LEARNING OBJECTIVES

	By the end of the workshop, participants will be able to:
Summarize	Summarize the purposes of curriculum mapping.
Explain	Explain the criteria for an effective curriculum map.
Create	Create a curriculum map.

AGENDA

Part I

- What is curriculum mapping?
- Why do it?
- How is a curriculum map created?

Part II

- IRMA
- What does a curriculum map look like?
- What is best practice?

CURRICULUM MAPPING

- is a method to align instruction with desired goals and program outcomes.
- Is used to explore what is taught and how.
- helps identify where within the curriculum learning objectives are addressed.
- provides a means to determine whether your objectives are *aligned* with the curriculum.

ADDED BENEFITS

- Increases the likelihood that students achieve program-level outcomes

- Improves communication

- Encourages reflective practice

- Improves program coherence

- Changes thinking from "*my course*" to "*our program*"

- Identifies the most critical points for formative and summative assessment

LEVELS OF LEARNING OUTCOMES

Course Outcomes (CLOs)

- What do we want students to do, think, or know when they complete YOUR COURSE?

Program Outcomes (PLOs)

- What do we want students to do, think, or know when they graduate with a degree from YOUR PROGRAM?

Institutional Outcomes (IOs)

- What do we want students to do, think, or know when they graduate with a degree from ResU?

HOW TO BUILD A CURRICULUM MAP

Identify the learning opportunities (e.g., assignments, activities) that produce the program's outcomes

Faculty analyze the curriculum map

Mark the courses and events/experiences that currently address those outcomes: I, R, M, A

Create the "map" in the form of a table

PART II

CURRICULUM MAPS IN PRACTICE

It's amazing
to be needed.

LEGEND: IRMA

- (I) Introduced - Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. The course addresses only one (or a few components of a complex program outcome.

- (R) Reinforced - Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. The course addresses several components of the outcome, but these components are treated separately.

- (M) Mastered - Instruction and learning activities focus on the use of content or skills in multiple levels of complexity, built upon students' strong foundation in the knowledge, skill, or competency at the college level.

- (A) Assessed - Students demonstrate their learning on the outcome through †direct methods of assessing student learning and that data is documented for program review purposes.

CURRICULUM MAP 1

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	I, R				I
101		I			R
102	R		R		R
200	R		R		
229					R
230			R, M		M
280					
290	M		R, M		M

CURRICULUM MAP 2

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	I				
101	R, M				
102		I, R, M			
103			I, R		
203			R, M		
230A				I, R	
230B				R, M	
280					I, R, M
290					

CURRICULUM MAP 3

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	I	I	I	I	I
101	R	R	R	R	R
102	R	R	R	R	R
103	R	R	R	R	R
200	R	R	R	R	R
229	R	R	R	R	R
230	R	R	R	R	R
280	R	R	R	R	R
290	M	M	M	M	M

PART II: BEST PRACTICE

BEST
PRACTICE

Create

Allow

Set

Communicate

Create

Create practice and reinforcement opportunities

Build in practice and multiple learning trials for students: I, R, M.

Students will perform best if they are introduced to the learning outcome early in the curriculum and then given sufficient practice and reinforcement before evaluation

Allow

Allow faculty members to teach to their strengths (note: each person need not cover all outcomes in a single course).

"Hand off" outcomes to those best suited for the task.

Set

Set priorities as a department/program.

Everyone working together toward common outcomes can increase the likelihood that students will meet or exceed expectations.
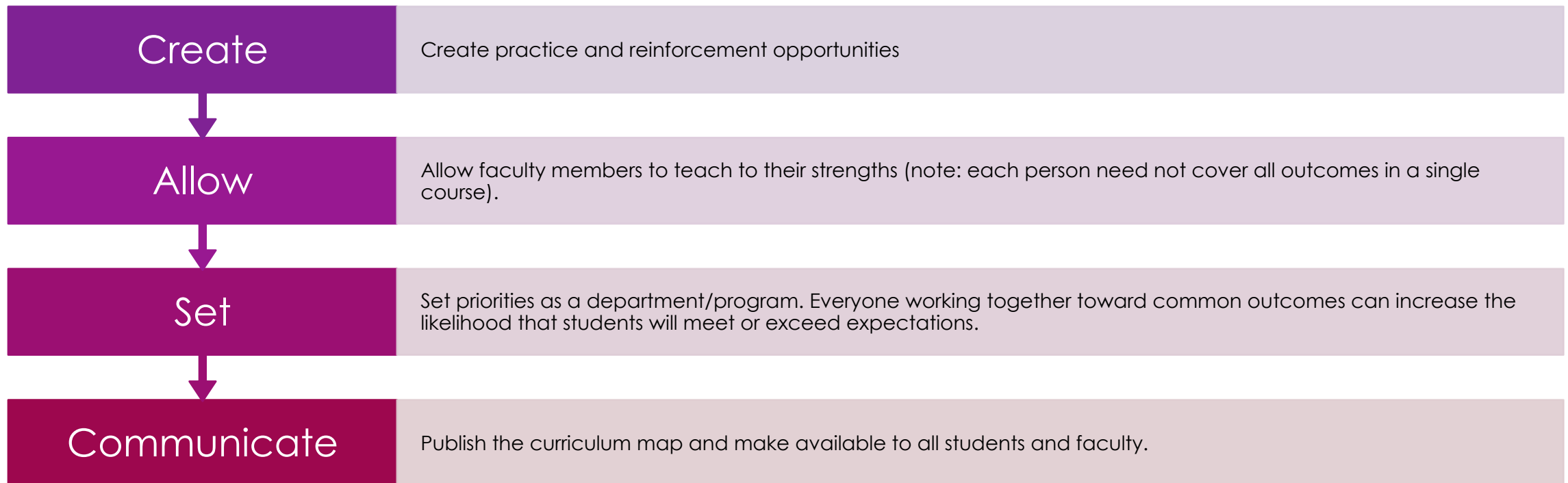
BEST PRACTICE

Communicate

Publish the curriculum map and make available to all students and faculty.

BEST PRACTICE

Create	Create practice and reinforcement opportunities
Allow	Allow faculty members to teach to their strengths (note: each person need not cover all outcomes in a single course).
Set	Set priorities as a department/program. Everyone working together toward common outcomes can increase the likelihood that students will meet or exceed expectations.
Communicate	Publish the curriculum map and make available to all students and faculty.

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QUESTIONS