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Curriculum mapping template science

See also: workshop presentation slides and handouts Back to Top Curriculum mapping is a method to align instruction with desired goals and program outcomes. It can also be used to explore what is taught and how. The map or matrix: Documents what is taught and whenReveals gaps in the curriculumHelps design an assessment plan Benefits: Improves communication among facultyImproves program coherenceIncreases the likelihood that students achieve program-level outcomesEncourages reflective practice Back to Top It's a table with one column for each learning outcome and one row for each course or required event/experience (or vice versa: each row contains a course and each column lists a learning outcome). EXCERPT FROM A HYPOTHETICAL BIOLOGY PROGRAM CURRICULUM MATRIX Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected Courses Intended Student Learning Outcomes Apply the scientific method Develop laboratory techniques Diagram and explain major cellular processes Awareness of careers and job opportunities in biological sciences BIOL 101 I I I BIOL 202 R R I BIOL 303 R M, A R BIOL 404 M, A M, A R Other: Exit interview A EXAMPLE FROM A PHD PROGRAM (SLO=student learning outcome) PhD Requirements SLO 1 SLO 2 SLO 3 SLO 4 Course Requirements X Qualifying Exam X X Comprehensive Exam X X X Dissertation X X X Final Examination X X X Seminar Requirements X XX EXAMPLE FROM A PROGRAM WITH MULTIPLE PATHS TO DEGREE Requirements: Track 1 Requirements: Track 2 Requirements: Track 3 SLO 1 SLO 2 SLO 3 SLO 4 SLO 5 Core: CRS 255 (3 credits) I I I I I Core: Three theory courses (9 credits) I I Core: Writing (3 credits) I I I Core: Design (3 credits) I I CRS 310, 312, 350 R R CRS 325 R R CRS 355 R R CRS 405 R R CRS 410 R CRS 450 R R CRS 455 R R CRS 495 A A A A A CRS 215, 315 R R R CRS 316 R R CRS 318 R R R CRS 320, 415 R R CRS 420 R R R CRS 495 A A A A A CRS 352 R R CRS 360 R R CRS 382 R CRS 385 R R CRS 460 R R CRS 480 R R R CRS 485 R R CRS 495 A A A A A SLO-student learning outcome; I-introduced; R-reinforced/practiced; A-assessed EXAMPLE FROM CIVIL & ENVIRONMENTAL ENGINEERING that shows the degree each SLO is emphasized in each course (1=some emphasis, 2=moderate emphasis, 3=significant emphasis). Table 1 Core curriculum linkages to program outcomes Outcomes SemesterCourseabcdefghijklmnopqrstuvwxyz Freshmen: FallEng 100322 Math 24132 Chem 161 & 161L32 FG Global and Multicultural Perspectives3 Math 24232 Freshmen: SpringPhys 170 & 170L332 Chem 16231 EE 160 or ICS 1113113 CEE 2703311113 Sophomore FallMath 24332 Phys 272 & 272L3312 FG Global and Multicultural Perspectives3 DH Hum. Div. Req. or DL Lit. Div. Req.3 CEE 271321 Sophomore SpringMath 24432 CEE 370 & 370L2311313111 Biological science elective33 Sp 25132 CEE 30531121111 Junior FallCEE 32033221311 CEE 3611112131 DS Social Sci. Div. Req. Econ. Elect.3 Math Elect – ME403,GG312,Math302/30732 CEE 3303211211223 Junior SpringCEE 355333221112 CEE 37513211121222 CEE 3813212 DS Social Science Div. Req.3 CEE 461, CEE 462 or CEE 4643 1 21 1 121 2 33 11 1 13 21 31 3 12 1 2 Senior FallCEE 472, CEE 473 or CEE 4741 1 11 211 1 21 1 21 21 1 21 1 21 2 Technical Elective 2See below Technical Elective 2See below CEE 489B111112 CEE 489C3111 Senior SpringCEE 421 or CEE 4313 323 213 32 1 2 22 21 23 3 CEE 45531231113 CEE 490333333233 Technical Elective 2See below Technical Elective 2See below PROGRAM OUTCOME SUM TOTAL 37025141330152139171848 Notes: "blank" = no emphasis; 1 = some emphasis; 2 = moderate emphasis; 3 = significant emphasisA list of technical electives and their curriculum linkages to program outcomes are provided below.When calculating the program outcome sum total, the columns are summed using the lowest possible weighting scale if students have a choice among courses (e.g., for outcome a, CEE 462 has the lowest weighting scale among the CEE 46X courses) TECHNICAL ELECTIVES Outcomes Course a b c d e f g h i j k CEE 424 3 3 2 2 3 2 2 2 2 3 CEE 432 3 2 1 1 3 1 2 1 1 3 CEE 471 1 1 1 1 1 CEE 476 1 2 1 1 2 2 2 2 CEE 482 3 2 1 2 CEE 485 3 3 2 2 3 1 2 1 2 2 2 CEE 486 3 3 3 1 1 1 2 2 2 CEE 491a 1 3 2 1 3 3 2 2 2 CEE 491b 2 3 2 1 3 Sustainable ConstructionPolicy and Infrastructure Back to Top Faculty members begin withthe program's intended student learning outcomes,recommended and required courses (including General Education courses if appropriate), andother required events/experiences (e.g., internships, department symposium, advising session, national licensure exams)Create the "map" in the form of a tableMark the courses and events/experiences that currently address those outcomes:Enter an "I" to indicate students are introduced to the outcome"R" indicates the outcome is reinforced and students afforded opportunities to practice"M" indicates that students have had sufficient practice and can now demonstrate mastery"A" indicates where evidence might be collected and evaluated for program-level assessment (collection might occur at the beginning and end of the program if comparisons across years are desired)Faculty members analyze the curriculum map. They discuss and revise so that each outcome is introduced, reinforced/practiced, and then mastered. In addition, each outcome should have an "A" to indicate that evidence can be collected for program-level assessment. Back to Top Build in practice and multiple learning trials for students: introduce, reinforce, master. 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 of their level of mastery takes place.Use the curriculum map to identify the learning opportunities (e.g., assignments, activities) that produce the program's outcomes.Allow faculty members to teach to their strengths (note: each person need not cover all outcomes in a single course). "Hand off" particular outcomes to those best suited for the task.Ask if the department/program is trying to do too much. Eliminate outcomes that are not highly-valued and then focus on highly-valued outcomes by including them in multiple courses. (The eliminated outcomes can still be course-level outcomes. They need not disappear completely from the curriculum.)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 distribute to students and faculty.Communicate: Each faculty member can make explicit connections across courses for the students. For example, at the beginning of the course or unit, a faculty member can remind students what they were introduced to in another course and explain how the current course will have them practice or expand their knowledge. Do not expect students to be able to make those connections by themselves. The Assessment and Curriculum Support Center can tailor a curriculum mapping workshop for your program. Call or email airo@hawaii.edu to schedule. Sources consulted (July 2008): Other sources: victorian curriculum mapping template science. vic curriculum science mapping template

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