical analysis of studied works as well as the student's own musical repertoire

Student Outcomes:

- Students will learn to use common modulatory techniques

- Students will learn techniques of advanced voice leading and 19th century chromaticism

- Students will Students will learn to use the Neapolitan Chord, the Italian Augmented Sixth, the German Augmented Sixth and the French Augmented Sixth.

Assessments:

- Review of Chapter 7- Harmonic Progression and the Sequence

Chapter Quizzes on the following:

- Diatonic 7th Chords, Other Diatonic Chor, Secondary Functions I &II, Modulations and Diatonic Chords, Larger Form, Mid-Term and Final Examinations

Student Learning Objectives (MUSC 256.001)

- To be able to write and identify in musical examples, the various types of modulations to foreign and closely related keys
- To learn to identify and use neopolitan Chords
- To learn to identify and use Augmented 6th chords
- To learn to use enharmonic spellings to facilitate modulation of keys
- To become familiar with compositional tools of Impressionist music
- To learn the basics of 12-tone theory and Post tonal compositional methods

Student Outcomes:

- Students will understand and focus on expanding their knowledge of chromaticism and its related impacts on musical styles, forms, and voice leading.
- Students will learn identify and correctly analyze chromatic harmonies and modulations of all types.
- Students will gain a knowledge of Twelve-Tone theory at an introductory level

Assessments:

Chapter Quizzes on the following:

Mode Mixture and the Neapolitan, Augmented Sixth Chords, Enharmonic Spellings and Modulations, Further Elements of Harmonic Vocabulary, Tonal Harmony of the Late 19th century, Early 20th century technique, Mid-Term and Final Examinations

The Music Concentration Area Faculty Members include:

Dr. Marymal Holmes, D.Mus.A., Professor
Dr. Joseph C. Regan, D.M.A., Assistant Professor
Dr. Adolph Wright, Ed.D., Director of Bands
Prof. LaTonya Wren, M.M. Lecturer
Dr. Brian G. Semos, D. Mus.A., Adjunct Professor
Prof. Thomas Newman, Adjunct Applied Music
Prof. LeVar Betts, Adjunct Applied Music

FINE ARTS – MUSIC TECHNOLOGY

CURRICULUM
MAP

Music Technology Concentration
Core Program Background

Full-Time Faculty Core Responsibilities

Dr. Gilbert E. Pryor, Jr. ,Coordinator - Intro to Elec Music, Computer Notation, Independent Study, Senior Project

Dr. William E. Smith - Keyboarding 1, Computer Sequencing 2, Music Business, Elec Arr & Comp 1 & 2, Senior Project

Adjunct Faculty

William Cannon – Multimedia 1 & 2, Senior Project, Head Studio Engineer

Paul Mitchell – Intro to Elec Music

Program Overview

The Program will provide students with solid instruction in the variety of ways computer technology is employed in the music industry. It will cover essentials such as computer software, basic studio design, arranging, songwriting, and Internet and World Wide Web applications. Courses in music theory and music history give a broad background in the understanding of music styles and genres. A course in business rounds out the curriculum and allows for the understanding of law as it applies to contracts, copyright and the electronic media. A Performance Senior Project is required to complete the concentration. In addition to the 27 semester hours of the Music Technology Concentration, students must successfully complete 93 semester hours of General Education and Fine Arts Requirements. It is suggested that all students enroll in an applied lesson each semester of enrollment, and participate in one of the several performance ensembles.

Program Objectives

The objectives are:

1. Prepare students to be employable with the dynamics of the software and hardware applications utilized in the music and entertainment Industry.
2. Develop knowledge of the use of Musical Instrument Digital Interface (MIDI) and Digitial techniques for music production and song writing.
3. Learn how to sequence, edit and mix with workstations and computers.
4. Develop knowledge of the fundamentals of musical composition, arranging and notation for song writing and commercial jingles while utilizing electronic instruments and devices.
5. Develop skills to interface with multimedia projects, preparation of websites and other multi-media purposes.
6. Gain knowledge and understanding of various recording media, microphone and sound mixers for live and recording concepts.
7. Gain knowledge of the aspects of the business of music including, contracts, management, self-promotions copyright, Internet and other electronic media.
8. Understand the languages of music theory and music technology.

Music TechnologyConcentration
Curriculum Goals
Student Learning Objectives (SLOs)
Student Outcomes (SOs)

1. MUSC 110 INTRO TO ELECTRONIC MUSIC (Fall, Spring) 3 credits

Prerequisite/s: Open to all students who have interest in electronic music as a Gen Ed elective; required for all MUTE and MUSC concentration students. This course is a lab to provide hands-on training and study of MIDI (Musical Instrument Digital Interface) and digitally produced music and software packages used to sequence, notate and create music compositions.

Curriculum Goals	SLOs	SOs
1. Introduction to the application of computers in the use of creating music compositions and sequences. 2. Introduction to software applications used to sequence, notate and edit music compositions. 3. Develop skills in music arranging, instrument transposition, and fundamental triadic and choral harmony.	1. Students will use the iMac platform to learn how to integrate the electronic keyboard with software to create musical sounds and compositions. 2. Students will learn to use industry-standard programs for sequencing compositions and original music projects. Programs include Garage Band and Sibelius notation software. 3. Students will produce several projects that are created from various genres of music to strength technology skills, sequencing from several of popular genres of music including jazz, hip-hop and popular styles.	1. Students will develop specific computer literacy skills used in music technology and for other common computer-tasks such as word processing, and researching using the World Wide Web. 2. Students will become better consumers of software and hardware used to develop and create musical ideas and compositions. 3. Students will develop skill development of music fundamentals and theory. 4. Students will have receive immediate response on their creative via the MIDI music process. 5. Students will maintain an archival record of their work and accomplishments.

2. MUSC 111 KEYBOARD TECH I (Fall) 2 credits

Prerequisite/s: MUSC110 or Permission of the Instructor. Designed to teach the operating system of popular music keyboards used to sequence music such as the Korg Triton LE , Yamaha MM6, and other industry-standard keyboards.

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Curriculum Goals	SLOs	SOs
1. Develop knowledge of the functions a electronic keyboard workstation. 2. Create music compositions and arrangements with the keyboard workstation. 3. Explore various music genres through sequencing.	1. Students will use the Korg Triton workstation to understand the process of using editors to create music with a workstation in real-time and step-time. 2. Student will prepare simple projects to foster development of arranging and creating original music. 3. Students will create themes which provide sound beds for live and televised productions.	1. Students will develop knowledge that applies to the operation of similar workstations used in the music industry. 2. Skill development will be realized through the use of recorded and printed music that is transmitted via real-time and/or step-time into the keyboard sequence. 3. Students will learn how to employ simple effects, use the various keyboard editors, and save projects to appropriate storage media for archival and editing purposes.

3. MUSC 155 MUSIC THEORY I (Fall) 3 credits

Prerequisite/s: Required of all Music and Music Tech Concentration Students. This course is a study of the physics of musical sounds, conventions of notation, fundamental music grammar, melodic and harmonic construction cadences, and simple melodies harmonized with block chords.

Curriculum Goals	SLOs	SOs
1.Develop knowledge of the conventions of music melody, harmony and rhythm. 2. Understand the language and nuiances of music. 3. Explore block chordal composition and resolutions.	1. To develop knowledge of musical sounds, use and conventions of notation, fundamental musical grammar and language, and functional harmonization techniques. 2. The ability to correctly identify (and make use of) musical notation, intervals, as well as major and minor scale patterns. 3. To develop the keyboard skills necessary to aid in the theoretical analysis of studied works as well as the student's own musical repertoire.	1.Student will have a background of the language used to develop music theory. 2. Students will be able to write and identity major, minor, diminished and augmented triads. 3. Students will be able to write simple four-part harmony progressions using I-IV-V 4. Students will be able to identify sharp and flat major and minor key signatures. 5. Students will be able to count and clap basic rhythmic patterns.

4. MUSC 156 MUSIC THEORY II (Spring) 3 credits

Prerequisite/s: Required of all Music and Music Tech Concentration Students. This course is a study of functional harmony using figured bass, inversions, seventh chords, secondary function, non-chord, and embellishing tones. A study of the intermediate forms; keyboard drill will include harmonization's from simple figured bass and popular music chord symbols and the development of variety in accompaniment patterns.

Curriculum Goals	SLOs	SOs
1. Develop understanding of extending harmonies of the 7^{th}, 9^{th}, 11^{th} and 13^{th}. 2. historical masterpieces to identify chordal harmony and movement. 3. ornamentation used in music such as passing and leading tones, upper and lower neighbors. 4. Prepare student to realize chord movement and perform on piano.	1. To master writing four part harmony in a diatonic keys using root position and inverted chords. 2. To become familiar with the principles of harmonic progression as used in Western Tonal Music. 3. To develop the ability to provide functional harmonic analysis of written music. 4. To become familiar with structural elements of music and musical phrases including cadences, periods, sentences, etc. 5. To become familiar with and be able to use all varieties of non-chord tones.	1. Student will be able to identify major and minor extended harmony. 2. Student will be able to write harmonies in root and inverted positions. 3. Students will be able to play a simple progression using learned harmonies. 4. Students will be able to identify simple rhythmic patterns.

5. MUSC 211 KEYBOARD AND COMPUTER SEQUENCING (Spring) 3 credits

Prerequisite/s: MUSC110 or Permission of the Instructor. Develop skill of using the electronic keyboard and the iMac computer to create music composition and sequences.

Curriculum Goals	SLOs	SOs
1. Develop knowledge of computer software used to create music composition and originals. 2. Understanding preparation of sequences as MIDI files for import and export. 3. Understand the editors used to complete music composition.	1. Students will use Master Tracks Pro to learn how to sequence music composition via the computer interfaced with a keyboard controller. 2. Students will prepare projects using the MIDI (Musical Instrument Digital Interface) protocol to allow files to be imported and exported in other software programs. 3. Students will learn and employ event editors, notation editors, track editors, and punch	1. Students will be able to use an appropriate interface to provide compatibility with the iMac or PC and a keyboard controller or device to input music data. 2. Students will gain knowledge using the MIDI and program extensions to develop compatibility with other music software to import and export between each. 3. Students will learn to cut and paste musical ideas, employ the editors to complete music

	in/out to create and complete projects.	projects.

6. MUSC 212 COMPUTER NOTATIONS (Fall, Spring) 3 credits
Prerequisite/s: MUSC110, MUSC155 and/or Permission of the Instructor. This course uses Sibelius software to create music compositions for all genres of music.

Curriculum Goals	SLOs	SOs
1. Develop skills to prepare music compositions for reading music. 2. Develop understanding of similarities and differences of music scores. 3. Students will develop understanding of chord symbols and extended harmonies.	1. Students will use Sibelius notation software to prepare music compositions for various ensemble sizes and instrumentation. 2. Students will prepare lead sheets, four-part choral selections, jazz and big-band ensembles for performance by live musicians. 3. Students will prepare music arrangements which use chord symbols to enhance the harmonies of a musical selection.	1. Students will learn the menus and shortcuts to prepare professional written composition examples for live performance. 2. Students will develop understanding of terminology used by the various music styles to aide in the shaping of a music composition such as articulation markings, dynamic markings, time signatures and key signatures. 3. Students will gain knowledge of the option used to provide identification to music harmonies using chord symbols of simple, extended and altered chords. Students will be able to print their projects for real-world application by the live musician.

7. MUSC 311 ELEC ARRANGING AND COMP I (Fall) 2 credits
*Prerequisite/s: MUSC 212, MUSC155.*Develop skills to assist in arranging techniques using the computer to create music of all genres.

Curriculum Goals	SLOs	SOs
1. Develop understanding of melodic and harmonic development to create music arrangements and original composition. 2. Develop knowledge of the classical orchestra ensemble instruments. 3. Develop original music compositions.	1. Students will learn arranging techniques employed in classical and popular music. 2. Using Sibelius notation software, students will create arrangements for the various sections of the classical orchestra (Strings, Woodwinds, Brass, Percussion sections). 3. Students will employ knowledge of instrument groups	1. Students will learn theme and variation development, form and analysis of music forms. 2. Students will understand the ranges of all instrument groups and combinations of each to provide musical composition in various music genres. 3. Students will create an original composition as a final project using General Midi sounds and

	to create an original composition.	prepare it for an external digital media such as a CD or MP3 player.

8. MUSC 312 ELEC ARRANGING AND COMP ll (Spring) 3 credits
Prerequisite/s: MUSC 311, MUSC 156, MUSC 212. This course is a continuation of MUSC311 design to assist with the preparation of the Senior Project.

Curriculum Goals	**SLOs**	**SOs**
Continuation of MUSC 311	1. Students will prepare composition to assist in development of materials for the Senior Project portfolio. 2. Students will develop composition from different periods of music history and of different music styles. 3. Students develop original music composition in genre which best suites their personal interests.	1. Students will focus on composition to be used for expected Senior Project and personal portfolio. 2. Students will analysis music that employs orchestra instruments to enhance its presentation; music from the Motown Era, music from big-bands and jazz genres. 3. Students will create and arrangement personal music composition of their preference for use of portfolio and Senior Project.

9. MUSC 408 Music Business (Fall,Spring) 3 credits
Prerequisite/s: Required business course for all MUTE students. Learn about contracts, marketing, management and industry knowledge about the arts.

Curriculum Goals	**SLOs**	**SOs**
1. Develop awareness and understand of creating a small business or entrepreneurship. 2. Gain first-hand knowledge of pitfalls and advantages of careers in the technology arts. 3. Provide a legal prospective of copyright, trademark, and pattern registration. 4. Prepare a business plan and appropriate contracts for rendering music services.	1. Students will attend weekly seminars that are hosted and taught by professionals and educators who have a background in the elements that provide resources to creating a sound and profitable business and entrepreneurship. 2. Students will learn about professional organizations journals 3. Develop a working business plan that uses appropriate contract language to create a specific service contract 4.Bring understanding to the	1. Students will design a 3year business plan to assist in efforts of creating a small and viable technology business. 2. Students will have insite of those unions and organizations which represent their interest in the music business such as the American Federation of Musicians, ASCAP, BMI, RMI, SAG, AFTRA, etc. 3. Students will learn about appropriate forms for copyright, trademark and pattern filing. Students will create a working contract for their business intent

	legal and ethical values of the intent to provide a business service to the public.	that will include pertinent information about a contracted music service.

10. MUSC 410 MULTIMEDIA REC & PROD I (Fall) 2 credits

Prerequisite: MUSC 311. This course is designed to provide opportunities for the developing of skills to interface with multimedia projects. Learn the principales of Sound and Recording Engineering, microphone techniques and language specific for the use of Pro Tools and engineering.

Curriculum Goals	**SLOs**	**SOs**
1. Prepare student with an understanding of recording engineering. 2. Introduction to production hardware and software used in recording engineering.	1. Teach the physics of sound reinforcement and reproduction with studio engineering. 2. Learn about setting up a multitrack home-based recording studio. 3. Introduce ProTools, the industry standard software and hardware used to record live and digital music.	1. Students will have a knowledge of analogy and digital recording devices used to record live music. 2. Students will learn how to develop a home studio with the appropriate equipment for sound reinforcement and live recording. 3. Students will be able to use ProTools to create simple multitrack projects.

11. MUSC 411 MULTIMEDIA REC & PROD II (Spring) 3 credits

Prerequisite/s: MUSC411 and Senior Standing. Course uses Pro Tools exclusively for studio engineering and projects for the required for the Senior Project.

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Curriculum Goals	**SLOs**	**SOs**
Continuation of MUSC 410	1. Preparation for Senior Project. 2. Recording Engineer Concepts and Techniques in an internship at a operative recording facility. 3. Live and digital recording interfacing.	1. Students will prepare materials for expected Senior Project that demonstrates mastery of course curriculum. 2. Students will have an opportunity to intern in an operative recording facility that provides the appropriate sound reinforcement and recording apparatus for creating, producing and engineering music projects. 3. Students will use Pro Tools to prepare and final materials for Senior Project and personal portfolio.

12. MUSC 499 INDEPENDENT STUDY (Fall, Spring) 3 credits

Prerequisite/s: Concurrent enrollment in MUSC 411 and Senior Standing. Students design format of study to assist in the development of the required Senior Project MUSA 412. Students present their focus of the integration of Music Technology.

Curriculum Goals	SLOs	SOs
1.Preparation for required Senior Project. 2. Assist with "Time-Management" responsibilities. 3. Focus on providing a most significant timeline of the student's development in Music Technology.	1. Student will met weekly with Advisor to discuss and focus topic/s for presentation of Senior Project. 2. Student will maintain a weekly journal of meetings and progress with Senior Project. 3. Student will present the completed Project to a peer and formal audience for a 45-minute presentation which demonstrates the knowledge and skills of the integration of Music Technology with music production.	1. Student will gain the experience of researching and focus for materials and resources which are relevant to the selected Senior Project. 2. Student will knowhow to develop a presentation using visual aids such as PowerPoint. 3. Student will know how to integrate learned skills into a viable and comprehensive project which shows their understanding of Music Technology and music production. 4. Student will have materials to enhance Performance Portfolio.

13. MUSA 411/412 SENIOR PROJECT (Fall, Spring) 0 credits

Prerequisite/s: *Must have Senior Status*. A required 45-50 minute recital with and intermission to demonstrate mastery of subject matter. Materials used will be evaluated and prepared with the assistance of the MUTE coordinator. All materials must be prepared two (2) weeks prior to scheduled performance to be assessed by faculty committee.

Curriculum Goals	SLOs	SOs
1. Presentation of required Senior Project.	1. Live demonstration of core knowledge student obtained in the Music Technology Concentration.	1.Student will provide a planned presentation of their growth and understanding in music production and Music Technology.

Music Technology Concentration
Mastery Expectations

The Music Technology Concentration (MUTE) is devised to promote and nurture the skill sets of the musician to integrate technology within the structure of music production, music performance and music composition and arranging. To achieve these objectives, a level of competency is expected at each level of advancement in the program. This competency is built upon the skills of musicality and mastery of technology hardware and software employed in the concentration.

Freshman Level

- Fundaments and rudiments of music theory.
- Definitions and terminology of music technology and music.
- Application of appropriate software and hardware for electronic music production.

Sophomore Level

- The mastery of sequencing software and packages.
- Notation techniques and notation software packages.
- The understanding of the Keyboard Workstation.
- The understanding of instrument transposition and ranges of each.
- The knowledge of the setup of templates for different combinations of instruments.
- The understanding of chord symbols and progressions.
- Rhythmic pattern development
- Interactive websites and links.

Junior Level

- Transposition of instruments.
- Composition techniques.
- Ear training for dictation.
- Multi-track recording on the computer.
- Multimedia applications and file conversions.
- Software packages for theory and fundamentals of music.
- Analog mixing with the multi-channel mixing board.
- Microphones selection and placement.
- Use of the drum machine/rhythm sequencer.
- Basic sound editing.

Senior

- 20-30 hours Practicum experience at analog/digital facility.
- Live recording techniques.
- Studio recording techniques.
- Recording vocal and instrumental combinations.
- Live performances using electronic music media.
- Multi-track recording with analog and digital techniques.
- Senior Project with 50 minutes of prepared music.

Bowie State University
Department of Fine and Performing Arts
Music Technology Concentration
Midpoint Assessment: Sophomore
Dr. Gilbert E. Pryor, Jr. - Coordinator

Philosophy

Your sophomore status is central to your success in working towards your degree in Music Technology or to assist you in redirecting your course of study to a more suited major here at Bowie State University. The guidelines to define your acceptance into the MUTE concentration are designed to bring focus to the challenges set before you to become a viable, employable, and knowledgeable practitioner of music. The rigors of your studies prepare you to be competent, expert, and efficient for the ever-changing challenges presented with the uses of music technology in the entertainment industry.

Objectives

The objectives of the Music Technology Concentration take the approach of learning the applications and practices in both electronic and acoustic music as they are used and accepted by the music, entertainment, and education industries. The curriculum develops the student to be **PEAK**:

- **P**repared to function globally as a music technologist proficient in the business of music production and education.
- **E**mployable and marketable in the entertainment, recording and music education industries.
- **A**cademically sound as a life-long "deep" learner.
- **K**nowledgeable of the practices, networks, and entrepreneurial opportunities that sustain and build music technology education.

Guidelines for Success

Bowie State University is an institution with the mission of preparing you for life. Thusly, your studies have provided important skills and development across the multifaceted curriculum offered here. This is also the intent of the MUTE concentration. As a Music Technology major, you are responsible for taking and completing successfully, courses in music theory, music history, fine arts and applied music, and of course in music technology. It is through the active and engaged participation in all of your chosen subjects that you become prepared and proficient scholars who meet the challenges in "real-world" occupations. Technology presents a world of convenience for many and often times will not only assist in growth, but hamper it as well. It is most important for all to be deep learners and accept the many challenges prevalent to this craft. It is through deep learning that one understands the worldliness of how music technology is integrated into the mainstream of our diverse cultures and societies.

Expected Goals, Objectives and Outcomes

Each core course of this concentration is designed as a pyramid of understanding and development. Following the appropriate sequence of study will afford the best method of preparation for success.

Course	Goals	Objectives	Student Learning Outcome
MUSC 110 **Intro to Elec Music**	Introduction to the application of computers in the use of creating music compositions and sequences. Introduction to software applications used to sequence, notate and edit music compositions. Develop skills in music arranging, instrument transposition, and fundamental triadic and choral harmony.	Students will use the PC to learn how to integrate the electronic keyboard with software to create musical sounds and compositions. Students will learn to use industry-standard programs for sequencing compositions and original music projects.	Students will develop specific computer literacy skills used in music technology and for other common computer-tasks such as word processing, and researching using the World Wide Web. Students will learn how to sequence music using the software packages, Master Tracks Pro and Garage Band. Students will develop skill building and support with music fundamentals, and the music technology vocabulary.
MUSC 111 **Keyboard Tech I**	Develop knowledge of the sequencing and editing process of an electronic keyboard workstation. Create music compositions and arrangements with the keyboard workstation for jingles, visual presentations and the Internet.	Students will use the Korg Triton Le workstation to understand the process of using editors to create music with a workstation in real-time and step-time. Student will prepare simple projects to foster development of arranging and creating original music. Students will create themes that provide sound beds for live and recorded productions.	Students will develop knowledge that applies to the operation of similar workstations used in the music industry. Skill development will be realized through the use of recorded and printed music that is transmitted via real-time and/or step-time into the keyboard sequence. Students will learn how to employ simple effects, use the various keyboard editors, and save projects to appropriate storage media for archival and editing purposes.

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Course	Goals	Objectives	Student Learning Outcomes
MUSC 155/156 **Music Theory I & II**	Provide a firm foundation in the fundamentals of music theory as they relate to rhythm, harmony, melody, counterpoint, and form and analysis.	Prepare the student to understand and utilize rhythmic values, meters, pitch, and harmony. Provide the techniques for creating four-part harmony for voices and/or mixed instruments. Introduce student to chord progressions and harmonic structures used to create music composition.	Student will be able to create and analyze four-part harmony exercises to determine key signature, time signature, and rhythmic content. Students will be able to identify 2/4, 4/4, 3/4 and 6/8 time signatures. Student will be able to identify chord progressions and extended chord structures of major, minor, augmented and diminished.
MUSC 211 **Keyboard & Computer Sequencing**	Develop knowledge of computer software used for the production music composition and originals; and understand the editors used to complete a music composition.	Students will use Logic Pro to learn how to sequence music composition via the computer interfaced with a keyboard controller. Students will prepare projects using the MIDI (Musical Instrument Digital Interface) protocol to allow files to be imported and exported in other software programs. Students will learn and employ event editors, notation editors, track editors, and punch in/out to create and complete projects.	Students will be able to use an appropriate interface to provide compatibility with the iMac computer and a keyboard controller or device to input music data. Students learn how to use Logic Pro production software to prepare music sequences. Student will know how to export and import musical loops to enhance music sequenced with Logic Pro.

Course	Goals	Objectives	Student Learning Outcomes
MUSC 212 **Computer Notation**	Develop skills to prepare a variety of music manuscript for vocal and instrumental music.	Students use Sibelius notation software to prepare music compositions for various ensemble sizes and instrumentation. Students prepare lead sheets, four-part choral selections, jazz and big-band ensembles, and other ensemble configurations for performance by live musicians. Students will prepare music arrangements which use chord symbols to enhance the harmonies of a musical selection.	Students will learn how a lead sheet with chord symbols, melody and lyrics. Students will learn the menus and keyboard shortcuts of Sibelius to facilitate the notation process. Students will develop an understanding of the terminology used to prepare music notation such as hairpins, expressions and technique markings, clef signs, transposition and articulation dynamics. Students will be able to print their projects for real-world application by the live musician.
MUSC 311 **Arr & Comp I**	Develop understanding of melodic and harmonic themes and instrumental nuances to create music arrangements and original composition. To explore and gain knowledge of the traditional classical instruments found in the symphonic and contemporary orchestras.	Students will learn arranging techniques employed in classical and contemporary music. Students will learn theme and variation development, form and analysis of music forms. Students will develop skills in using the families of instruments to create composition for live, sequenced and recorded music composition.	Students will use Sibelius notation software to prepare music composition that incorporate like families of instrumentation and mixed families of instrumentation. Student will be able to create an original composition with learned arranging techniques as they apply to the families of instruments. Student will be able to print out theirs compositions for performance and publishing.

Course	Goals	Objectives	Student Learning Outcomes
MUSC 312 Arranging and Composition II	Continuation of MUSC 311	Students will prepare composition to assist in development of materials for the Senior Project portfolio. Students will develop composition from different periods of music history and of different music styles Students develop original music composition in a variety of genres.	Students will focus on composition to be used for expected Senior Project and personal portfolio. Students analyze and employ learned techniques into contemporary music such as that of the Motown, Philadelphia International, and Stax Records organizations. Students will focus on preparing composition for their Senior Project.
ART 470 Self-promotion and Marketing MUSC 408	Develop awareness and understand of creating a small business or entrepreneurship. Gain first-hand knowledge of pitfalls and advantages of careers in the technology arts. Provide a legal prospective of copyright, trademark, and pattern registration.	Students will attend weekly seminars that are hosted and taught by professionals and educators who have a background in the elements that provide resources to creating a sound and profitable business and entrepreneurship. Students will learn about professional organizations journals Students will learn how to develop a working business, use appropriate contract language to create a specific service contract. and understand the legal and ethical values of the intent to provide a business service to the public.	Students will design a 3year business plan to assist in efforts of creating a small and viable technology business. 2. Students will have insight of those unions and organizations that represent and protect the integrity of in the music business such as the American Federation of Musicians, ASCAP, BMI, RMI, SAG, AFTRA, etc. Students will learn about appropriate forms for copyright, trademark and pattern filing. Students will create a working contract for their business intent that will include pertinent information about a contracted music service.

Course	Objectives	Goals	Student Learning Outcomes
MUSC 410 Multimedia Rec & Production I	1. Develop knowledge of integrating other technology application with music technology applications.	1. Student will learn about recording equipment used to produce live music projects.	1. Students will have a knowledge of analogy and digital recording devices used to record live music. Students will learn how to develop a home studio with the appropriate equipment for sound reinforcement and live recording.
	2. Prepare multimedia projects for trade shows, exhibitions and web presentation.	2. Students will learn to employ visual presentations to create a business portfolio of their expected career.	2. Students will develop Power Point Presentations which provide information about an expected business venture. Presentations will provide information about their employable skill base. Presentation will be acceptable for viewing on a computer for continuous viewing at a trade show or developed for a webpage such as Myspace, or Lycos.
	3. Introduction to production hardware and software used in recording engineering.	3. Students will be introduced to industry standard software and hardware used to record live and digital music.	3. Students will record live music on a two-track recorder, hard-disk multi-track recorder, and be introduce to the use of industry-standard applications such as Pro Tools and Sonar, and Digital Performer.
MUSC 410 Multimedia Rec & Prod I			

Course	Objectives	Goals	Student Learning Outcomes
MUSC 411 Multimedia Rec & Prod II	Continuation of MUSC 410	1. Preparation for Senior Project.	1. Students will prepare materials for expected Senior Project that demonstrates mastery of course curriculum.
		2. Recording Engineer Concepts and Techniques in an internship at a operative recording facility.	2. Students will have an opportunity to intern in an operative recording facility that provides the appropriate sound reinforcement and recording apparatus for creating, producing and engineering music projects.
		3. Live and digital recording interfacing.	3. Students will use Pro Tools to prepare and

			final materials for Senior Project and personal portfolio.

Course	Objectives	Goals	Student Learning Outcomes

Senior Project Guidelines

There are two types of Senior Projects:

- **Recital Project: 30 – 40 minutes of live (real time) performance, containing original music or arranged selections prepared with sequencing and notation techniques. Program will be publicized and appropriately done as guided by the standards and procedures which govern MUSA 411,412. It is suggested that the student employees his/her applied instrument as part of this program. Works prepared should be of contrasting nature (jazz, popular, blues, classical, urban contemporary).**

- **Collaborative Project: 30 – 40 minutes of live or real-time performance incorporating dance, theater, film, video or computer animation produced in conjunction with a second artist or artists. Works prepared should be of contrasting nature (jazz, popular, blues, classical, urban contemporary).**

1. **All performance materials should be constructed with the consideration of the performance arena used to assure a good balance of sound, and maximum audience enjoyment.**
2. **Appropriate credit should be given to all participants for their contributions and each should adhere to the rules that establish good concert ethics throughout the presentation.**
3. **Permission for taping, use of materials, images and videotaping should be discussed with the coordinator to assure that all legal and copyright responsibilities are met.**

MUSC 110 – Intro to Electronic Music (Fall/ Spring 3 credits)

- This class is the portal into the study of electronic music. As a result of successfully completing this course a student will possess the skills to use the computer and software programs designed to develop simple and fundamental music sequences. The student learns and employs the language used in electronic music development which is the foundation for further development in electronic music. The student can prepare "digital sequences" with simple and loop-based software with General Midi (GM) sound banks. Development and exposure to the fundamental of music are learned that apply to both electronic music and live music preparation. Student will be able to save all sequences to various storage media such as Compact Discs (CD), the computer desktop, and portable storage devices.

MUSC 111 – Keyboard Technique (Spring 2 credits)

MUSC 146 – Music History Since 1810 (Spring 3 credits)

- This course is a study of the history of music from the middle period of Beethoven to the present time.

MUSC 155 Basic Music Theory (Fall 3 credits)

- This course is a study of the physics of musical sounds, conventions of notation, fundamental musical grammar, melodic construction, cadences, and simple melodies harmonized with block chords.

MUSC 211 – Keyboard & Computer Sequencing (Spring 3 credits)

- The student will learn how to prepare digital music with Logic Pro software on the Mac computer. A higher degree of knowledge is employed to edit and prepare digital music for recording purposes, the Internet, and for other portable media devices. The student will explore and utilize musical loops to create video and audio presentations from movie trailers and motion videos.

MUSC 212 – Computer Notation (Fall/Spring 3 credits)

- The student learns to use Sibelius notation software to create music composition for live performance purposes. Student can prepare music lead sheets with chord symbols and lyrics. Skills are developed to create and prepare music scores and manuscript for small and large ensembles, which are appropriate for live or recorded performance. Students learn how to read the music score and are given the opportunity to create original compositions for the purposes of performance or recording. The student will develop music sequences that are notated for simple video presentations and animation.

MUSC 311 – Electronic Arranging & Composition I (Fall 2 credits)

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MUSC 312 – Electronic Arranging & Composition II (Spring 3 credits)

MUSC 410 – Multimedia Production and Recording I (Fall 2 credits)

MUSC 411 – Multimedia Production and Recording II (Spring 3 credits)

ART 470 – Self-Promoting and Marketing (Fall/Spring 3 credits)

MUSA 411 – Senior Recital (Senior Project) (Senior Status only 0 credits)

All students must register and apply for the Senior Project. The application includes a prospective date (no later than the last day of senior final exams) and an outline of what is being prepared for presentation as discussed with your advisor.

Mid Point Assessment

The following rubric will provide a rubric to assess your growth at the midpoint of your studies – The Sophomore year. These are designed to help focus your mission toward preparedness in your studies. It is through this assessment that you gain insight and evaluation towards the challenges for your next few years of study in Music Technology. This mid point is also an opportunity to change the focus of your college major from Music Technology. These benchmarks provide a checklist of what things you must be competent and proficient with to maintain sustainability and resourcefulness to assist with your perpetuation of the performance and recording arts. The areas of assessment include: music theory, music history, applied music, piano proficiency, music notation, music sequencing, music reading, and portfolio development.

Midpoint Assessment
Music Technology Concentration

Subject Area	Successful	In Progress	Not Successful	Not at All
Music Theory	1. I have taken MUSC 155 and or 156 and can read and write a simple four part harmonized melody in SATB. 2.I can identify and use the music fundamentals (time and key signatures, rhythm values, techniques and expressions.	1. I am scheduled to take MUSC 155 or 156 and have been exposed to simple four part harmonized melody in SATB. 2. I am learning the fundamentals of music and can use or identify them.	1. I took MUSC 155 and/or 156 and have difficulty writing and reading a simple four part harmonized melody in SATB. 2. I have had some background in music fundamentals but cannot identify them or use them correctly.	1. I have not taken MUSC 155 or 156 and don't know how to read or write simple four part melody in SATB. 2. I have not had the opportunity to be introduced to music fundamentals.
Music History	I have taken MUSC 145 and/or 146 and understand the significance of the history of music.	I am scheduled to take MUSC 145 and/or 146 to understand the significance of music history.	I took MUSC 145 and/or 146 and do not understand the significance of music history.	I have not taken MUSC 145 or 146 and do not understand the significance of music history.
Applied Music	I have taken applied lessons on my instrument and can perform with proficiency.	I am scheduled to take an applied lesson on my instrument.	I took some applied lesson but I am not proficient on my instrument.	I have taken any applied lessons and cannot play an instrument with proficiency.
Piano Proficiency	I have taken Applied Piano or Piano Class and can play the piano with a great degree of proficiency.	I am scheduled or in the process of taking piano and have some difficulty with the piano.	I took Piano and play with a low level of proficiency.	I have not had any Piano and cannot play with any proficiency.
Music Notation	I have taken MUSC 212 and can use notation software as well as manually input notation on manuscript with a pencil.	I am scheduled to take MUSC 212 and can manually input notation on manuscript with a pencil.	I took MUSC 212 and cannot input notation with the software or manually with manuscript and pencil.	I have not had MUSC 212 and do not know how to notate music.

Music Sequencing	I have taken MUSC 110 and can sequence music that has musicality that is acceptable in "real-world" standards.	I am scheduled to take MUSC 110 but have some background with music sequencing.	I took MUSC 110 and cannot prepare a music sequence that has musicality that is acceptable in "real-world" standards.	I have not taken MUSC 110 or have any background in music sequencing.
Music Reading	I can interpret of the fundamentals of music on a music sheet (time and key signatures, rhythmic values and pitches, fundamental music expressions and techniques)	I am taking classes that enable me to interpret all of the fundamentals of music on a music sheet.	I took classes and cannot interpret the fundamentals on a music sheet.	I cannot interpret the fundamentals expressed on the written music page.
Portfolio Development	I have begun to create my professional portfolio for my career and Senior Project.	I am thinking about developing my professional portfolio for my career and Senior Project	I have no intention of developing a professional portfolio.	I have no idea what my professional portfolio should include.

BOWIE STATE UNIVERSITY

College of Arts & Sciences

Department of History &Government

Five-Year Assessment Plan 2020-2025

Mission

The Department of History & Government contributes to Bowie State University's overall mission as a regional comprehensive liberal arts university. It provides an atmosphere that promotes intellectual development, scholarship, and critical thinking for its diverse student body. In addition, students who major in history and government have the opportunity to experience the responsibilities and rewards of leadership. This combination of learning and personal challenge enables our graduates to face the demands of the 21st-century with confidence.

Goals

The goals of the department are to:

1. Foster an atmosphere conducive to the fruitful exchange of ideas between students and faculty;
2. Train students proficiently in content and methodology in the departmental concentrations of their choice;
3. Provide opportunities for critical study which will build marketable skills in a variety of fields;
4. Give students in the sequences a level of training which will enable them to succeed in graduate studies and professional schools, or to pursue careers in academia, government, or business.

Government and History Student Learning Outcomes (SLOs)

Upon completion of their degree, students with a **Government concentration** will be able to:

- Define the key concepts, approaches, and theories of within the field of political science.
- acquire knowledge of the primary political institutions and actors who operate in the United States.

- articulate and critically analyze classical and contemporary political theories, as well as salient issues of political thought.
- empirically analyze the political-economic development of states and non-state-actors, as well as their interaction on a global level.
- Students will demonstrate proficiency in the quantitative and qualitative methods of Political Science by writing a research paper, or senior thesis

Upon completion of their degree, students with a **History Concentration** will be able to

- Articulate the main currents of change regarding historical events and time periods in a variety of geographic areas.
- Comprehend the methodologies and techniques of the historians.
- Engage in critical thinking and abstract reasoning skills through the examination of historical events, problems, and time periods.
- Demonstrate a general comprehension of the philosophy of history in the distinction of various schools of historical thought.
- Master the craft of the historian through the successful completion of the senior capstone courses—comprehensive exam and thesis.

Special Features of the Department

The Department offers an interdisciplinary degree program in history and government with concentrations(concentrations are the equivalent of a major) in history or government, a subplan in history education, as well as minors in the following areas: **geography, philosophy, history, Pan-African studies, women's studies, historical management, government, international relations, public policy, and pre-law**

Career Paths

- Archivist
- Author
- Campaign manager
- Civil servant
- Conservationist
- Educator
- Historian
- Foreign Service
- Journalist
- Lawyer
- Legal assistant
- Legislative Aide
- Librarian
- Lobbyist
- Data Analyst
- Statistician
- Elected official
- Campaign Manager
- Management consultant
- Manuscript specialist
- Museum curator
- National parks director
- Political editor
- Preservationist
- Public policy planner
- Research assistant
- Speechwriter

Five-Year Assessment Plan: 2020-2025

1st Year: Complete Program Mapping for both concentrations that integrates the recently revised SLOs in History and Government (see appendix). Integrate the revised (SLOs) into all courses in the History and Government concentrations. At the end of the year, the faculty will begin integrating the revised SLOs into non-survey level classes (200-400 level that focuses on the core elements of the discipline). The goal here is to begin focusing the classes that feed the discipline subfields and prepare students for the capstone courses in the two concentrations. Begin developing SLOs for the minor fields of Geography and Philosophy.

2nd Year: Expand and enhance the use of instructional technology to meet the needs of students and faculty.

- Synchronize the format of the capstone courses (Senior Seminar 1& 2 in History) and Capstone courses (Government). A unified format will allow faculty to better identify how lower-level courses impact student performance in the capstone areas. At the end of the academic year, the faculty in both disciplines will review the results to evaluate the areas that students face challenges.
- The impact of Covid-19 on higher education has made the need for improvements in distance learning more urgent, and our Department has begun exploring the various technological resources that can improve instructional efficacy online. We will form an in-house online advisory committee to assist with faculty in deploying the resources to assist students with virtual learning during the current global pandemic. Moreover, our goal is for faculty members to be able to provide asynchronously and synchronously using applications such as Blackboard collaborate and Zoom.

3rd Year: Develop and distribute an alumni survey for Department graduates. Establish and improve communications with Department alumni in an effort to better assess how our programs prepared them for employment or graduate, and, or, professional school.

4th Year: Appoint Assessment coordinators for both concentrations in order to focus discipline-specific assessment tasks.

5th Year: Analyze assessment results within both concentrations and evaluate how these courses affect graduation rates.

- Once the SLOs have been integrated into both concentrations, the faculty can begin a more intense process of evaluating the efficacy of how lower-level courses contribute to successful performance in capstone courses.
- The minors of philosophy and geography will integrate their SLOs into all courses.

Government Curriculum Map

LEARNING OUTCOMES (I = Introduce; R = Reinforce; M = Mastery and A = Assessment Opportunity)	GOVERNMENT (GOVT) REQUIRED COURSES and EXPERIENCES																																				
	130	140	145	150	215	232	235	240	251	283	300	301	315	316	317	318	319	320	321	325	327	330	338	342	348	351	355	360	390	400	460	462	463	482	483		
Students will be able to define the key concepts, approaches, and theories of within the field of political science	I																																				
Students will acquire knowledge of the primary political institutions and actors who operate in the United States.	I			I		R	R	R		R					R	R	R						R		R	R	R	R		R	R	M	M	M		
Students will develop the ability to analyze the political-economic development of states and non-state-actors conceptually and empirically, as well as their interaction on a global level. Additionally, students will be able to articulate with various forms of governance in different parts of the World	I	I			I				R									R	R	R	R	R		R				R			R	M	M	M		
Students will be able to evaluate the key theories, thinkers, and methods within the four subfields of Government: American Government, Political Philosophy, Comparative Politics, and International Relations.	I										R	R																				M				
Students will demonstrate proficiency in the quantitative and qualitative methods of Political Science by writing a research paper, or senior thesis			I				R	R										R	R	R	R	R							R				M	M		

FIVE-YEAR ASSESSMENT PLAN Bachelor's DEGREE IN MATHEMATICS

(Program of Study / Major / Degree Level, etc.)

Program Contact: Dr. Elena Klimova Phone: 301-640-3358 E- mail: eklimova@bowiestate.edu

Date submitted: 09/12/20

Program Goals:

1. To provide a quality education in mathematics such as will enable the students to meet the challenges and to reap the opportunities of an increasingly diverse and technologically oriented society.
2. To provide for the students a rich learning environment that cultivates and fosters the attitudes and disciplines essential to professional competence and growth.
3. To optimize the academic performance of students through a combination of traditional teaching, individual mentoring and advisement.
4. To maintain an environment of active research among the faculty and to involve students in research projects under faculty supervision.
5. To prepare students for graduate studies in mathematics and for mathematically intensive careers in government, industry or education.
6. To establish mutually beneficial arrangements with other academic departments, area school systems, colleges, and universities.
7. To maintain strong linkages with regional private and government institutions in support of the department's educational and research interests.
8. To assist the University in achieving its goal of excellence in computer and information technology by providing a full range of service courses for other departments possessing a technological or scientific orientation.
9. To actively support the University's historic commitment to the African American community by instituting programs and generating grant proposals that aim to promote minority achievement in the fields of mathematics, science, computer science, technology and education.
10. To continually monitor and sustain, through a systematic process of assessment and modification, the integrity and contemporary relevance of departmental course offerings and programs.

The program core requirements with the curriculum mapping are below.

BACHELOR OF SCIENCE IN MATHEMATICS CORE REQUIREMENTS

Course Prefix/Number	Course Title	Credits	Program Goals
ENGL 361 -	Technical Writing	3	2,6
MATH 155	Introduction Probability & Statistics	3	1,2
MATH 225	Calculus I	4	1,3,5
MATH 226	Calculus II	4	1,3,5
MATH 228	Linear Algebra	3	1,3,5
MATH 232	Multivariable Calculus	4	1,3,5,
MATH 252 (Not required for Secondary Mathematical Education concentration)	Computational Methods	3	
MATH 305	Prelude to Advanced Math	3	1,3,5
MATH 320	Introduction to Number Theory	3	1,3,5
Total		**27-30**	

Five-Year Assessment Plan linked to Student Learning Outcomes:

Student Learning Outcomes	Assessment Measures and Criteria	Assessment Schedule
• Demonstrate acquired skills in Calculus of several variables, vector analysis, basic linear algebra, and elements of vector spaces.	**Assessment Measures:** The Assessment Committee of the Department of Mathematics (ACDM) will select one or more sections of the courses MATH 232 (Multivariable Calculus), MATH 228 (Linear Algebra), STAT 155 (Intro to probability and Statistics), or MATH 460 (Numerical Analysis). In consultation with the faculty members teaching the course, the ACDM will determine an appropriate problem from each final examination and analyze the solutions of a random sample of the students from the class. In addition, the ACDM will consult with the faculty members teaching that course to ascertain the strengths and weaknesses of the course and the level of preparation of the students. **Criteria**: The final exam question used will be one that makes extensive use of the concepts of the course in the solution of the problem. The following criteria will be used when the ACDM evaluates solution: 1. Correctness: Is the solution correct and is the method of solution appropriate? 2. Clarity: Are the steps in the solution clearly presented and relevant to the solution? We will expect a 70% success rate for the ACDM evaluation based on the above criteria.	Begin assessment in 2021, and thereafter assess every third year.

• Illustrate mathematical reasoning and logical deduction reasoning • Differentiate between the methods of direct proof and indirect proofs and apply these methods to solving problems	**Assessment Measure**: MATH 305, which is required for the B.S degree in mathematics, emphasizes the student's transition from the problem-solving mode in lower-division calculus courses to more sophisticated mathematical thinking. At a minimum, each graduating Math major should demonstrate an ability to write clear and correct simple proofs. Because of the central role of MATH 305 in the undergraduate mathematics curriculum, each Math Major is required to achieve at least a C in this course. In consultation with the faculty members teaching MATH 305, the ACDM will determine one or more appropriate problems from each MATH 305 final examination and analyze the solutions of a random sample of students from the class. In addition, the ACDM will consult with the faculty members in that course to ascertain strengths and weaknesses of Math 305 and the level of preparation of the students. **Criteria**: The final exam question chosen will involve the proof of a significant result. The proof will be judged using the following criteria: 1. Correctness: Is the result rigorously proved? 2. Clarity: Is the proof presented in a readable manner? 3. Conciseness: Are all of the steps relevant to the proof and are they presented in a concise manner? We will expect a 70% success rate for the ACDM evaluation based upon the above criteria.	Begin assessment in 2022, and thereafter assess every third year.

• Communicate the overall process by detailing the steps necessary in solving a mathematical problem	**Assessment and Measure**: The ACDM will solicit a volunteer from the professors teaching one of the Math Major Upper Level courses. Toward the end of the semester, the chosen faculty member will give a short written assignment to the students to assess the students' ability to write coherent mathematics. The results will be analyzed by the ACDM. **Criteria**: The exposition will be judged by the following criteria: 1. Correctness: Are all of the statements made in the essay valid? 2. Clarity: Is the topic well motivated and can it be read without undue difficulty? 3. Conciseness: Is the exposition to the point? 4. Is the exposition in good English? We will expect a 70% success rate on this goal.	Begin assessment in 2023, and thereafter assess every third year.

• Formulate mathematical definitions • Recite mathematical theorems	**Assessment Measures:** MATH 450 consists of a sequence of distinct modules, each devoted to the treatment of a specific fundamental result, principle, or theme in college level mathematics, providing a grand synthesis of the entire undergraduate mathematics curriculum. In consultation with the faculty members teaching the course, the ACDM will determine the set of mathematical definitions and theorems that any student graduating Math major should be able to formulate and recite. **Criteria**: The final exam will include question on formulating mathematical definition or reciting mathematical theorem. The questions on the Final exam related to mathematical definitions and formulation the theorems will be judged the following criteria: 1. Correctness: Is the definition formulated correctly? Is the theorem formulated correctly? 2. Conciseness: Are the appropriate examples given? We will expect a 70% success rate for the success rate on this goal.	Begin assessment in 2024, and thereafter assess every third year

• Develop a deep understanding that allows rigorous application of various methods in real analysis and modern algebra.	**Assessment Measures:** The ACDM will select one or more sections of the courses MATH 420 (Advanced Calculus) and MATH 430 (Abstract Algebra). In consultation with the faculty members teaching the courses, the ACDM will determine an appropriate problem from each final examination and analyze the solutions of a random sample of the students from the class. In addition, the ACDM will consult with the faculty members teaching that course to ascertain the strengths and weaknesses of the course and the level of preparation of the students. **Criteria**: The final exam question chosen will involve the application of various methods problem. The solution will be judged using the following criteria: 1. Correctness: Is the result correct? 2. Clarity: Is the solution presented in a readable manner? 3. Conciseness: Are all of the steps relevant to the solution and are they presented in a concise manner? We will expect a 70% success rate on this goal .	Begin assessment in 2025, and thereafter assess every third year.

The Department of Mathematics currently has three tracks for majors: Applied and Computational Mathematics, Secondary Mathematics Education, and Pure Mathematics. The program goals for each are provided below followed by the curriculum mapping.

Pure Mathematics Concentration

Pure Mathematics Concentration Program Goals:

1. To provide a strong foundation for graduate study in mathematics, particularly in the pure areas related to algebra, number theory, and analysis.
2. To provide a versatile and broad-based background in higher mathematics for students aspiring to pursue careers in industry, government or academia.
3. To develop and cultivate the rigorous modes of abstract reasoning applicable to any formal system.

Course Prefix/Number	Course Title	Credits	Program Goals
MATH 420	Abstract Algebra I	3	1,2,3
MATH 421	Abstract Algebra II	3	1,2,3
MATH 430	Advanced Calculus I	3	1,2,3
MATH 431	Advanced Calculus II	3	1,2,3
COSC 113	Computer Science II	4	1,2,3
_____	Free Elective (no restriction)	3/4	
_____	Free Elective (no restriction)	3/4	
PHYS 272	General Physics II	4	2
Elective Courses in Mathematics (15 semester hours, at least 9 at the 400 level) from the following list:			

MATH 265	Introduction to Engineering Design	3	2
MATH 300	Differential Equations	3	1,2,3
MATH 342	Mathematical Probability	3	1,2,3
MATH 344	Math Statistics	3	1,2,3
MATH 400	Partial Differential Equations	3	1,2,3
MATH 410	History of Mathematics	3	1,2,3
MATH 414	Methods of Teaching Secondary School Mathematics	3	
MATH 428	Advanced Linear Algebra	3	1,2,3
MATH 440	Introduction to Optimization Theory	3	1,2,3
MATH 450	Overview of College Mathematics	3	1,2,3
MATH 460	Numerical Analysis I	3	1,2,3
MATH 461	Numerical Analysis II	3	1,2,3
MATH 470	Complex Analysis	3	1,2,3
MATH 485	General Topology	3	1,2,3
MATH 490-494	Selected Topics in Mathematics	3	1,2,3
MATH 499	Senior Seminar	2	2,3
Total		**42**	

Applied and Computational Mathematics Concentration

Applied and Computational Mathematics Concentration Program Goals:

1. To provide a strong foundation for graduate study in mathematics particularly in the applied areas related to differential equations, optimization, mathematical modeling, operations research, and numerical analysis.
2. To provide a good background of marketable skills for students electing to seek positions as applied mathematicians in industry or government.
3. To develop and cultivate the rigorous principles of analytical reasoning which can be applied directly to a wide variety of industrial problems.

Course Prefix/Number	Course Title	Credits	Program Goals
MATH 300	Differential Equations	3	1,2
MATH 400	Partial Differential Equations	3	1.2
MATH 430	Advanced Calculus I	3	1,2,3
MATH 460	Numerical Analysis I	3	1,2,3
MATH 470	Complex Analysis	3	1,2,3
PHYS 272	General Physics II	4	3
COSC 113	Computer Science II	4	3
COSC 214 or	Data Structures and Algorithms	4	2,3

COSC 254	Computer Organization	4	
_____	Free Elective (no restriction)	3	
_____	Free Elective (no restriction)	3	
_____	Free Elective (no restriction)	3	
Elective Courses in Mathematics/ Computer Science (Select 3 semester hours in COSC and 9 semester hours in MATH. At least 6 MATH semester hours at the 400 level) from the following list:			
MATH 265	Introduction to Engineering Design	3	3
MATH 310	Introduction to Geometries	3	1,3
MATH 342	Mathematical Probability	3	1,2,3
MATH 344	Math Statistics	3	1,2,3
MATH 365	Introduction to Reverse Engineering	3	3
MATH 410	History of Mathematics	3	1
MATH 431	Advanced Calculus II	3	1,2,3
MATH 428	Advanced Linear Algebra	3	1,2,3
MATH 440	Introduction to Optimization Theory	3	2,3
MATH 450	Overview of College Mathematics	3	1,2,3
MATH 461	Numerical Analysis II	3	1,2,3
MATH 485	General Topology	3	1,2
MATH 490-494	Selected Topics in Mathematics	3	

MATH 499	Senior Seminar	2	
COSC 330	Systems Programming I	3	
COSC 350	Programming Languages	3	3
COSC 354	Computer Architecture	3	3
Total		**42**	

Secondary Mathematics Education Concentration

Mathematics Education Program Concentration Program Goals:

1. To provide a level of mastery in the field of mathematics sufficient to enable the graduate to teach all mathematics courses at the secondary level (pre-algebra through calculus).
2. To provide, through example, models of teaching excellence and professionalism appropriate for educators in the field of mathematics.
3. To provide a foundation for higher studies should the student decide to pursue a graduate degree in mathematics or a related field.
4. To implement, practice and promulgate the professional and academic standards prescribed by the National Council of Teacher of Mathematics (NCTM) and the Council for the Accreditation of Educator Preparation (CAEP).

Course Prefix/Number	Course Title	Credits	Program Goals
MATH 310	Introduction to Geometries	3	1,3
MATH 410	History of Mathematics	3	1,3
MATH 414	Methods of Teaching Secondary School Mathematics	3	2,4
MATH 420	Abstract Algebra I	3	1,3
EDUC 101	Introduction to Education	3	2,4
EDUC 201	Human Growth and Development	3	2,4
EDUC 311	Managing the Diverse Classroom	3	2,4
EDUC 316	Foundations of Education	3	2,4
EDUC 402	Assessment and Measurement	3	2,4
SCED 305	Practicum III	1	2
SCED 401	Direct Teaching & Seminar Science Education	12	2
SPED 403	Orientation to Sped	3	2,4
SCED 450	Methods of Teaching Reading	3	2,4
SCED 451	Practical Application of Teaching Reading	3	2,4
Total		**49**	

FIVE-YEAR ASSESSMENT PLAN: Master's DEGREE IN APPLIED & COMPUTATIONAL MATHEMATICS

(Program of Study / Major / Degree Level, etc.)

Program Contact: Dr. Elena Klimova Phone: 301-640-3358 E- mail: eklimova@bowiestate.edu

Date submitted: 09/12/20

Graduate Program

The curriculum of the program is oriented toward practical applications. The mathematics component of the curriculum consists of seven courses in applied mathematics, four of which are required and three of which are electives. The computer science component of the curriculum consists of five courses, two of which are required and three of which are electives.

Graduate Certificate

Completion of the six core courses suffices for the graduate Certificate in Applied and Computational Mathematics.

Program Goals

The applied and computational mathematics program has three primary goals:

1. To prepare the student for a career as a mathematical scientist
2. To equip the student with advanced analytical reasoning skills
3. To expose the student to practical problems and approaches to their solutions

Degree Requirements

The minimum requirements for the Master's Degree in Applied and Computational Mathematics are:

1. A minimum of 36 credit hours of course work, as listed in Required and Elective Courses, with an overall GPA of 3.00 or better.

2. Of the 36 credits of required course work, a minimum of thirty (30) credits must be completed at Bowie State University. Thus, no more than six (6) credits may be transferred from other institutions.

3. All degree requirements must be completed within a period of seven (7) consecutive years.

4. Students must pass the Applied and Computational Mathematics Comprehensive Examination within a maximum of three attempts. The examination questions are based upon the six core courses listed in Required and Elective Courses.

The program core requirements with the curriculum mapping are below.

Academic Program of Study for Applied & Computational Mathematics

Course Prefix/Number	Course Title	Credits	Program Goals
CORE REQUIREMENTS			
MATH 500	Real Analysis	3	1,2,3
MATH 525	Ordinary Differential Equations	3	1,2,3
MATH 540	Operations Research I	3	1,2,3
MATH 544	Applied Statistics	3	1,2,3

COSC 504	Software design and development II	3	3
MATH 541/COSC 541	Numerical Analysis	3	2,3
Total		**18**	
ELECTIVES			
Three courses (9 credits) in Computer Science and an additional three courses (9 credits) in Mathematics selected from the following list of electives:			
COSC 522	Discrete Structures	**3**	3
COSC 528	Design and Analysis of Algorithms	**3**	3
COSC 565	Software Engineering I	**3**	3
COSC 573	Artificial Intelligence I	**3**	3
MATH 641/COSC 641	Numerical Analysis II	**3**	1,2,3
COSC 678	Modeling and Simulations	**3**	2,3
MATH 580	Applied Queuing Theory	**3**	2,3
MATH 530	Introduction to Optimization Theory	**3**	1,2
MATH 550	Applied Complex Analysis	**3**	1,2
MATH 560	Mathematical Modeling	**3**	2,3

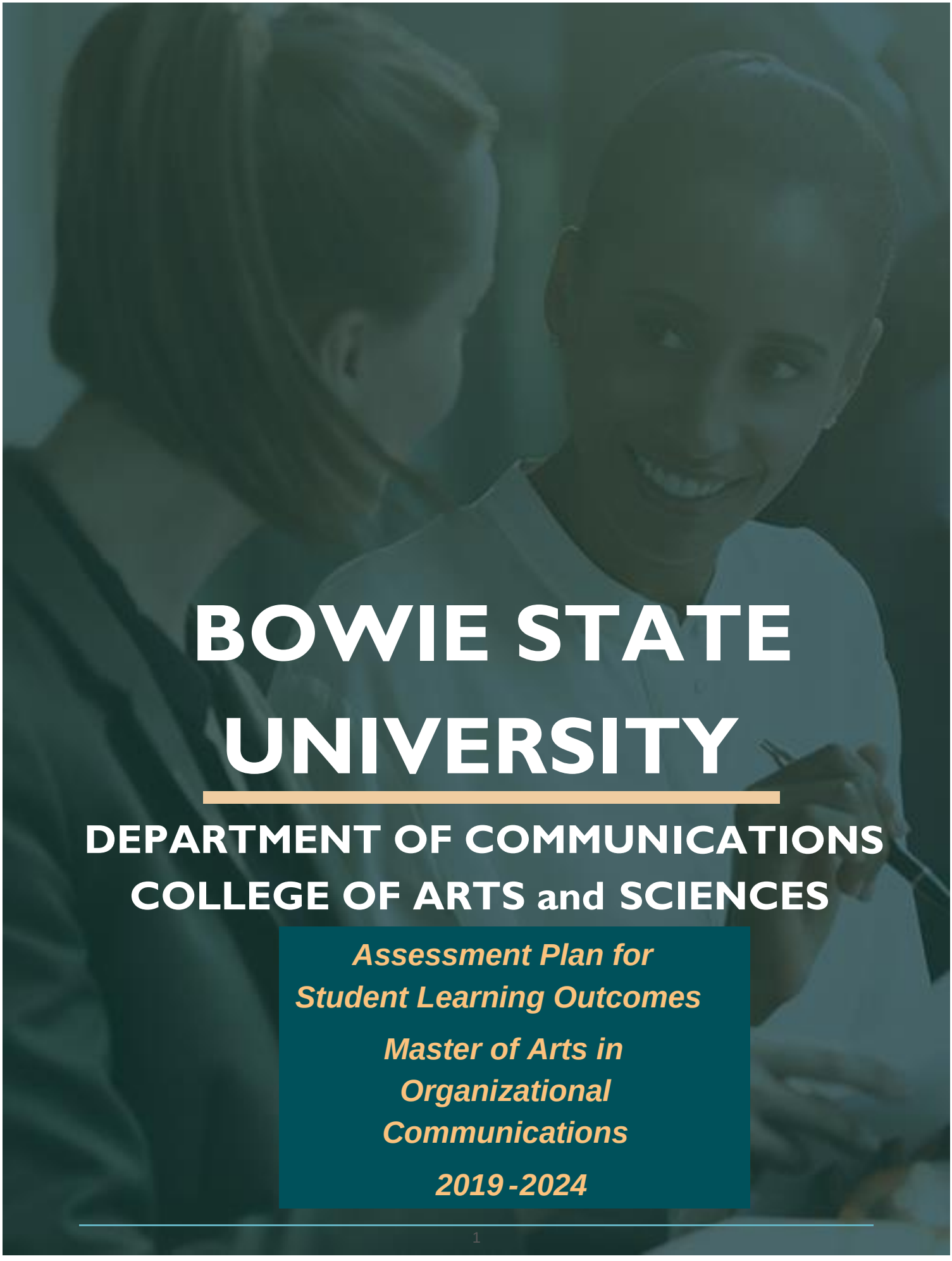
MATH 570	Coding Theory and Cryptography	**3**	2,3
MATH 625	Applied Differential Equations	**3**	2,3
MATH 630	Introduction to Partial Diff. Equations	**3**	1,2
MATH 640	Operations Research II	**3**	1,2,3
MATH 645	Dynamical Systems	**3**	1,2,3
MATH 685	Applied Functional Analysis I		2,3
MATH 686	Applied Functional Analysis II		2,3
MATH 690-695	Selected Topics	**3**	
MATH 696	Research Project	**3**	1,2,3
Total		**18**	

Five-year assessment plan linked to Student Learning Outcomes:

Student Learning Outcomes	**Assessment Measures and Criteria**	**Assessment Schedule**
• Mastery of calculus, linear algebra and differential equations at the undergraduate level	**Assessment Measures:** Passing the Entrance interview which includes the review of student's undergraduate transcript **Criteria:** The grade for Calculus, Linear Algebra and Differential Equations in the undergraduate transcript should be at least "B" We will expect a 100% success rate for the evaluation based on the above criteria.	Begin assessment in 2020 and thereafter assess every year.

• Demonstrate proficiency in applied mathematical concepts	**Assessment Measures:** The Assessment Committee of the Department of Mathematics (ACDM) will review performance of the students in each of the core classes. **Criteria**: Embedded questions on the exams or assignments or projects, and the final exam scores. We will expect an 80% success rate for the ACDM evaluation based on the above criteria.	Begin assessment in 2021 and thereafter assess every third year.
Proficiency in constructing formal and correct proofs. Ability to critically examine the correctness of mathematical arguments.	**Assessment Measure**: The Assessment Committee of the Department of Mathematics (ACDM) in consultation with the faculty teaching the core courses will select one problem to include it in the final exam. **Criteria**: The final exam question chosen will involve the proof. The proof will be judged using the following criteria: 1. Correctness: Is the result rigorously proved? 2. Clarity: Is the proof presented in a readable manner? 3. Conciseness: Are all of the steps relevant to the proof and are they presented in a concise manner? We will expect an 80% success rate for the ACDM evaluation based on the above criteria.	Begin assessment in 2021 and thereafter assess every third year.

• Demonstrate proficiency in applied mathematical concepts • Demonstrate a deep understanding that allows rigorous application of various methods in applied mathematics	**Assessment Measures:** The ACDM will Review comprehensive exam results. **Criteria**: The Comprehensive Exam consists of two problems from each core course. The exam questions will involve the application of various methods of applied mathematics. The solution will be judged using the following criteria: 1. Correctness: Is the result correct? 2. Clarity: Is the solution presented in a readable manner? 3. Conciseness: Are all of the steps relevant to the solution and are they presented in a concise manner? We will expect a 100% success rate on this goal .	Begin assessment in 2022 and thereafter assess every third year.



BOWIE STATE UNIVERSITY

DEPARTMENT OF COMMUNICATIONS
COLLEGE OF ARTS and SCIENCES

Assessment Plan for Student Learning Outcomes

Master of Arts in Organizational Communications

2019 -2024

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MISSION

Bowie State University's Department of Communications' mission is to educate, mentor, and prepare students of diverse cultural backgrounds for successful careers in traditional and new media fields, including broadcast journalism, public relations, print journalism, emerging media, and graduate studies in organizational communications. We enhance students' analytical and critical thinking skills, leadership abilities, and oral and written communications skills that are mandatory in order to meet the challenges of a global society. The Department extends its mission to the entire student population through its oral communications and public speaking courses as part of Bowie State University's general education requirements.

The Department of Communications draws upon the rich history of Historically Black Colleges and Universities (HBCU) to foster minority contributions in professional communications. Our faculty members have professional experience in communications and are engaged in cutting edge, innovative and scholarly research that enhances their teaching in the classroom.

Bowie State University is strategically positioned in the Washington-Baltimore corridor, which allows the Department to draw upon a rich resource of professional and academic expertise. We engage students by providing opportunities for them to achieve the highest level of excellence in professional communications.

1. PROGRAM OVERVIEW

The Organizational Communications graduate program in the Department of Communications was established in 1989 under the auspices of Dr. Elaine Bourne-Heath. The program offers the Masters of Arts (M.A.) in Organizational Communications with concentrations in Public Affairs Communications and Telecommunications Policy. The program seeks to prepare students for responsible leadership positions in public, private, and non-profit organizations. The program offers an innovative approach to meeting the challenges of working in an ever evolving communications environment. The program contains several unique features, which include:

- A lockstep format designed to provide a foundation in managerial and analytical techniques.
- A problem-solving environment providing real organizational problems in which to apply communications theories.

- Access to on-campus cable television program production, radio program production, and the student newspaper.

Since its inception the program has successfully placed graduate students in leadership positions nationally and internationally, in such countries as South Korea, Thailand, and the Ivory Coast. In addition, numerous program graduates have gone on to earn doctoral degrees at institutions such as American University, University of Connecticut, and Howard University.

The Organizational Communications program at Bowie State University is nationally and internationally respected. Departmental professors have published, and continue to publish, numerous books and scholarly articles in respected national and international academic journals. In addition, departmental faculty pursues their own professional development and enhance the learning environment, by attending conferences and seminars around the world. Students are also encouraged to attend and present their research at similar conferences and seminars.

The organizational communication graduate program offers working students the opportunity to attend graduate school by offering all of its classes in the evenings so that students do not have to adjust their work schedules. Classes are kept small so that students are provided greater individualized instruction.

In addition, the program has recently added a non-thesis option to the master's degree. Students, in consultation with their advisor, will decide which option (thesis or non-thesis) is most appropriate for that student's needs and goals.

2. PROGRAM OBJECTIVES AND CAREER PATHS

Program Objectives:

The organizational communications program makes provisions for the student to acquire skills in:

- Effective presentations
- Effective interpersonal communications
- Group and organizational communications
- Organizational development
- Telecommunications policy crafting
- Knowledge of major issues in international communications debates
- Internet-based research
- New communications technology
- Issue and crisis management

- Applied communications research
- Mediation and conflict management
- Planning and implementing communications campaigns

Career Paths:

There are several career paths for an Organizational Communications graduate. Below are some of the job areas available for the graduates of Bowie State University's Organizational Communications Master's Program:

- Telecommunications policy analysis
- Telecommunications management
- International telecommunications management
- Telecommunications consultancy
- Organizational development
- Management/Organizational training
- Organizational culture analysis
- Public Relations
- Employee relations
- Public affairs
- Community relations
- Public Information
- Organizational communication consultancy
- Organizational publications
- Research analysis
- Mediation

3. GRADUATE STUDENT LEARNING OUTCOMES

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;

5. Understand concepts and apply theories in the use and presentation of images and information;

6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

7. Think critically, creatively and independently;

8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;

9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

11. Apply basic numerical and statistical concepts;

12. Apply tools and technologies appropriate for the communications professions in which they work.

4. MEASURES OF GRADUATE STUDENT LEARNING

The Master's Program in Organizational Communications uses both direct and indirect assessment measures at the course, program, and institution levels:

	Direct Measures	Indirect Measures
Course	• Course and homework assignments • Exams, tests and quizzes • Research papers and reports • Class discussion participation • Rubrics for writing, oral presentations, and creative works • Pre- and post-tests	• Student course evaluations • Mid-term and final exam reviews and sample tests • Communications professionals' feedback during and following class visits
Program	• Comprehensive Examination scores • Research Proposals • Master's Thesis • Student conference presentations and poster sessions • Master's Thesis Defense	• Registration and course enrollment information • Department or program external review reports • External reviewers
Institutional	• Comprehensive Examination scores • Research Proposals • Master's Thesis • Master's Thesis Defense	• Annual reports that include recruitment, retention and graduation rates information • Faculty interaction with prospective and current students at: • Graduate Open House

5. ASSESSMENT PLAN FOR GRADUATE STUDENT LEARNING OUTCOMES 2019-2024

As the Master's Program in Organizational Communications embarks on the next five years, its two main goals are (1) aligning the program's curriculum with the student learning outcomes set forth by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) and (2) strengthening the program's direct and indirect assessment measures at the course, program, and institutional levels to ensure effective teaching and learning. These goals are aligned with the Department of Communications' current mission and goals as well as with Bowie State University's three strategic priorities: Academic Excellence, Student Success, and Viability and Sustainability of the Institution.

(1) Align Curriculum with ACEJMC Student Learning Outcomes
Objectives:

- Review all syllabi to ensure a clear presentation of course ACEJMC student learning outcomes and learning objectives.
- Develop new courses that address advances in the field.
- Review communications graduate programs at other institutions to remain competitive and relevant.
- Review and adopt new communications research and teaching technology.

(2) Strengthen Direct and Indirect Assessment Measures
Objectives:

- Adopt a vetting process for to measure students' readiness to sit for the Comprehensive Examination. (DIRECT)
- Develop common rubrics for course-level research assignments. (DIRECT)
- Develop common rubrics for core courses in the Thesis Option: ORGC 502 Communications Theory and Research; ORGC 504 Organizational Communications; ORGC 538 Research Writing & Meta-Analysis; ORGC 739 or ORGC 738 Research Methods; and ORGC 815 Thesis. (DIRECT)
- Develop common rubrics for core courses in the Non-Thesis Option: ORGC 502 Communications Theory and Research; ORGC 504 Organizational Communications; ORGC 538 Research Writing & Meta-Analysis; ORGC 607 Leadership & Change Communications; and ORGC 612 Special Topics on Organizational Communications. (DIRECT)
- Review and adopt assessment software programs (DIRECT and INDIRECT)
- Assess number of student hour spent on assignments (INDIRECT)
- Assess number of student hours spent at intellectual or cultural activities related to a course (INDIRECT)
- Develop alumni surveys (INDIRECT).
- Develop student perception surveys (INDIRECT).
- Review student transcripts to determine patterns and trends in course selection and grading (INDIRECT).

6. 2019-2024 FIVE-YEAR ESTIMATED TIMELINE

YEAR 1	Tasks	Responsible Party
	• Review all syllabi to ensure a clear presentation of course ACEJMC Student Learning Outcomes and Learning Objectives. • Review and adopt new communications research and teaching technology.	• Krishnasamy, Cubbage, Onuzulike, Ellis, Dunn-Square • Krishnasamy, Cubbage, Onuzulike, Ellis, Dunn-Square
YEAR 2	**Tasks**	**Responsible Party**
	• Develop common rubrics for course-level research assignments. • Develop common rubrics for core courses in the Thesis Option: ORGC 502	Krishnasamy, Cubbage, Onuzulike

	Communications Theory and Research; ORGC 504 Organizational Communications; ORGC 538 Research Writing & Meta-Analysis; ORGC 739 or ORGC 738 Research Methods; and ORGC 815 Thesis. • Develop common rubrics for core courses in the Non-Thesis Option: ORGC 502 Communications Theory and Research; ORGC 504 Organizational Communications; ORGC 538 Research Writing & Meta-Analysis; ORGC 607 Leadership & Change Communications; and ORGC 612 Special Topics on Organizational Communications. • Develop new courses that address new advances in the field.	• Krishnasamy, Cubbage, Onuzulike • Krishnasamy, Cubbage, Onuzulike • Krishnasamy, Cubbage, Onuzulike, Ellis, Dunn-Square
YEAR 3	Tasks	Responsible Party

	• Review of organizational communications graduate programs at other institutions to remain competitive and relevant. • Review and adopt assessment software programs. • Assess number of student hour spent on assignments.	• Krishnasamy, Cubbage, Onuzulike, Ellis, Dunn-Square • Krishnasamy, Cubbage, Onuzulike • Krishnasamy, Cubbage, Onuzulike
	• Assess number of student hours spent at intellectual or cultural activities related to a course.	• Krishnasamy, Cubbage, Onuzulike
YEAR 4	Task	Responsible Party
	• Review student transcripts to determine patterns and trends in course selection and grading.	• Krishnasamy, Cubbage, Onuzulike
YEAR 5	Task	Responsible Party

	• Develop and adopt alumni surveys. • Develop and adopt student perception surveys.	• Krishnasamy, Cubbage, Onuzulike • Krishnasamy, Cubbage, Onuzulike

BOWIE STATE UNIVERSITY

College of Arts and Sciences

Department of Fine and Performing Arts ~ Five-Year Assessment Plan 2018-2023

PROGRAM: THEATRE ARTS

MISSION

The purpose of the Theatre Arts program is to offer a liberal study of the discipline and prepare students for successful entrance into various types of theatre or dance employment, as well as advanced academic study. Through mentorship, practical training, and academic rigor, the program produces graduates with a unique artistic vision, a strong work ethic, and an appreciation for theatre as a dynamic cultural force.

PROGRAM GOALS

1. Cultivate good stewards of the performing arts through progressive academic theatre and dance studies.
2. Build community connections and partnerships that support the program.
3. Foster artistic growth through academic rigor and the provision of professional opportunities.

EXPECTED STUDENT LEARNING OUTCOMES AND COMPETENCIES

Throughout the program of study and upon graduation, students should demonstrate the ability to:

1) analyze a variety of performance and dramatic texts
2) write about theatre for various audiences
3) synthesize and clearly articulate the collaborative work of theatre arts by connecting its history
b. performance elements
c. production processes
d. dramatic literature
e. stagecraft areas
f. use of technology
3) effectively utilize voice and body as an instrument of performance
4) effectively market self in the business of theatre and dance
5) recognize the universality of theater and dance as global and cultural expressions of humans.

FIVE-YEAR ASSESSMENT PLAN 2018-2023

After a seven-year program review, the Theatre Arts program deleted its Musical Theatre track and added a study in Dance Movement Studies. The faculty also decided to shift the program focus from performance to theatre for social action and engagement. This five-year assessment plan centers around the new focus. It will address the current program goals and modify the list of student learning outcomes.

YEAR 1: 2018-19

- Conduct a full course assessment to examine course and co-curricular goals, objectives, activities, and SLOs for outcome linkages and support of the new program focus.
- Update program mission, goals and SLOs as needed to reflect the program's new direction.
- Assess the success of redesigned *THEA 105 Introduction to Theatre*.
- Revisit WONDERWORKS initiative for its application to the new program's focus.
- Develop a Bachelor's to Master of Arts in Teaching program

YEAR 2: 2019-20

- Submit any new courses needed to support the program's new direction.
- Assess the impact of *THEA 104 Introduction to Theatre Studies* on all courses that include theatre history and play analysis activities, focusing on critical thinking and writing skills.
- Develop a Masters of Arts in Integrated Arts Implement WONDERWORKS initiative

YEAR 3: 2020-21

- Assess community connections and partnerships (Goal 2)
- Review the acting sequence
- Implement graduate level studies
- Conduct a five-year enrollment, retention, and graduation rate review

YEAR 4: 2021-22

- Assess technical theatre studies
- Conduct a ten-year alumni assessment
- Assess technical theatre co-curricular experiences on and off campus

YEAR 5: 2022-23

- Examine success of theatre for social change and engagement by assessing curricular and co-curricular activities.
- Review WONDERWORKS
- Assess graduate level curricula for any needed modifications

CURRICULUM MAPPING for Theatre Arts Courses

COURSES and SLOs	Topics, Content, and Knowledge	Skills	Assessments
THEA 100 Acting for Non-majors SLOs 3,5	1. History of Acting 2. The Actor in You: Presenting Self in Everyday Experiences 3. The Actor's Tool (Body and 4. Voice) 5. Theatre Games 6. A Performance Space 7. Basic Play and Scene Analyses 8. Character Development 9. The Acting Process 10. Evaluating a Performance	1. Oral Interpretation of various literary pieces 2. Connect acting to various verbal presentations 3. Participate in various theatre games for 4. voice, body, and character development 5. Identify performance areas of various stages 6. Analyze a play 7. Analyze a scene from the play 8. Analyze the function and human aspects of a character 9. Memorize lines 10. Go through a mock actor's process from audition to performance 11. Respond to a theatrical performance	• Exams • An oral interpretation of a selected literary • Speech presentation • A monologue performance • Analyses for scenes • Performance of a two or three person scene
THEA 101, 102, 201, 202, 301, 302, 401, 402 Production SLOs 1,2,3,6			

THEA 103 Introduction to Technical Theatre SLOs 1,2,5	1. What is Backstage? 2. What Does Backstage Look Like? 3. What Do We Find Backstage? 4. Who Works Backstage? 5. How Do Theatre Professionals Work Toghether? 6. How Do Theatre Companies Work? 7. How Are Production Departments Organized? 8. Theatre Schedules 9. How Does Technical Theatre Communicate? 10. Elements & Principles of Design	1. View and Discuss Video Example of Technical Theatre Onstage 2. View Introduction to a Professional Theatre Company 3. Tour the Backstage of FPAC and Discuss Backstage Theatrical Spaces 4. Discuss and Respond to Casebook Video 5. Collect and Submit Video Examples of Technical Theatre Onstage 6. Present and Discuss Shared Videos 7. Analyze & Discuss Required Reading & Videos 8. Discuss Backstage Videos 9. Demonstrate Understanding of Learned Backstage Knowledge	• Quizzes (6) • Exercise 1: Discussion & Video Submission • Exercise 2: Connecting the Dots • Exercise 3: Using Design Elements • Exercise 4: Technical Needs List for Script 1 • Exercise 5: Visual Vocabulary for the World • Exercise 6: Research Pages – Bookcase of Life • Exercise 7: Research Pages – the People of a World

	11. Context and Human Experience and Understood Knowledge of the Audience 12. Technical Needs for a Production 13. Visual Modes of Communication Used by Theatre Designers 14. Technical vs. Creative Departments and Aspects of Technical Theatre 15. Theatrical Drafting 16. Fleshing Out a Theatrical World 17. Stage Props 18. Creative Process 19. Costume Design & Characters 20. Scenery & Scenic Design 21. Scenic Painting 22. Shaping the World with Light and Sound 23. Lighting Design 24. Projection Design 25. Sound Design 26. Making it Happen 27. Technical Direction & Carpentry 28. Stage Electrics 29. Sound Engineering 30. Prop Masters 31. Costume Shop Managers 32. Stage Managers 33. Production Management	10. Analyze & Discuss Required Reading & Videos 11. Participate in Class Exercise Establishing the Technical Needs of A Script 12. Demonstrate Understanding of Organizational and Collaborative Structure of Theatre Companies 13. Analyze & Discuss Required Reading & Videos 14. Participate in Class Exercise Establishing the Technical Needs of Script 1 15. Demonstrate Understanding of Technical Theatre Professionals 16. Discuss How Designers Communicate Their Ideas for Production 17. Analyze & Discuss Required Reading 18. Demonstrate Understanding of Establishing the Technical Needs of a Script Individually 19. Discuss Theatrical Drafting 20. Practice Measuring in Scale 21. Analyze & Discuss Required Reading 22. Prepare Planning for Project 1 23. Discuss the Prop Needs of a Show 24. Discuss the Role of Properties Onstage 25. Demonstrate Understanding of Drafting and Scale 26. Demonstrate Understanding of Visual Modes of Communication 27. Execute Project 1 & Present to Class 28. Analyze & Discuss Required Reading 29. Demonstrate Knowledge Learned in First 7 Weeks of Course 30. Create and Present Research Pages for a Prop Design 31. Analyze & Discuss Required Reading 32. Create and Present Research Pages for a Costume Design 33. View Creative Process Presentation 34. Discuss Creative Process	• Exercise 8: Accessorize to the Music • Exercise 9: Maintaining the Heart of a Design • Exercise 10: Working Backwards to Move Forward • Project 1: Wall w/ Architectural Elements • Project 2: Art Collage – the Feeling of a World • Project 3: Color Light Sketches & Related Collages – the Feeling of a World • • Project 4: You Called it Project 5: Collaborate and Listen (submitted before the Final Exam) • Response Paper – Review of a Production • Midterm Exam • Final Exam

		35. Discuss Relationship of Characters and Costumes	

		36. Prepare Planning for Project 2 37. Analyze & Discuss Required Reading 38. Demonstrate Knowledge on Creative Process 39. Discuss Scenery 40. Prepare Planning for Project 2 41. Create and Present Ideas for Accessories Inspired by Music 42. Analyze & Discuss Required Reading 43. Participate in Painting in Class Exercise 44. Create and Present Project 2 45. Begin Planning for Project 3 46. Analyze & Discuss Required Reading 47. Discuss Light & Projection 48. View a Live Performance 49. Respond to a Live Performance 50. Plan and Produce a Written Response Paper 51. Continue Planning for Project 3 52. Create and Present Exercise 9 53. Analyze & Discuss Required Reading 54. Discuss Sound 55. Create and Present Project 3 56. Begin Planning Project 4 57. Analyze & Discuss Required Reading 58. Demonstrate Knowledge of Creative and Technical Personnel and their Roles 59. Discuss Production Roles and Process in Depth 60. Continue Planning Project 4 61. Begin Planning for Project 5 62. Analyze & Discuss Required Reading 63. Create and Present Exercise 10 64. Create and Present Project 4 65. Continue Planning for Project 5 66. Review & Discuss Required Reading from Class 67. Demonstrate Knowledge Learned in Course	

		68. Present a Collaborative Theatre Tech/Design Project (Project 5)	

THEA 104 Introduction to Theatre Studies SLOs 1,2,5,6	1. The practical and theoretical aspects of theatre scholarship, acquainting the student with tools and methods required in examining theatre history, theory, and criticism, as well as textual and performance analyses.	1. Apply the basics of play and a script analysis 2. Distinguish theatrical styles and dramatic forms 3. Explain the interdependent nature of artists and audiences in theatre 4. Name the salient periods in theatre history 5. Locate, identify and employ appropriate tools and methods used in theatre scholarship and problem-solving 6. Develop a focused research question from a general topic in theatre 7. Write a well defined and coherent research paper 8. Differentiate between a production critique and an evaluation 9. Write a coherent production critique and evaluation 10. Read plays for their dramatic forms, theatrical styles, and historic and geographic contexts 11. Articulate the role and relationship of the live audience, the concepts and various types of theatrical and performance theories 12. Ability to differentiate between criticism and evaluation	• Online Discussions Prompts (4) • Mini-Research Assignments (4) • Response Papers (2) • Midterm Examination • Theatre History Group Presentation • Dramaturgy Project • Research Paper • Final Examination

THEA 105 Introduction to Theatre SLOs 1,2,3,5,6	1. Live theatre as an entity apart from film and television. 2. Different types of theatrical spaces and stages. 3. The place of theatre within any culture and society. The 4. types of theatre. 5. The ways plays from other forms of literature. 6. Play genres. 7. Playwriting. 8. The principal categories and personnel involved in developing a full theatrical event.	1. Written and oral communication ○ Write an essay reflecting on your participation in a theatre project or production. ○ Develop a report that outlines and evaluates a live theatrical production you viewed. ○ Present a group analysis of a play script read in the course. ○ Present a monologue or a two-person scene from a play. 2. Critical analysis and reasoning	• Online quizzes (5) • Midterm • Online comparative response paper • Online discussions (5) • Performance experience and video scene • Design experience and video presentation • Playwriting Experience – write a one-minute play and monologue Group intensive project (video recorded)

	9. The design process. 10. The directing process. 11. The salient periods in theatre history and the transformative nature of theatre within those periods. 12. The theoretical underpinnings of anti-realism to realism in modern theatre.	○ Discuss how theatre differs from other kinds of performance (e.g., lectures, games, parades, rituals) ○ Discuss, using specific examples, similarities and differences between art and life, performance and life, dramatic character and real person, dramatic character and actor, performing art and visual art, performing art and sport ○ Explain in what sense theatre is a system of relationships (rather than a thing) ○ Distinguish between a critic, a reviewer, and a dramaturg. Technological competency ○ Create three written documents using Microsoft Word ○ Use PowerPoint software in oral presentations ○ Use the "Explore Theatre" DVD as a supplemental learning tool in four assignments ○ Identify and explain innovative uses of technology in two theatre productions. 3. Information Literacy ○ Identify information needs and locate information sources for all assignments. ○ Discuss the ethical and legal issues in using theatrical and musical materials for production ○ Explain how culture and society impacts the development of theatrical works and critiques on plays read. 4.	• Scene shop experience (10 hours) • Final exam - 5 minute public performance

		○ Discuss plagiarism in relation to theatre studies, production critiques, and theatrical	

		performance in general and in relation to this course.	
THEA 106 Acting I: Beginning Acting SLOs 1,3	1. Employ non-verbal and physical text in performance. 2. Define the performance space through specific physical interaction and action. 3. Properly execute an action breakdown. 4. Demonstrate basic vocal and breathing technique. 5. Explain Hagen's process for building a character and creating a role. 6. Identify beats, objectives and obstacles. 7. Evaluate an acting performance. 8. Write a reflection on performance practitioners and theorists, noting connections to one's own specific growth as a performer.	1. Interpret a play script and present the interpretations on the stage. 2. Build a character and role based on the recommended methodology. 3. Explain the Hagen's approach to character development and method of acting. 4. Discuss the difference between building a character and creating a role. 5. Explain the various stages of the Meisner technique process. 6. Use vocal techniques, physical language, and specific expression in the creation of a performance. 7. Successfully improvise at least two given circumstances. 8. Demonstrate the ability to articulate, enunciate, use correct grammar, and vocally project. 9. Successfully perform a short, non-verbal scene. 10. Successfully generate a devised work with an ensemble.	• Performer's Journal - Students will maintain a performer's journal. Entries must be made weekly in a Google document shared with the instructor. Entries must be at least a page in length (double spaced, Times New Roman, 12 point font), but may be on any aspect of this course or personal artistic development. It is the responsibility of the student to ensure that the journal is consistently updated. (DUE: Weekly) • Reflection Paper – Students will submit a 3 page reflection paper, discussing the Wangh's physical development of the performer and Linklater's approach to vocal technique. (DUE: Oct 10) • Performance Response Paper - Students are required to attend one professional performance during the course period (independently/outside of class). Students will submit a performance response paper, accompanied by a copy of the program from the production. • Readings - Wangh, Linklater, Hagen

			• Class performances - Silent Scene, Neutral Scene, Poem

			• Final Partnered Scene. Fully annotated script submitted, inclusive of blocking, action breakdown, beat breakdown, objectives and super-objectives and nine character questions. Draft of set plot submitted as well. • Daily Participation – Students are assessed on their level of participation and engagement with all activities. (daily)
THEA 107 Stage Movement I SLOs 3,5	1. Introduction to Yoga & Solo/ Pair Tableau Work 2. Yoga & Group Tableau Work 3. Yoga & Mime Work 4. Yoga & Creative Movement 5. Yoga & Movement-based 6. Character work 7. Yoga & Hip-Hop Movement 8. Yoga & Ensemble Work 9. Introduction to Alexander Technique 10. Yoga & Alexander Technique in Practice 11. Yoga & Devising Movement 12. Yoga & Choosing Music/Sound	1. Yoga poses 2. Breathing technique 3. Basic posture and movement in the Alexander Technique 4. Combine Yoga and Alexander in creative movement 5. Share/discuss newspaper articles for developing creative movement 6. Develop a solo narrative performance 7. Choose source materials for movement	• • Movement exams • Written exams Reflection papers

THEA 108 Stage Movement II SLOs 1,3,5	1. Employ non-verbal communication and physical text in performance. 2. Define the performance space through specific physical interaction and action. 3. Articulate the collaborative work of theatre through its connection to history, performance elements and dramatic literature. (Meyerhold)	1. Interpret dramatic text kinesthetically and present the interpretations on stage. Build 2. a character and role based on physical theater practices. 3. Explain Bogart's approach to directing, role creation and environment. 4. Analyze a live physical theatre performance. 5. Explain Meyerhold's theory of biomechanics.	• Performer's Journal - Students will maintain a weekly performer's journal over the semester. Entries must be at least a page in length (double spaced, Times New Roman, 12 point font). (DUE: Weekly) • Reflection Paper – Students will submit a 3 page reflection

	4. Explain Bogart's process for movement and stage composition. 5. Identify beats, objectives and obstacles. 6. Analyze and evaluate a movementbased theatre performance. 7. Write reflections on performance practitioners and theorists, noting connections to one's own specific growth as a performer. 8. Effectively use the body as an instrument of performance and communication. 9. Recognize the universality of theater and dance as global and cultural expressions of humans. 10. Develop an effective physical conditioning regimen to ensure performance stamina and strength.	6. Use isolations and specific kinesthetic expression in the creation of a performance. 7. Successfully perform a corporeal mime scene. 8. Clearly execute physical transformations to establish multiple characters in a scene. 9. Successfully generate a devised work focused on physical communication, synthesized to sound.	• paper, discussing Bogart's Viewpoints system. (DUE: February 27) Performance Response Paper - Students are required to attend one professional physical • theatre performance and submit a three page analysis. (DUE: April 26) Readings from required texts • listed below (Wangh, Bogart, Meyerhold, Decroux, Frantic Assembly) Class performances - Viewpoints scene; Corporeal Mime Midterm; Darius and Twig character transformations; Devised Physical Theatre performance • Daily Participation – Students are assessed on their level of participation and engagement with all activities, whether physical conditioning, discussion or acting exercises.

THEA 110 **Pilates** **SLOs 3**			
THEA 123 **Fundamental Modern Dance** **SLOs 3,5**			
THEA 200 **Dance History** **SLOs 1,2,3,5,6**			
THEA 205 **Ballet Technique**			

SLOs 3,5			
THEA 206 **Acting II: Scene Study** **SLOs 1,2,3,5**	1. The Actor's Instrument (body, voice, and emotion) 2. Different character development and acting techniques (exploring Stanislavski and others) 3. Defining a scene and types of monologues 4. Scene analysis within a play context 5. Stand-alone scenes 6. Scene script analysis Character 7. analysis and development process 8. Ensemble acting	1. Articulate a personal rehearsal process. 2. Actor journaling 3. Evaluate, select and apply at least two acting methods or techniques that may facilitate the most success to the rehearsal and performance process. 4. Articulate scene and script analyses, as well as character development 5. Listening skills 6. Explain and apply two to four acting theories, methods, and/or techniques. 7. Working relationally and effectively in ensemble	• Written exam • Journals • Script analysis • Character analysis • Rehearsal and Performance Peer evaluations
THEA 208 **Singing for the Stage** **SLOs 2,3,4**			

THEA 215 **Survey** **Theatrical Music** **SLOs 2,5**	1. History of musical dramas beginning with the birth of Opera in the 16th century as well as the various musical developments and trends of the 19th Century in America that led to the development of the distinct art form known as American Musical Theater. 2. The musical, cultural, historical, and economic forces that influenced the development of the Broadway Musical.	1. Develop an awareness of the earlier musical forms that contributed to the rise of American Musical Theater including, but not limited to, European Opera, Minstrel Shows, Operetta, Vaudeville, Burlesques, and others. 2. Develop in students the ability to identify the musical elements, dramatic techniques, and artistic values that define American Musical Theater. 3. Develop in students the proper vocabulary necessary to understand and discuss Musical Theater as well as music in general. 4. Develop the ability to write effectively about the technical components of Musical Theater as well as subjective artistic opinions about the art form in general and individual works in particular.	• Cultural Event Attendance • Term Paper • Reading Journal • Oral Presentation Class Participation Mid Term Examination Final Exam Examination
		5. Develop an appreciation for the great works of the American Theatrical Music.	
THEA 221 **Stagecraft I** **SLOs 1,2**			
THEA 222 **Stagecraft II** **SLOs 1,2**			
THEA 231 **Theatre History I** **SLOs 1,2,5,6**	1. **I**ntroduction to Historiography 2. Greek Theatre 3. Aristotle and his *Poetics* 4. Roman Theatre 5. Asian Theatre 6. Medieval Theatre 7. Italian Renaissance Theatre 8. English Renaissance and Shakespeare	1. Interpreting history 2. Identifying and evaluating sources for historical research 3. Developing a research project 4. Play and scene analysis 5. Linking theatre history to theatrical production and performance	• Written exams • Artifact books • Research project Monologue and Scene performance

THEA 232 **Theatre History II** **SLOs 1,2,5,6**	1. Spanish Golden Age 2. French Neoclassical Theatre 3. Restoration Comedy 4. Theatre in America and "isms" 5. Musical Theatre 6. Black Theatre 7. Feminist Theatre 8. Gay Theatre 9. Contemporary Theatre	1. Interpreting history 2. Identifying and evaluating sources for historical research 3. Developing a research project 4. Play and scene analysis 5. Linking theatre history to theatrical production and performance	• Written exams • Artifact books • Research project Monologue and Scene performance
THEA 250 **Modern Dance Innovations** **SLOs 1,3,5**			
THEA 251 **Jazz Dance** **SLOs 1,3,5**			
THEA 259			

Tap Dance **SLOs 1,3,5**			

THEA 261 Stage Management SLOs 1,2	1. The role of a professional stage manager in a theatre company. 2. Overview of the different theatre professionals working together at theatre companies. 3. SM Roles & Responsibilities 4. Theatre Company Organizational Charts 5. French Scenes & Play Breakdowns 6. Production/Rehearsal Timeline and Calendars 7. Prompt Books & Show Binders 8. Rehearsal Activities & Process 9. Prop Lists 10. Rehearsal Items 11. Drafts, Drafting, and Scale Drafts 12. Blocking Charts 13. Specific Types of Rehearsals (Including Special Rehearsal Activites, e.g. Fight Calls) 14. AEA Set & Space Rules (e.g. rakes) 15. SM Needs of a Concert Performance 16. Table Work & Preparing the Rehearsal Room for Different Scenarios 17. Discussion of Incidents, Accidents, and OSHA 18. Specifics of the Tech Process 19. Revisit Production Calendars 20. Communication between SMs, Directors, and Designers 21. Rehearsal and Performance Reports 22. Effective Communication Between SMs and Company Members 23. Contracts and Unions	1. View and Discuss: Introduction to some professional stage managers (videos shown.) 2. Analyze the working relationships between stage managers and other theatre professionals. 3. Introduction to some professional stage directors (videos shown.) 4. Analyze the differences between multiple organizational charts 5. Discuss Traits of the SM (e.g. Strong Organizational Skills) 6. View Introduction to Production Managers (videos shown) 7. Analyze a Script in a Response Paper 8. Analyze & Discuss Required Reading 9. View & Discuss Introduction to French Scene (Powerpoint slide show discussed & video watched) 10. Discuss Audition Process 11. Discuss Particular Show Complications (e.g.set changes, nudity) and Discerning Them Through Reading a Script 12. Create a French Scene Chart for a Play 13. Analyze & Discuss Required Reading 14. Discuss the Changing Role/Responsibilities of SM over a Full Production 15. Discuss Differences between French Scene Charts and Scene Breakdowns 16. Use Audition Sheets to Analyze Actor Availability and Rehearsal Schedules 17. Create a Scene Breakdown for a Play 18. Analyze & Discuss Required Reading 19. Compare/Contrast the Needs of Rehearsal Items vs. Production Items	• Response Paper 1: THE TASTE OF IT • Response Paper 2: LOBBY HERO • Response Paper 3: MA RAINEY'S BLACK BOTTOM • Exercise: French Scene Chart • Exercise: Actor Conflict Analysis • Exercise: Scene Breakdown • Exercise: Prop List • Exercise: Blocking Diagrams from Observation • Exercise: Create a Technical Needs List • Exercise: Creating a Production Calendar by Planning Backwards • Exercise: Report Accidents, Incidents, and Mistakes in a Performance • Exercise: Create Blocking Diagrams from a Script • Exercise: Space Analysis from a Script EXTRA CREDIT: Theatre Review Midterm Exam Final Exam Final Project: Mock Stage Manager's Production Binder

	24. Professional Theatre Organizations (e.g. LORT, IATSE, etc,) 25. Lighting Cues, Calling Cues, and Timing Cues 26. Using French Scenes to Complete a Space Analysis 27. Creating Theatrical Resumes 28. Rehearsal Room Needs 29. SM Roles for Different Types of Productions (e.g. Musicals, Tours, Rep, etc.) 30. Creating Prop Pre-Set Lists	20. Analyze Rehearsal Set-Ups (includes watching taped segments of rehearsals of musicals and plays) 21. Create a Prop List from a Script 22. Analyze & Discuss Required Reading 23. Group Activity: Measuring a Scale GP & Taping It Out Onstage 24. Analyze Blocking Observed (includes watching segments of a filmed scene onstage) 25. Analyze a Script in a Response Paper 26. Analyze & Discuss Required Reading 27. Evaluate the Process of Taping Out a GP and using Triangulation 28. Observe a Concert Performance for Technical Elements 29. Report on the Technical Needs Observed in a Script 30. Discuss types of Rehearsals 31. Create Blocking Diagrams from Observed Actions in Staged Performance 32. Analyze & Discuss Required Reading 33. Discuss Organization/Execution of Observed Concert 34. Report on Technical Needs Observed in a Concert Performance 35. Demonstrate learned knowledge on Midterm Exam 36. Analyze a Filmed Performance to Demonstrate Understanding of Observed Incidents and Performance Errors 37. Use Given Dates and Scheduling Requirements to Synthesize a Mock Production Calendar 38. Work on Compiling Mock SM Show Binder (ongoing) 39. Analyze & Discuss Required Reading	

		40. Report on Incidents and Accidents Observed in Filmed Performance	

		41. Work on Compiling Mock SM Show Binder (ongoing) 42. Analyze & Discuss Required Reading 43. Discuss Stage Managing with a Professional Stage Manager 44. Discuss Working on Tour 45. Discuss and Analyze Complications of Stage Managing a Tour 46. Use Stage Directions in a Script to Pre-Plan Rehearsal with Blocking Diagrams 47. Work on Compiling Mock SM Show Binder (ongoing) 48. Analyze & Discuss Required Reading 49. Discuss Planning for and Integrating Cues into a Performance 50. Discuss Relationship with Lighting Designer 51. Practice Calling Cues & Timing Cues Appropriately 52. Work on Compiling Mock SM Show Binder (ongoing) 53. Analyze & Discuss Required Reading 54. Discuss References, Work Experience and Creating Professional Resumes 55. Discuss Reference Etiquette 56. Work on Compiling Mock SM Show Binder (ongoing) 57. Analyze & Discuss Required Reading 58. Use a Script to Determine Action Locations 59. Report on Spaces Used Throughout Production based on a Script 60. Discuss and Report on Rehearsal Room Needs for a Production Based on a Script and/or a Scenic Ground Plan 61. Analyze a Space Report and Discuss Information Conveyed	

		62. Work on Compiling Mock SM Show Binder (ongoing) 63. Analyze & Discuss Required Reading	

		64. Compare and Contrast Roles & Responsibilities of SM in various Professional Environments 65. Observe Prop Usage in Filmed Performance and Analyze Pre-Set Needs 66. Work on Compiling Mock SM Show Binder (ongoing) 67. Analyze & Discuss Required Reading 68. Demonstrate Learned Knowledge on Final Exam 69. Demonstrate Understanding of Purpose of a Production Binder 70. Demonstrate Ability to Create Appropriate Materials for a Production Binder 71. Demonstrate Ability to Successfully Organize a Complete Production Binder	
THEA 300 Choreography SLOs 1,3,5			
THEA 304 Children's Theatre SLOs 1,2,3,5,6			

THEA 306 Acting III: Realism SLOs 1,3,4,5	1. Analyze a performance text. 2. Execute an action breakdown, emphasizing playable verbs. 3. Distinguish between a corporeal and a psychological approach to acting. 4. Explain Stanislavski's process of building a character and creating a role. 5. Define Grotowski's "poor theatre" and demonstrate his practice of *via negative.* 6. Explain Meisner's statement "living truthfully within imaginary circumstances."	1. Interpret a play script and present the interpretations on the stage. 2. Analyze the parts of a play. 3. Build a character and role based on the recommended methodology. 4. Explain the Stanislavsky method of acting. 5. Discuss the difference between building a character and creating a role. 6. Explain the various stages of the Meisner technique process. 7. Interpret the statement "Live truthfully within imaginary circumstances." 8. Employ *via negativa* practices to generate organic, truthful performances. 9. Employ kinesthetic based approaches to acting.	• Discussions and Quizzes on Readings - Donnellan, Meisner, Grotowski, Sophocles. Shakespeare, Wilson, Rajiv Joseph • Monologue and Scenework (performance) - Oedipus Rex, Macbeth, Two Trains, Gruesome Playground Injuries • Script annotation (written) - Action breakdown, beat breakdown, objective, character history and superobjective statements • Dramaturgy presentation (10 minute presentation)
	7. Discuss and apply Donnellan's use of focused energy and targets for action. 8. Incorporate a variety of acting techniques as needed to perform in the style of realism. 9. Evaluate an acting performance.	10. Use vocal techniques, physical language, and body control in character portrayal. 11. Describe and compare various acting styles. 12. Demonstrate the ability to articulate, enunciate, use correct grammar, and vocally project. 13. Successfully perform a monologue. 14. Successfully perform a scene with partner(s).	• Two performance analysis papers (3 pages each) • Verbatim Theatre proposal, script (10 pages) and performance. Draft of stage settings, sound design, lighting design, costume design and props included. • Final exam - Annotated Script for Gruesome Playground Injuries and performance. Draft of stage settings, sound design, lighting design, costume design and props included.
THEA 308 Oral Training for the Actor SLOs 1,3			

THEA 310 Acting for the Camera SLOs 1,3,4,5			
THEA 320 Experimental Theatre SLOs 1,2,5,6	1. Twentieth century experimental theatre in the western hemisphere 2. The Moscow Arts Theatre, Chekov, and Stanislavsky 3. Meyerhold, Grotowsky, Artaud, Brook, and other key artists 4. Physical theatre 5. The development and structuring of experimental theatre salient "isms" 6. in the development of experimental theatre.	1. Interpreting history 2. Identifying and evaluating sources for historical research 3. Developing a research project 4. Play and scene analysis 5. Linking theatre history to theatrical production and performance 6. Create an adaptation of a non-dramatic literature piece for the theatre. 7. Create an experimental theatre piece.	• Midterm Examination • Final Examination Response Papers/Abstracts • Presentation/Argumentative Paper Performance Piece
THEA 321			

History of Costuming SLOs 1,2,5,6			
THEA 322 Costume Design I SLOs 1,2			
THEA 323 Costume Design II SLOs 1,2,4			
THEA 330 Kinesiology of Dance SLOs 3			

THEA 331 Stage Makeup SLOs 1,2			
THEA 361 Theatre Management SLOs 1,4,5,6			
THEA 363 Play Analysis and Theory SLOs 1,2,5,6	1. The basic theoretical framework and practical applications necessary for analyzing plays of various periods and genres. 2. The influences of various historical figures, such as Aristotle and Stanislavsky, as well offers the student analytical views from the perspective of the actor, director, dramaturg and various types of theatre designers. 3. Methods of analyzing plays and performances. 4. Classsical and contemporary plays and perforances.	1. Identify the four genres of drama. 2. Outline the tenets of the "Well-made Play." 3. Explain Aristotle's importance to play analyses today. 4. Explain the basics of five theatrical theories. 5. Identify modern and contemporary dramatic writing styles in accordance with five theatrical theories. 6. Analyze a play for its literary content, as well as its structure for a scripted performance.	• Response papers (5). • Discussion board prompts (4). • Essay midterm and final examinations. • Humanities abstracts (4). • Dramaturgy project and presentation. An 8-12 page argumentative research paper.

THEA 400 Practicum Choreography in Performance SLOs 3,4,5			
THEA 403 Laban Movement Analysis SLOs 1,3			

THEA 406 Acting IV: Musical Theatre SLOs 1,3,4,5			
THEA 407 Play Direct I SLOs 1,2,5	1. The role of the theatrical director and fundamental directing concepts, processes, and techniques, including script analysis, staging and composition, working with actors, moment-to-moment work, plot and character business, rhythm and tempo, and character work.	1. Articulate the roles, responsibilities, processes of the theatrical director in the areas of preproduction, auditions, rehearsals, production, and post-production. 2. Put stage directing into practice via a series of staged exercises and scene work. Additionally, students will be able to: 1. demonstrate knowledge of the process of directing for the stage from preproduction. 2. analyze, research, and prepare a play script for production. use the language of the theatre to 3. communicate orally and in writing a concept for a theatrical production. demonstrate knowledge of the various means of theatre 4. through which a theatrical concept is realized and communicated to an audience. practice directorial concepts of movement, composition, 5. business, character, moment to moment work, and rhythm and tempo.	• Weekly discussion leads on required readings • • Direct four scenes Direct a final scene and present a corresponding production • concept Various dramaturgy assignments inlcuding an action • analysis Weekly directing journal
		6. understand the role of the director in technical rehearsals. 7. work and/or continue study in the performance area upon graduation and appreciate the nature of creative, conceptual, and collaborative work.	

THEA 408 **Play Direct II** **SLOs 1,2,3,5**	1. The role of the theatrical director and fundamental directing concepts, processes, and techniques, including script analysis, staging and composition, working with actors, moment-to-moment work, plot and character business, rhythm and tempo, and character work. 2. Devising and devised theatre.	1. Articulate the roles, responsibilities, processes of the theatrical director in the areas of preproduction, auditions, rehearsals, production, and post-production. 2. Put stage directing into practice via a series of staged exercises and scene work. Additionally, students will be able to: 1. demonstrate knowledge of the process of directing for the stage from preproduction. 2. analyze, research, and prepare a play script for production. use the language of the theatre to 3. communicate orally and in writing a concept for a theatrical production. demonstrate knowledge of the various means of theatre 4. through which a theatrical concept is realized and communicated to an audience. practice directorial concepts of movement, composition, 5. business, character, moment to moment work, and rhythm and tempo. understand the role of the director in technical 6. rehearsals. work and/or continue study in the performance 7. area upon graduation and appreciate the nature of creative, conceptual, and collaborative work.	• Weekly discussion leads of Bogart's three books • • Responses Papers (4) • • Discussion prompts (4) Humanities abstracts (3) • Midsemester devising project (five minute social issues play) • Final devising project (40 minutes) • Observation of professional direction Weekly directing journal
THEA 409 **Hip-Hop Theatre** **SLOs 1,2,3,4,5,6**			
THEA 410	1. Culture, Stereotypes, and Theory 2. From African Theatre to *Uncle Tom's Cabin*	1. Interpreting history 2. Identifying and evaluating sources for historical research	• Written exams • Minstrel and Coon Song Transformation

AfricanAmerican Theatre History SLOs 1,2,5,6	3. The Design of African American Theatre 4. Minstrelsy, Coon Songs, and Vaudeville 5. Early Black Musicals 6. The New Negro/Harlem Renaissance 7. The Depression and Federal Theatre Project 8. Black Female Dramatists 9. Black Theatre Movement 10. 1970s Musical Movement 11. Feminist Historiography and Theory 12. August Wilson and the Contemporary Playwrights	3. Developing a research proposal 4. Writing a research paper 5. Play and scene analysis 6. Linking theatre history to theatrical production and performance	• Research projects • Monologue and Scene performance
THEA 421 Playwriting I SLOs 1,2,5,6	1. The elements of dramatic writing, including character, language, music, spectacle, plot, and theme. 2. Dramatic structure. 3. Dramatic action, conflict, and change. 4. Dramatic form and play formatting. 5. Play analysis and new play dramaturgy. 6. The profession of playwriting.	1. Create original playscripts 2. Write a personal, artistic vision statement (with awareness of the development of the writer's voice) 3. Articulate the playwright's role in the page-tostage process 4. Demonstrate an understanding of dramatic action and structure 5. Analyze dramatic texts and theatrical events 6. Give and receive appropriate critical feedback 7. Research subjects for plays in traditional and nontraditional ways 8. Use proper format in writing a playscript	• Bi-Weekly Howlround, New York Times, and Washington Post presentations Bi-Weekly • response to playwrights talking about playwriting (online discussions) • • Research journal Interview of a working • • playwright Response papers (2) Properly • formatted monologues and short scenes Properly formatted ten-minute play (10 pages) • Properly formatted one-act play (30-50 pages)

THEA 422 Playwriting II SLOs 1,2,5,6	1. The elements of dramatic writing, including character, language, music, spectacle, plot, and theme. 2. Dramatic structure. 3. Dramatic action, conflict, and	1. Create original playscripts 2. Write a personal, artistic vision statement (with awareness of the development of the writer's voice)	• Bi-Weekly Howlround, New York Times, and Washington Post presentations
	4. change. 5. Dramatic form and play formatting. Play analysis and new play 6. dramaturgy. The profession of playwriting.	3. Articulate the playwright's role in the page-tostage process 4. Demonstrate an understanding of dramatic action and structure 5. Analyze dramatic texts and theatrical events 6. Give and receive appropriate critical feedback 7. Research subjects for plays in traditional and nontraditional ways 8. Use proper format in writing a playscript	• Bi-Weekly response to playwrights talking about playwriting (online discussions) • Research journal • Interview of a working playwright • Response papers (2) • Properly formatted monologues and scenes • Properly formatted full-length play (80-120 pages) • A writer's website/blog.
THEA 460 Teaching Dance and Movement SLOs 1,2,3,5			

THEA 461/462 Senior Seminar SLOs 1,2,3,4,5,6	1. Engage with primary and secondary texts with intellectual rigor, openminded skepticism, and attention to detail. 2. Discuss performance, production and praxis to improve your command of theatrical discourse. 3. Write, research and present theatrical movements/artists to define your artistic and career goals beyond college. 4. Find intersections between theatrical movements that converge and conflict among different practitioners and with your own theatrical practice.	1. Recognize and identify major theatrical innovators, movements, theories, and critical approaches of 20th and 21st Century nontraditional theatre innovators. 2. Define and explain their own work as theatre artists in context with significant artists throughout history. 3. Analyze and explain significant theatrical movements and theories in relation to their own work and the work of their contemporaries through critical analytical writing. 4. Generate a dramaturgical event aimed at community connectivity OR create a newly scripted and fully designed performance in response to a social crisis.	• Discussion Leadership - Students will lead two class discussions on assigned artists that contributed to the evolution of performance language. Students will deliver their response to the work and craft three guiding questions to explore greater insight to the inspirations behind the artist's actions and creations. • Response Papers - Students will write two 3 page response papers regarding the artists examined in the course, providing support from both the reading and outside criticism of the artist/practitioner's work.
			• Production Analysis paper - Students will write a 3 page analysis of a live performance, examining in the context of a response to social or political crisis and the effective use of aural, visual and kinesthetic languages. • Midterm - Students will write a comparative essay on two featured artists from the semester, contrasting their aesthetic and missions.

			• Research paper - Students will write a 10 page research paper that examines an artist whose mission and aesthetic will serve as an inspiration for their work post-graduation. • Final presentation - Students will generate a new work, connectivity event or lecture that will serve as preparation for entry into the performance industry, theatre education or arts administration.
THEA 499 Independent Study SLOs 1,2,3,4,5,6			

BOWIE STATE UNIVERSITY

College of Arts and Sciences

Department of Fine and Performing Arts ~ Five-Year Assessment Plan 2019-2023

PROGRAM: Visual Communication & Digital Media Arts (VCDMA)

MISSION:

Background: The Visual Communication and Digital Media Arts program (VCDMA), as a major and as a BS degree began relatively recently in 2011. It replaced the original Computer Graphics concentration under the Fine Arts (BA) degree. The program is one that enables and empowers students for a career in visual communications and media arts. Students who follow this concentration are introduced to opportunities in graphic design, digital art and imaging, and multimedia.

By building upon foundation courses, students merge skills in art, technology, and communication. The VCDMA major offers (5) five concentrations in Advertising Design, Digital Media Arts, Digital Cinema and Time-Based Media, Animation and Motion Graphics and Fashion Design. We also offer minors in all of these areas and introduced two new minors 1) in Visual Culture and Museum Studies with Studio Art and 2) Hip-Hop Studies and Visual Culture.

Our program merges art, design, digital media production, technology and business, marketing and our graduates are prepared to enter a vast number of careers and industries. The VCDMA program strengthens itself through strategic partnerships with departments and programs on campus as well as professional organizations and networking outside of the university. Students are also prepared to continue on to graduate school and future academic pursuits.

The field of visual communication is a successful and expanding industry. Students are exposed to a liberal arts program that provides access to technology, research and training to enter this vast career with success. There are various opportunities in advertising in print, multimedia, product and fashion design; as well as in new media (motion graphics, video, animation, web and game design).

The Baltimore/Washington metropolitan area is a major center for the arts, government, entertainment, technology and business, both nationally and internationally. This rapidly expanding area will allow graduates to find creative employment and research opportunities in related fields. Additionally, VCDMA faculty actively assists students with obtaining internships and at times employment opportunities in the field, both locally and nationally. The vast employment opportunities available for visual communication graduates include:

- Design and animation studios
- Online and web design companies
- Video game and development companies
- Book, magazines and newspapers
- Publishing houses
- Textile and industrial/product design companies
- Film, motion graphics and video production companies and studios
- Advertising agencies
- Boutiques, clothing stores, department stores, clothing buyers/manufacturers; stylist(s)
- Theaters, athletic and entertainment venues
- Museums and galleries
- Government and non-profit organizations
- Cable, local and international television networks and stations
- Social media organizations and companies

PROGRAM GOALS AND STUDENT OUTCOMES:

GOAL 1: To strengthen students' knowledge, demonstrative skill, and application of visual communication, digital art, and the elements and principles of art & design

GOAL 2: To produce students that are highly qualified for various opportunities and careers in visual communication, new media, and the digital arts

GOAL 3: To provide the global community with visual artists that are critical thinkers, problem solvers, as well as culturally, socially and environmentally conscious designers, creators and producers

GOAL 4: To provide fine arts majors a survey of courses in design, including new media, web/multimedia, installation art, fashion design, and product design

GOAL 5: To assist students in career and future educational pursuits by networking with the professionals in the visual communication and media industry

GOAL 6: To provide students access to state-of-the art design, digital imaging and multimedia technology, as well as the ability to conduct research and participate in collaborative, sustainable and interdisciplinary projects

GOAL 7: To introduce students to visual and media artists, designers, and especially those of color who have contributed to the field of technology, art/design, and media, and to further introduce contemporary visual artists/designers incorporating art and technology into their creative work and in industry

However, based upon research and standards of NASAD as we seek future accreditation, demands and trends in the industry of visual communication, animation and motion graphics, filmmaking, digital media and fashion design as well as looking into product/industrial design, UX, game design and visual culture. We find it necessary to update our program goals to better serve the needs of our students especially as they enter their careers and or continue onto graduate studies.

VCDMA ASSESSMENT PLAN 2019-2023

Over the next five years, VCDMA intends to do as follows with *(2) two main goals in mind*. The 1st is to improve and enhance our curriculum and introduce new and invigorating programs (concentrations). The 2nd is to develop and/or maintain strategic partnerships. These goals and objectives are in step with the Department of Fine and Performing Arts strategic plan and recent program review as well as the university mission and goals, especially with President Breaux's recent vision and goals of increasing entrepreneurship across disciplines and racing to excellence.

Goal 2: New invigorating programs

Objectives:

- begin self-study for future application for accreditation to National Schools of Art and Design (NASAD)
- submission of interdisciplinary Game Design major with Computer Science
- Development of possible and new concentrations sustainable product/industrial design and UX
- Development of new graduate program with College of Business, Department of Management, Marketing and Public Administration) as a joint and interdisciplinary program with a focus on Branding and Visual Marketing
- Expanding concentrations by adding additional courses and shifting of overall classes
- Keeping up with current trends, business approaches and technology in fields
- Adjusting teaching styles and approaches to curriculum
- Introducing curriculum challenges that may be more intimidating at an earlier stage in educational career
- Faculty professional development
- Researching and matching other educational institutions' curriculum for each concentration to remain relevant and competitive and gain competitive advantage
- Possible Apple and/or Adobe certification as a certified training center for software and more
- Launch of marketing campaign and enhancement and development of new courses under the Hip-Hop Studies and Visual Culture minor
- Integration of new courses in UX, product/industrial design, graphic design, fashion design and motion graphics

Goal 5: Partnerships

Objectives:

- More collaborative projects between concentrations with other programs and departments across the campus and possibly with other HBUCs and/or USM institutions
- Multidisciplinary approaches to program
- possible arts integration and interdisciplinary programs with PGCPS and other school systems
- MOU and global outreach to other institutions with concentrations in throughout the world with emphasis on Africa, The Caribbean, Latin and Central America
- MOU with National Studios Project, a film production company coming to Prince George's county
- Strategic partnership with filmmakers, designers, producers and organizations such as AIGA, The One Club, Creative Edge Collaborative of Prince George's county, Prince George's Arts and Humanities Council, Gateway

Arts District, HBCU in LA, Television Academy Foundation, DC Fashion Chamber of Commerce and others in graphic design, fashion design, animation and filmmaking

2019-23, (5) Five Year Estimated timeline:

YEAR 1: Review, assess and update as necessary all current and previous VCDMA program goals, mission and objectives; curriculum and needs.

YEAR 2: Develop and submit an updated list of VCDMA program goals, mission and objectives; especially as they meet and or support NASAD accreditation standards. Submit to the department, college and university curriculum committees and faculty senate for review. Apply for NASAD accreditation. Introduce game design program with Computer Science.

YEAR 3: Implement the new and updated VCDMA program goals, mission, objectives and curriculum changes; enhanced and/or new courses. Make these changes in the new catalog, in PeopleSoft and on the DFPA/VCDMA website, publications and marketing/branding materials.

YEAR 4: Introduce new graduate programs, concentrations and review assessment tools and data, especially tracking current students and especially alumni

YEAR 5: Review university, college and departmental goals and needs and continue to implement the new VCDMA goals as they support the university's overall mission.

VISUAL COMMUNICATION & DIGITAL MEDIA ARTS (VCDMA)

COURSE MAPPING PROGRAM STUDENT LEARNING OUTCOMES

Program Goals: The Visual Communication and Digital Media Arts(VCDMA) enables and empowers students for a career in visual communication and media arts. Students who follow this concentration are introduced to opportunities in graphic design, digital filmmaking, animation, fashion design, digital art and imaging, and multimedia. The VCDMA program offers (5) five concentrations in Advertising Design, Animation & Motion Graphics, Digital Cinema & Time Based Media, Digital Media Arts and Fashion Design.

Expected Student Learning Outcomes and Competencies:

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
COURSES and ASSESS-MENTS	To strengthen students' knowledge, demonstrative skill, and application of visual communication, digital art, and the elements and principles of art & design	To produce students that are highly qualified for various opportunities and careers in visual communication, new media, and the digital arts	To provide the global community with visual artists that are critical thinkers, problem solvers, as well as culturally and environmentally conscious designers and producers	To provide fine arts majors a survey of courses in design, including new media, web and multimedia, installation art, fashion design, and product design	To assist students in career and future educational pursuits by networking with the professionals in the visual communication and media industry	To provide students access to state-of-the art design, digital imaging and multimedia technology, as well as the ability to conduct research and participate in collaborative, sustainable interdisciplinary projects	To introduce students to visual and media artists, designers, and especially those of color who have contributed to the field of technology, art/design, and media, and to further introduce contemporary visual artists/designers incorporating art and technology into their creative work and in industry

ART	**101**	⊙	⊙		⊙			
ART	**102**	⊙	⊙		⊙			
ART	**110**	⊙	⊙		⊙			
ART	**111**	⊙	⊙		⊙			

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ART	200	⊙		⊙				⊙

ART	210	⊙				⊙		⊙		
ART	211	⊙			⊙	⊙		⊙		
ART	219	⊙	⊙							
ART	230	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	231	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	250	⊙						⊙		
ART	251	⊙						⊙		
ART	270	⊙	⊙		⊙	⊙		⊙
ART	295	⊙			⊙	⊙		⊙	⊙	
ART	301	⊙			⊙					
ART	302	⊙			⊙					
ART	310	⊙				⊙				

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ART 311	⊙		⊙				
ART 315	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 320	⊙	⊙	⊙				⊙
ART 321	⊙	⊙	⊙	⊙	⊙	⊙	
ART 340	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 341	⊙	⊙	⊙	⊙	⊙	⊙	⊙

ART	342	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	360	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	361	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	365			⊙	⊙	⊙	⊙	⊙
ART	367	⊙	⊙	⊙				⊙
ART	370		⊙	⊙		⊙	⊙	
ART	375	⊙	⊙	⊙	⊙		⊙	⊙

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ART 380	⊙		⊙	⊙	⊙	⊙	⊙
ART 386	⊙		⊙	⊙	⊙		⊙
ART 390	⊙		⊙	⊙	⊙	⊙	⊙
ART 394		⊙	⊙			⊙	⊙
ART 396	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 397	⊙	⊙	⊙		⊙		⊙

ART	**404**	⊙	⊙	⊙			⊙	⊙	
ART	**405**	⊙		⊙				⊙	
ART	**408**	⊙	⊙	⊙		⊙	⊙	⊙	
ART	**419**	⊙	⊙						
ART	**450**	⊙	⊙	⊙	⊙	⊙	⊙	⊙	
ART	**451**	⊙	⊙	⊙	⊙	⊙	⊙	⊙	
ART	**465**	⊙			⊙	⊙	⊙	⊙	

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ART 470	⊙	⊙	⊙		⊙	⊙	⊙
ART 475	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART 486	⊙	⊙	⊙				⊙
ART 490		⊙	⊙		⊙	⊙	⊙
ART 491	⊙	⊙	⊙		⊙		⊙
ART 495	⊙	⊙	⊙	⊙	⊙	⊙	⊙

ART	496	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	497	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	498	⊙	⊙	⊙	⊙	⊙	⊙	⊙
ART	499	⊙		⊙	⊙	⊙	⊙	⊙

COURSE MAPPING GENERAL EDUCATION COMPETENCIES

SLOS	1. Writing, speaking, reading, critical thinking;	2. Scientific and quantitative reasoning	3. Research Skills and information literacy	4. Intercultural competency	5. Civic Engagement	6. Lifelong learning	
COURSES and ASSESSMENTS							
ART 101			⊙	⊙	⊙	⊙	
ART 102			⊙	⊙	⊙	⊙	
ART 110				⊙	⊙	⊙	
ART 111				⊙	⊙	⊙	
ART 200	⊙		⊙	⊙	⊙	⊙	
ART 230	⊙		⊙	⊙	⊙	⊙	⊙
ART 250	⊙	⊙	⊙	⊙	⊙		⊙