

Mapping Your Curriculum

Guidance for Academic Programs

For this process, use the Curriculum Mapping Worksheet provided for this program by OIE.

Drafting your Curriculum Map – Part 1: Program Outcomes

1. As much as is possible, list the core courses, electives, and experiences in order of intended progression.
 - a. GER courses are not included as they are assessed separately as a program.
 - b. Elective courses are not included individually, but rather as an aggregated requirement that all students are expected to fulfil, so that if there is a requirement that students select an elective from a pre-determined grouping, that is the electives group.
 - c. Experiences are those requirements that are not course-based, but are expected of all students. Examples include internships, a thesis defense, conference presentations, journal publications, and etc.
2. List each SLO in order on the y-axis
3. For each listed course or requirement, mark which SLOs they address using the designation “X.” This can be done either as a group, or by asking course leads to individually contribute to the map for their course.
 - a. For individual courses, the mapping must be true for all sections of the course so that every student is taught and assessed the marked SLOs.
 - b. For electives aggregated as requirement, the mapping must be true for all options so that every student is taught and assessed the marked SLOs.

4. Where courses are marked as addressing an SLO, determine whether the course introduces the outcome, develops the outcome, or if students masters the outcome in the course.
 - a. Use the designations “I” for introduce, “D” for develop, and “M” for mastery, removing the prior “X” designation.
 - b. “I” courses should have no curricular prerequisites that previously address the given outcome or goal.
 - c. “D” courses should have a curricular prerequisite that introduced or addressed the given outcome or goal and is followed up by another course that falls into the mastery designation.
 - d. “M” courses should be the last time in the program that the outcome or goal is taught and assessed, designating the point in the curriculum where all students are expected to have mastered it at the programmatic level. This can also be used in cases were outcomes are introduced and mastered within a single course or experience for the whole program.

Drafting your Curriculum Map – Part 2: Institutional Learning Goals

1. List each SLO in order on the x-axis
2. For each Institutional Learning Goal, mark which SLOs address them using the designation “X.”

Reviewing your Draft Curriculum Map

1. Are there any outcomes or Institutional Learning Goals that are not addressed through the curriculum?
2. In the intended progression, is each outcome first introduced, then developed, and finally mastered? If not, is this intended and acceptable? The Institutional Learning Goals are not included in this step.
3. Are there any courses or requirements that are particularly weak in their contributions to addressing the SLOs? If so, is this intended and acceptable?
4. Are there any Institutional Learning Goals that are particularly weakly addressed? If so, is this intended and acceptable?
5. How do electives in particular contribute to students' achievement of the SLOs? Do they contribute to an acceptable level?

Acting on the Results of your Curriculum Map

1. Are there any adjustments that need to be made, either to the structure of the curriculum or within any of its courses or requirements?
2. Course contributions to the program should be reflected in the syllabus.
3. The curriculum map should be posted on the program's department website along with the previously-published mission, goals, and outcomes.
4. The curriculum map should be provided to enrolled students through program advising.