Sequential Curriculum Mapping Directions

This document contains the necessary directions for successfully completing the sequential 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 Word template posted on the Curriculum Mapping page of the Outcomes Assessment website.

1. Identify the program's sequential courses in the left-column by subject designator and course number per the currently approved curriculum guide or educational pathway.
2. Identify each course's SLOs by abbreviated name in the second left-hand column by each number provided.
3. Identify the pathway's essential elements across the row at the top of the template. These elements are related to the discipline's program.
4. Analyze the course outlines of record to determine the level of learning engagement for each particular course's SLO. Based on the course SLOs, content and assignment pages, and the evaluation page, ascertain whether that course provides students with:
   a. An introduction to each essential element identified.
   b. The opportunity to develop and practice, with feedback, each element identified.
   c. An opportunity to master each of the essential elements identified and to have that learning explicitly measured.
5. Identify the level of learning as either I (introduced), D (developed and practiced), or M (mastered and measured). A course's SLO may provide more than one of these options. Base this determination on the evidence provided by the course outline of record.
6. Analyze this preliminary information to ascertain the pathway's essential elements that a particular course's SLO aligns.
7. Plot the level of learning engagement for a particular course's SLOs (I, D, or M) as to a particular essential element in the appropriate box on the map template.
8. Review and discuss this curriculum map within the department. Apply these questions at this step in the process:
   a. Was each of the pathway's essential elements sufficiently introduced?
   b. Do students have enough opportunities to practice the essential elements before being expected to demonstrate them at the mastery level?
   c. Are there enough courses where the pathway's essential elements mastery is assessed to determine sequence efficacy?
   d. Is a non-course embedded assessment tool necessary to determine the acquisition of these essential elements by students? If so, how will it be managed by the program faculty?

e. Do the pathway's essential elements reflect the priorities of the department? If not, which essential elements either need to be more frequently addressed in the curriculum or deleted altogether?

f. Depending on the significance, 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/program review cycle.

g. Upload this document and all information to the document file in TracDat for this program and document this work in the department's Program Review.

9. Note: Completion of a sequential course curriculum map is most effective when based on collegial discussion. It is recommended that faculty who regularly teach these courses be the primary developers of this map. However, contributions and insights of other faculty, as well as interested stakeholders, are always welcomed. The curriculum map will need to be posted within a program's outcomes assessment plan document in TracDat within a timely manner. Additionally, any determined actions can be captured as part of the Program Plan/Program Review process for the department.