

Course to Program Curriculum Map Directions

This document contains the necessary directions for successfully completing the courses to program mapping process. Before beginning this process, the instructional program's faculty should decide the work configuration necessary to complete the task. Such work could engage the entire faculty, a team of two, or a small group. These directions pertain to the Excel template posted on the Curriculum Mapping page of the Outcomes Assessment website.

1. In the left-hand column, identify the program's core required courses by subject designator and course number per the currently approved curriculum guide.
2. Identify the program's SLOs across the row at the top of the template.
3. Analyze the course outlines of record to ascertain the program's SLOs to which a particular course aligns.
4. Analyze the course outlines of record to determine the level of learning engagement for each particular course.
 - a. Based on the course SLOs, ascertain whether that course provides the student with an introduction to the concepts and/or skills identified in the program's particular SLO.
 - b. Based on the course SLOs, ascertain whether that course provides the student with the opportunity to develop and practice the concepts and/or skills identified in the program's particular SLO.
 - c. Based on the course SLOs, ascertain whether that course provides the student an opportunity to master the concepts and/or skills identified in the program's particular SLO and how that learning can be explicitly measured.
5. Identify the level of learning as either I= Introduced, D= Developed/Practiced, or M= Mastered/Measured. Base this determination on the evidence provided in the course outline of record.
6. Plot the level of learning engagement for a particular course (I, D, or M) in relation to a particular program SLO in the appropriate box on the map template.
7. Review and discuss the curriculum map with the department. Apply the following questions for this step of the process:
 - a. Was each of the program SLOs sufficiently introduced?
 - b. Do students have enough opportunities to practice the program SLO before being expected to demonstrate the SLO at the mastery level?
 - c. Are there enough courses where program SLOs mastery are assessed to determine program efficacy?
 - d. Is a non-course embedded assessment tool necessary to determine acquisition of the program SLOs by students? If so, how will it be managed by the program faculty?
 - e. Overall, do the program SLOs reflect the priorities of the department? If not, which outcomes either need to be more frequently addressed in the curriculum or deleted altogether?

- f. If curriculum adjustments need to be made, establish a plan of engagement through the published curriculum approval process or through the department's program plan/review cycle.
- g. Upload this document and all the relevant information to TracDat for this program.