

## **American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)**

### **Program: Jewish Studies Undergraduate Program**

A course to program curriculum map is a graphic that illustrates how courses in a program's curriculum contribute to the overall learning outcomes of that program. It can visually indicate where specific learning takes place and the level of engagement within the structure of the program.

A course to program curriculum map is useful for a variety of reasons and can provide your program with the following information:

- It can identify courses where specific PLOs are likely to be achieved, as well as courses that are not related to any PLOs.
- It can identify courses that include an assignment that might be used as an embedded program level assessment tool.
- It can identify gaps in curriculum. For instance, through curriculum mapping faculty may realize that a PLO may not be addressed properly and may only be mapping to a few courses.
- It may lead faculty to address a need for sequencing courses within the curriculum or to modify the existing sequences of courses.
- It can identify how different courses serve different purposes in achieving student learning within a program.

List each course in your program on the next page in the left hand column. For each course, determine which Program Learning Outcome (PLO) that course aligns to, that is where the specific PLO is likely to be achieved. Then map how well each course teaches and assesses each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/course alignment as appropriate.

I = Introduced; D = Developed; M = Mastered \*see detailed description below

The goals of aligning courses to PLOs are:

- To highlight the relationship between the core required courses to the PLOs because these are the courses that provide the program's foundational educational experience for students in your discipline.
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- To describe the level of student knowledge and skills obtained in a particular required course, in the context of student's acquisition of PLOs based on levels determined (introduced, developed, mastered).
- Ensure students have been introduced to all PLOs, have had formative feedback and opportunities for practice and development, and are assessed concerning successful student learning mastery for each PLO prior to graduation.

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Mastered (M):

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**Courses to Program Learning Outcomes (PLOs):  
Jewish Studies Undergraduate Program**

<b>Program Courses</b>	<b>PLO 1</b> Developing workable knowledge in an area of Jewish studies.	<b>PLO 2</b> Receiving an appreciating for the nuances and attributes of the traditional view of that area of Jewish intellectual and spiritual achievement	<b>PLO 3</b> Mastering the critical methodologies by which traditional assumptions are questioned by the academy and in the light of modernity	<b>PLO 4</b> Mastering relevant linguistic, symbolic and legal methodologies inherent in the given tradition.	<b>PLO 5</b> Balancing the traditional with the critical views of a given tradition.	<b>PLO 6</b> Develop the capacity to read, analyze and critique primary and secondary sources in a given tradition.	<b>PLO 7</b> Considering a given religious or cultural phenomenon in Jewish studies in the light of parallel phenomena in other traditions.	<b>PLO 8</b> Develop skills in scholarly writing and analysis.
<b>COR 300 — INTRODUCTION TO JEWISH THOUGHT</b>	<b>M</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>
<b>COR 301 — JUDAISM AS A FAITH AND CIVILIZATION</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>
<b>JST 301 — INTRODUCTION TO THE HEBREW BIBLE</b>	<b>D</b>	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>I</b>	<b>D</b>	<b>D</b>

<b>JST 303 — READINGS IN BIBLICAL NARRATIVE</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>JST 305 — TRADITIONAL JEWISH EXEGESIS OF THE BIBLE</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>JST 308 — WISDOM LITERATURE AND THE WRITINGS</b>	<b>I</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>I</b>	<b>D</b>
<b>JST 309- MYTHOLOGY OF THE BIBLE</b>	<b>I</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>
<b>JST 322 — INTRODUCTION TO THE MISHNAH</b>	<b>I</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>I</b>	<b>D</b>
<b>JST 323 — THE BABYLONIAN TALMUD</b>	<b>I</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>I</b>	<b>D</b>

<b>JST 324 — JUDAISM AND GENDER</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>M</b>
<b>JST 327— INTRODUCTION TO MIDRASH</b>	<b>I</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>I</b>	<b>D</b>
<b>JST 325- CONTEMPORARY HALAKHIC PROBLEMS</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>JST 332 — CLASSICAL JEWISH PHILOSOPHY</b>	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>JST 333 — INTRODUCTION TO KABBALAH</b>	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>JST 334 — INTRODUCTION TO THE ZOHAR</b>	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>JST 335 — HASIDISM</b>	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>JST 336 — ZEN AND HASIDISM</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>M</b>

<b>JST 339 — TOPICS IN JEWISH MYSTICISM</b>	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>JST 342 — JEWS IN EASTERN EUROPE</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>JST 352 — HISTORY OF MODERN JEWISH MOVEMENTS</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>JST 353 — HOLOCAUST SEMINAR</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>JST 354 — HISTORY OF ZIONISM AND MODERN ISRAEL</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>JST 355 — TOPICS IN TWENTIETH CENTURY JEWISH THOUGHT</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>M</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>M</b>

## **American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)**

### **Program: BIOETHICS**

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**Courses to Program Learning Outcomes (PLOs):  
Bioethics Undergraduate Program**

	<b>Bioethics Courses</b>	<b>PLO 1</b> Students will understand and apply the basic concepts, methods, and analyses of mathematics and statistics.	<b>PLO 2</b> Students will understand and apply the basic concepts, methods, and theories of general and organic chemistry, and biochemistry.	<b>PLO 3</b> Students will understand and apply the basic concepts, methods, and theories of biology.	<b>PLO 4</b> Students will understand and apply the basic concepts, methods, and theories of physics.	<b>PLO 5</b> Students will be able to communicate effectively in a variety of formats, including verbal and written communication.	<b>PLO 6</b> Students will demonstrate familiarity with the major concepts and theoretical perspectives in Ethics.	<b>PLO 7</b> Students will develop and use critical thinking skills to analyze information and situations in order to respond and act ethically.	<b>PLO 8</b> Students will develop practical skills through internship experience in a medical, health administration, or the allied health professional setting.
<b>PREREQUISITES</b>	MAT 100 Logic	<b>I,D</b>							
	MAT 103 Calculus I	<b>I,D</b>							
	MAT 104 Calculus II	<b>D,M</b>							
	MAT 107 Probability/ Statistics	<b>D,M</b>							

NSC 150 Bio. Dynamics I (101; Lab)				I,D		I		I	
NSC 151 Bio. Dynamics II (102; Lab)				D		D		D	
NSC 160 Gen Chemistry I (103; Lab)			I,D						
NSC 161 Gen Chemistry II (104; Lab)			D						
NSC 162 Org Chemistry I (210; Lab)			I,D			I			
NSC 163 Org Chemistry II (211; Lab)			D			D			
NSC 170 Intro Physics (205; Lab)					I,D	I			
NSC 171 Intro Physics (206; Lab)					D	D			
NSC 195 Pro						D	I	I	





	Human Physiology (Lab)			<b>M</b>		<b>D</b>			
	NSC 325 Microbiology (Lab)			<b>M</b>		<b>D</b>			

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**Courses to Program Learning Outcomes (PLOs)  
Liberal Studies Undergraduate Program**

<b>Liberal Studies Program Courses</b>	<b>PLO 1</b> Students will understand and apply the basic concepts, methods, and theories in the Natural Sciences.	<b>PLO 2</b> Students will understand and apply the basic concepts and theoretical perspectives in the Social Sciences including human development and psychology.	<b>PLO 3</b> Students will understand and apply the basic concepts and theoretical perspectives in the Humanities.	<b>PLO 4</b> Students will be able to communicate effectively in a variety of formats across disciplines, including verbal and written communication.	<b>PLO 5</b> Students will identify and analyze content learning across disciplines.	<b>PLO 6</b> Students will analyze, evaluate, synthesize, and critically reflect on subject matter knowledge and personal experiences across disciplines.
LCM 204 American Literature			I,D	I,D		
LCM 274 Children & Media			I,D	I,D		
LCM 279 Public Speaking				D		



NSC 120 Life Science (Lab)	I,D				I,D	
NSC 150 Biological Dynamics (Lab)	I,D				I,D	
POL 101 Introduction to U.S. Politics			I	I,D	I,D	I,D
SOC 101 Introduction to Sociology		I		I	I,D	I,D
PSY 100 Introduction to Psychology		I			I,D	I,D
PSY 290 Cross-Cultural Psychology		D		D	D	D
PSY 291 Psychology of Prejudice		D		D	D	D

PSY 226 Developmental Psychology I		I		I	D	D
PSY 227 Developmental Psychology II		D		D	D	D
PSY 298 Internship		D,M		D,M	D	D
EDU 510 Sociology of Education		D		D	D	D

## LCM COURSES TO PLOs

PROGRAM LEARNING OUTCOMES: Students will be able to...						
	LCM COURSES	analyze and critically interpret texts in their historical and cultural contexts.	express themselves clearly using the written word.	concisely and persuasively present organized information and ideas to a live audience.	utilize digital media for the creation of informational and emotive texts.	analyze and critically interpret the effect of social dynamics on the production, reception, and circulation of media texts.
Prereqs    	192 - Intro to Narrative Art	I	I/D	I/D		
	193 - Intro to Narrative Structures	D	D	D		
	194 - Intro to Media Studies	I	I/D	D		I
	206 A/B - Issues in American Life and Culture: Special Topics	D	D	D		D (when applicable)
	208 A/B - The Developing World: Special Topics	D	D	D		D (when applicable)
	260 A/B - the Western World: Special Topics	D	D	D		D (when applicable)
	261 A/B - Special Topics in Literature, Society, and Culture	D	D			D (when applicable)

Lit, Society, & Culture

Exp. and Comm. Studies

Media Studies

Media Studies	271 - Popular Culture: Los Angeles as Laboratory	D	D	D		D
	274 - Children and Media	—	—	—	—	
	275 - News and Public Opinion	D	D	D		D
	276 - Special Topics in Media	D	D		I / D (when applicable)	D (when applicable)
	278 - Critical Media Literacy	D	D	D		D
	230 - Advocacy and Social Media	D	D	D	I / D	D
	231 - Collaboration and Presentation	D	D	M	I / D	
	232 - Rhetoric and Public Speaking	—	—	—	—	
	233 - Argumentation and Debate	—	—	—	—	
	282 A/B - What's the Story?	D	D	D	I / D	
	283 A/B - Special Topics in Creative Writing	D	M			
	284 - Video Communication	D		D	I / D	
Advanced Studies	350 - Advanced Seminar	M	M	M	M (when applicable)	D (when applicable)
	390 - Capstone	M	M	M (when applicable)	M (when applicable)	M (when applicable)
	401 - Honors Thesis	M	M	M (when applicable)	M (when applicable)	M (when applicable)
	402 - Independent Study	D / M	D / M	D / M (when applicable)	D / M (when applicable)	D / M (when applicable)
	403 - Internship	D / M (when applicable)	D / M	D / M (when applicable)	D / M (when applicable)	D / M (when applicable)

## **American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)**

### **Program: CAS – CORE Curriculum**

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Service Learning							I,D					
COR 292 Service Learning Practicum							D,M					
COR 300 Big Questions Jewish Cul/Phil											I,D,M	
COR 301 Big Questions								I,D,M				
COR 303 Contemp. Issues Israeli Cul/His										I,D,M		
COR 304 Contemp. Issues									I,D,M			
COR 306 Ways of Knowing (Soc. Sci.)					I,D,M							
COR 470 Senior Capstone												I,D,M
MAT 100 Logic or MAT 102 Pre-Calculus or MAT 103 Calculus or MAT 107 Statistics				I,D,M								



Natural Science Lab Course NSC 250/1 or 300 etc						I,D,M						
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## **American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)**

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**Courses to Program Learning Outcomes (PLOs)  
Psychology Undergraduate Program**

<b>Course Number</b>	<b>Course</b>	<b>Knowledge</b>	<b>Research</b>	<b>Diversity and Ethics</b>	<b>Career Development</b>
<b>PSY 100</b>	Introduction to Psychology	I, D	I	I	I
<b>PSY 210, 210 lab</b>	Physiological Psychology and lab	I, D	I		
<b>PSY 220, 220 lab</b>	Research Methods and lab	D	D	D	I
<b>PSY 295</b>	Professional Seminar	I	I	I	D
<b>PSY 310</b>	Developmental Psychology I	I, D	I	I	
<b>PSY 311</b>	Developmental Psychology II	I, D	I	I	
<b>PSY 312</b>	The Exceptional Child	I, D	I	D	

<b>PSY 320</b>	Cognitive Psychology	I, D	I	I	
<b>PSY 330</b>	Learning Theories	I, D	I		
<b>PSY 340</b>	Social Psychology	I, D	I	I	
<b>PSY 341</b>	Psychology of Religion	I	I	I	
<b>PSY 350</b>	Personality Theories	I, D	I		
<b>PSY 360</b>	Abnormal Psychology	I, D	I	I	
<b>PSY 361</b>	Test and Measurements	I, D	I, D		
<b>PSY 370</b>	Organizational Behavior	I, D	I	I	
<b>PSY 380</b>	Health Psychology	I, D	I	I	

<b>PSY 381</b>	Human Sexuality	I, D	I		
<b>PSY 382</b>	Cross-Cultural Psychology	I, D	I	I, D	
<b>PSY 390</b>	Special Topics in Psychology	I, D	I	I	
<b>PSY 396</b>	Prejudice Awareness Summit Practicum	I, D	I	D	
<b>PSY 397</b>	Internship	D			D
<b>PSY 398</b>	Advanced Research Practicum	D, M	D	M	D
<b>PSY 400</b>	Honors Thesis	D, M			
<b>PSY 497</b>	Internship	D, M	D, M		D
<b>PSY 499</b>	Independent Study	D	D		

## **American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)**

### **Program: POLITICAL SCIENCE**

A course to program curriculum map is a graphic that illustrates how courses in a program's curriculum contribute to the overall learning outcomes of that program. It can visually indicate where specific learning takes place and the level of engagement within the structure of the program.

A course to program curriculum map is useful for a variety of reasons and can provide your program with the following information:

- It can identify courses where specific PLOs are likely to be achieved, as well as courses that are not related to any PLOs.
- It can identify courses that include an assignment that might be used as an embedded program level assessment tool.
- It can identify gaps in curriculum. For instance, through curriculum mapping faculty may realize that a PLO may not be addressed properly and may only be mapping to a few courses.
- It may lead faculty to address a need for sequencing courses within the curriculum or to modify the existing sequences of courses.
- It can identify how different courses serve different purposes in achieving student learning within a program.

List each course in your program on the next page in the left hand column. For each course, determine which Program Learning Outcome (PLO) that course aligns to, that is where the specific PLO is likely to be achieved. Then map how well each course teaches and assesses each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/course alignment as appropriate.

I = Introduced; D = Developed; M = Mastered \*see detailed description below

The goals of aligning courses to PLOs are:

- To highlight the relationship between the core required courses to the PLOs because these are the courses that provide the program's foundational educational experience for students in your discipline.
- To identify a particular course's contribution to a PLO.
- To describe the level of student knowledge and skills obtained in a particular required course, in the context of student's acquisition of PLOs based on levels determined (introduced, developed, mastered).
- Ensure students have been introduced to all PLOs, have had formative feedback and opportunities for practice and development, and are assessed concerning successful student learning mastery for each PLO prior to graduation.

\*Introduced (I):

- Students just begin to learn about an idea or concept
- First/second introduction to that concept, typically through lecture
- Students are able to identify or discuss some aspects of the concept

Developed (D):

- Student begin to practice or apply concept(s), including real-world scenarios and applications
- Students are building on concepts and topics
- Students make work more hands-on with skills in labs, or they embed concepts into projects and activities

Mastered (M):

- Level of mastery appropriate for graduation
- Students have ability to synthesize and evaluate information, and demonstrate or teach a topic successfully
- Students will be confident in their skills on the job, in entry level positions and be successful professionally
- Where learning can be explicitly measured for assessment purposes



**Courses to Program Learning Outcomes (PLOs)  
Political Science Undergraduate Program**

	<b>Political Science Courses</b>	<b>PLO 1 Informed and Ethical Citizenry</b>	<b>PLO 2 Critical Thinking in Political Science Theory and Knowledge</b>	<b>PLO 3 Communication and Research Skills</b>
<b>PREREQUISITES</b>	POL 100: INTRODUCTION TO POLITICAL SCIENCE AND POLITICAL THEORY	I	I	I
	POL 101: INTRODUCTION TO U.S. POLITICS	I	I	I
<b>U.S. POLITICS AND LAW</b>	POL 220: AMERICAN POLITICAL DEVELOPMENT AND HISTORY	D	D	D
	POL 221: U.S. IMMIGRATION POLICY	D	D	D

	POL 323: PUBLIC POLICY	<b>D</b>	<b>M</b>	<b>D</b>
	POL328: THE JUDICIAL PROCESS	<b>M</b>	<b>D</b>	<b>D</b>
	POL 330: LAW AND SOCIETY	<b>M</b>	<b>M</b>	<b>M</b>
<b>INTERNATIONAL RELATIONS</b>	POL 240: INTERNATIONAL RELATIONS	<b>D</b>	<b>D</b>	<b>D</b>
	POL 241: GLOBALIZATION AND INTERNATIONAL POLITICAL ECONOMY	<b>D</b>	<b>D</b>	<b>D</b>
	POL 242: INTERNATIONAL MIGRATION AND WORLD POLITICS	<b>D</b>	<b>D</b>	<b>D</b>

	POL 243: MODEL UNITED NATIONS	<b>M</b>	<b>D</b>	<b>M</b>
	POL 244: US FOREIGN POLICY	<b>D</b>	<b>D</b>	<b>D</b>
	POL 340: INTERNATIONAL RELATIONS THEORY	<b>D</b>	<b>M</b>	<b>M</b>
	POL 341: GLOBAL POLITICS AND TRANSNATIONAL ISSUES AND INTERNATIONAL SECURITY	<b>D</b>	<b>M</b>	<b>M</b>
	POL 342: FOREIGN POLICY: FRAMEWORKS OF AMERICA'S WORLD ROLE, 1776-TODAY	<b>D</b>	<b>M</b>	<b>M</b>
	POL 343: INTERNATIONAL TERRORISM AND VIOLENCE	<b>D</b>	<b>D</b>	<b>D</b>

	POL 344: WAR AND PEACE	<b>D</b>	<b>M</b>	<b>M</b>
	POL 346: THE POLITICS OF FOOD	<b>M</b>	<b>D</b>	<b>D</b>
<b>COMPARATIVE POLITICS</b>	POL 250: COMPARATIVE POLITICS	<b>D</b>	<b>D</b>	<b>D</b>
	POL 352: ISRAELI POLITICS	<b>D</b>	<b>D</b>	<b>D</b>
	POL 353: LATIN AMERICAN POLITICS	<b>D</b>	<b>D</b>	<b>M</b>
	POL 356: MIDDLE EAST POLITICS	<b>D</b>	<b>D</b>	<b>D</b>

<b>POLITICAL THEORY</b>	POL 262: THE GREAT MINDS OF POLITICS VIDEO LECTURES	<b>D</b>	<b>D</b>	<b>D</b>
	POL 263: FILM AND POLITICS	<b>D</b>	<b>D</b>	<b>D</b>
	POL 360: POLITICAL PHILOSOPHY AND THEORY	<b>M</b>	<b>M</b>	<b>D</b>
	POL 362: AMERICAN POLITICAL THOUGHT	<b>M</b>	<b>M</b>	<b>D</b>
<b>OTHER UPPER DIVISION COURSES</b>	POL 390: HONORS THESIS	<b>D/M</b>	<b>D/M</b>	<b>D/M</b>

	POL 398: POLITICAL INTERNSHIP	<b>M</b>	<b>M</b>	<b>M</b>
	POL 399: INDEPENDENT STUDY	<b>D/M</b>	<b>M</b>	<b>M</b>

## **American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)**

### **Program: Business**

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**Courses to Program Learning Outcomes (PLOs):  
Business Undergraduate Program**

Goal Areas:		Critical Thinking		Leadership	Entrepreneurship	Business Communication		Service Economy
	<b>Business Courses</b>	<p><b>PLO 1</b> Students will demonstrate problem solving skills using appropriate multidisciplinary analytical and decision-making skills to identify, structure, and solve business problems.</p>	<p><b>PLO 2</b> Students will demonstrate an ethical paradigm, social responsibility, and environmental sustainability in problem-solving.</p>	<p><b>PLO 3</b> Students will develop and enhance their personal and professional development skills needed to build a team, lead a team and collaborate in order to take an idea or concept from inception to completion within a diverse business</p>	<p><b>PLO 4</b> Students will learn the basic fundamentals of innovative thinking, market testing ideas, production and distribution, customer service and feedback.</p>	<p><b>PLO 5</b> Oral communication: Students will demonstrate the capacity to successfully engage in the multiple uses and settings for oral communication in the workplace.</p>	<p><b>PLO 6</b> Written communication: Student will demonstrate the capacity to successfully engage in the multiple uses and settings for written communication in the workplace.</p>	<p><b>PLO 7</b> Student will demonstrate an understanding of the three components of the Service Economy (for-profit, nonprofit and government), the differences between these components and the interdependence each has with the other.</p>

				environmen t.				
<b>PREREQUISITES</b>	MAT 102 Pre- Calculus	<b>I/D</b>						
	MAT 107 Probability/ Statistics	<b>I/D</b>						
	BUS 103/203 Financial Accounting	<b>I/D</b>			<b>I</b>			
	BUS104/20 4 Intro to Economics	<b>I/D</b>			<b>I</b>		<b>I</b>	<b>I</b>
	BUS 105/205 Business Law I	<b>I</b>	<b>I/D</b>	<b>I/D</b>		<b>I/D</b>	<b>I/D</b>	<b>I</b>
<b>REQUIRED UPPER</b>	BUS 202 Principles of Organizatio n Behavior & Manageme nt	<b>D</b>	<b>D</b>	<b>I/D</b>	<b>I</b>	<b>I/D</b>	<b>I/D</b>	
	BUS 225 Service		<b>D</b>			<b>D</b>	<b>D</b>	<b>M</b>

	Sector							
	BUS 301 Issues in Ethics	<b>D</b>	<b>M</b>			<b>D/M</b>	<b>D/M</b>	
	BUS 400 Capstone- Strategic Manageme nt	<b>M</b>		<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
<b>ELECTIVES</b>	BUS 220 Managerial Accounting	<b>M</b>			<b>D</b>		<b>D</b>	
	BUS 232 Introduction to Marketing	<b>D/M</b>		<b>D/M</b>	<b>D/M</b>	<b>D/M</b>	<b>D/M</b>	
	BUS 240/310 Money & Banking	<b>D/M</b>	<b>D</b>				<b>D/M</b>	
	BUS 242/311 Internationa l Business	<b>D/M</b>	<b>D</b>			<b>D</b>	<b>D/M</b>	
	BUS 245/317 Advanced Economic Theory	<b>D/M</b>	<b>D</b>			<b>D</b>	<b>D/M</b>	

BUS 261/313 Investment Analysis	<b>D/M</b>	<b>D</b>		<b>D</b>		<b>D/M</b>	
BUS 271 Business Law II	<b>D/M</b>	<b>D/M</b>	<b>D/M</b>		<b>D/M</b>	<b>D/M</b>	
BUS 275 Advertising (1 unit)	<b>D/M</b>		<b>D/M</b>	<b>D/M</b>	<b>D/M</b>	<b>D/M</b>	<b>D</b>
BUS 397/399 Field Placement	<b>D/M</b>		<b>D/M</b>	<b>D/M</b>	<b>D</b>	<b>D/M</b>	<b>D/M</b>

Comments:

- We need to consider perhaps 2 changes to the curriculum: requiring an internship and creating a course on being an entrepreneur. As I wrote this, my thinking is to raise this now – but to not take action until the Chair for the Department is hired (hopefully this spring).