

About Curriculum Mapping **Courses to Program**

LBCC's Curriculum Mapping Process:

Courses to program curriculum maps at LBCC are used to create a global description of a variety of characteristics of an instructional program's curriculum and student learning. The goals of the courses to program curriculum mapping process are:

- To highlight the relationship of core required courses (noted on a program's curriculum guide) to the program SLOs because these are the courses that provide the program's foundational educational experience for students in a discipline.
- To identify a particular core course's contribution to a program's SLOs.
- To describe the level of student knowledge and skills obtained in a particular core required course (course SLOs), in the context of the student's acquisition of program SLOs (introduced, developed, mastered).
- Align course SLOs with program SLOs, which enables the assessment of overall program coherence.
- Illustrate the integration of student learning from the core required courses into the comprehensive programmatic learning expectations.
- Ensure that students have been introduced to the program SLO, have had formative feedback/opportunities for practice, and are assessed concerning successful student learning.

Completion of a courses to program curricular map will be based on collegial consultation. It is suggested that faculty who regularly teach these courses be the developers of this map. However, the consultation and insights of other faculty are always welcomed. The curriculum map needs to be posted within a program's outcomes assessment plan on TracDat in a timely manner.

A curriculum map can raise the following questions about a program's curriculum or pedagogy. The discussion that ensues from these questions will assist the instructional program in creating a practical plan to enhance program effectiveness and student learning.

- Would a more explicit sequencing of courses improve student learning?
- Some required courses introduce students to skills related to a program-level SLO whereas other courses provide reinforcement and practice. Would students benefit by taking the reinforcement courses only after completing the courses in which the skill was introduced?
- Should advising practices be modified to encourage students to take courses that introduce skills before they enroll in more advanced courses?
- Would it be beneficial to include additional opportunities for practice for some SLOs in other courses?

- Are students having difficulty managing their capstone course project? Might these difficulties be related to the lack of opportunity to acquire or practice project management skills before they enroll in the capstone course?
- Which program SLOs receive adequate attention? Does this occur across all expected levels of engagement for appropriate student learning?