	Thomas More College Curriculum Maps																	
Semester:							SEL	<b>ECTEI</b>	) PROG	RAM O	UTCO	MES						
Fall 2008																		
Degree: Bachelor of Arts Mathematics	Apply classical and modern mathematical concepts and principles to perform symbolic computations			Use mathematics to model systems			Apply technology to solve mathematical problems			Become an independent learner and also know how to work in groups			Understand the application of mathematics to both hard and soft sciences			Exposure to new and recent mathematics		
	(1) Outcome Statement (E,I)	(2) Level (I, E, R, A)	(3) Demonstrate (T) (W) (P)	(1) Outcome Statement (E,I)	(2) Level (I, E, R, A)	(3) Demonstrate (T) (W) (P)	(1) Outcome Statement (E,J)	(2) Level (I, E, R, A)	(3) Demonstrate (T) (W) (P)	(1) Outcome Statement (E,I)	(2) Level (I, E, R, A)	(3) Demonstrate (T) (W) (P)	(1) Outcome Statement (E,I)	(2) Level (I, E, R, A)	(3) Demonstrate (T) (W) (P)	(1) Outcome Statement (E,I)	(2) Level (I, E, R, A)	(3) Demonstrate (T) (W) (P)
MAT 151	Е	Ι	Т	Ι	Ι	Т	Ι	Е	Т				Е	Ι	Т			
MAT 152	Е	Ι	Т	Ι	Ι	Т	Ι	Е	Т				Е	Ι	Т			
MAT 201	Е	Е	Т	Ι	Ι	Т	Е	R	Т	Ι	Е	Р	Е	Е	Т			
MAT 202	Е	Е	Т	Е	Ι	Т	Ι	R	Т	Ι	Е	Р	Е	Е	Т			
MAT 231	Е	Е	T,P				Е	R	Т	Ι	R	Р	Ι	Е	Т	Ι	R	Р
MAT 306	Е	R	T,W,P	Е	Ι	Т	Ι	R	Т	Ι	R	Р						
MAT 307	Е	R	T,P	Е	R	Т	Ι	R	Т	Ι	R	Р	Ι	R	Т			
MAT 401	Е	А	Т	Е	А	Т	Ι	А	Т	Ι	А	Р	Е	А	Т			
MAT 402	Е	А	T,P	Е	А	T,P	Е	А	Т	Ι	А	Р	Е	А	Т			
MAT 405	Е	А	T,P	Ι	А	T,P				Е	А	Р				Е	А	W,P
MAT 411	Е	А	Т	Ι	А	Т	Ι	А	T,W,P	Ι	А	W,P						
9 hours numbered above 206, but not 208 and 255	Е	Е	T,W,P	Ι	Е	Т	Ι	R	Т	Ι	R	Р	Ι	R	Т			
CIS 111 or 112 (or CIS 114 or 212)	Ι	Е	Т										Е	R	Т			
CHE 111 or PHY 141	Ι	Е	Т										Е	R	Т			
CHE 113 or PHY 142	Ι	Е	Т										Е	R	Т			

## Thomas More College Curriculum Maps Legend

## 1. OUTCOME STATEMENT (Column 1):

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

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

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

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

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

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

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

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