

# Instructions

## Curriculum Map

### Curriculum Map Requirements

		Course 1	Course 2	Course 3	Course 4	Experience 1	Experience 2
Foundational Outcomes	PLO 1	3 – 5 outcomes (of which at least are 2 transferable skills outcomes) per					
	⋮						
	PLO 3						
Technical Outcomes	PLO 4	At least 3 courses (an I+R+S+D) for each outcome					
	⋮						
	PLO 13						
Transferable Skills Outcomes	PLO 14						
	⋮						
	PLO 18						

### Activity 1 – Curriculum Mapping

1. Start the process by focusing on one row (Program Learning Outcome 1 or PLO 1) of the curriculum map.
2. Next, turn to the rubric in the rubric packet that corresponds with PLO 1 being focused on.
3. On the rubric, begin with the first row (Performance Indicator a.). More specifically, begin with the “1” level (column) box, or the “I” level (column) box, for Performance Indicator “a”.
4. Identify a course or experience (course/experience 1, 2, 3, etc.) that includes the content of the “1 – I” level box for Performance Indicator “a.” for PLO 1.
5. Once you have identified the course or experience for the “1 – I” level box for Performance Indicator “a”, move on to focus on the “2” level (column) box, or the “R” level (column) box, for Performance Indicator “a”.
6. Identify a course or experience (course/experience 1, 2, 3, etc.) that includes that content of the “3 – S” level box for Performance Indicator “a.” for PLO 1.
7. Continue the process until all 4 level’s (1 – I, 2 – R, 3 – S, 4 – D) boxes for Performance Indicator “a.” have been assigned to courses and experiences. From there, move on to identifying courses and experiences (course/experiences 1, 2, 3, etc.) that include the content for each level (1 – I, 2 – R, 3 – S, 4 – D) of Performance Indicator “b.” for PLO 1.
8. Once all the Performance Indicators’ level boxes for PLO 1 have been assigned to courses and experiences, move on to PLO 2 and its Performance Indicator “a”.
9. When the mapping process is complete, Course Guides are prepared for each course identified as having an I, R, S or D aligned with it.

Note: Each course should be addressing **at least 3 and no more than 5** program learning outcomes (PLOs). At least 2 of the outcomes in each course should be transferable skills so they are present throughout the curriculum.

Note: Each PLO should have at **least 4 courses or experiences (a course/experience with an I, a course with an R, a course with an S, and a course with a D)** that address its Performance Indicators.

10. Use the following definitions to select a classification for each of the outcomes identified for the course:

**Introduce (I)** – Introduce: At this level, students are not expected to be familiar with the content or skill at the collegiate level. Learning activities focus on basic knowledge/skills and entry-level complexity.

**Reinforce (R)** – Reinforce: At this level, students are expected to possess a strong foundation in knowledge and skills. This level allows students to learn the material in more depth and instructional activities build upon previous competencies with increased complexity.

**Strengthen (S)** – Strengthen: At this level, students begin to specialize their knowledge and skills. Students will develop their own thoughts and opinions about concepts and think critically about what is presented to them. Students will become skilled at dealing with complex concepts.

**Demonstrate (D)** – Demonstrate: Students are expected to possess an advanced level of knowledge and skills and instructional activities focus on the use of knowledge/skills in multiple contexts and at multiple levels of complexity. Upon completion, students can demonstrate their mastery of each learning outcome at the level expected for graduation.

Note: Consider at which level (1, 2, 3 or 4) the program learning outcome's (PLOs) Performance Indicator is intended for the course or experience. These levels should inform your decisions for I, R, S or D classifications.

Once the course for the outcome have been classified, place its level box on the map or write the letter on a sticky note (I = orange, R = blue, S = Pink, D = green) and place it on the curriculum map. Use the pink notes to make general remarks or point out areas of concern. Make notes about the course on the Course Comments page (behind the Course Info tab), including any clarifications or suggested changes. If you would like to suggest a change in the rubrics or want to point out something in another area of the binder, write your comments directly on the document and use a flag to mark the page.

## Activity 2 – Design Review

First, look through the curriculum map to make sure that each of the PLOs has at least one of each I, R, S and D. Make any necessary changes.

Next, consider each of the outcomes in the order they are listed. For each outcome, consider the data gathered from employers regarding preparedness and importance of skills and knowledge areas. Based on this data, determine if each outcome is properly represented in the curriculum. Make changes as necessary.

## Example

(Please note that the tan boxes are empty because these are required core courses that are outside the control of the Wildlife and Fisheries Science program so they do not necessarily have much if any say in the content.)



## **Professors of Practice**

How will prior knowledge and experience of professors of practice (years of prior relevance experience) be incorporated? Will it be through courses that they teach or other labs or experiences? And if so, which ones?

## **Labs**

Will we add any lab courses, facilities, or personnel? If so, which ones?

## **Writing Intensive Course**

Which courses will be writing intensive? There should be at least two. Where in the curriculum? They should not both occur in the final year.

## **Skills, Attitudes, and Mindsets**

How do we incorporate more critical thinking, persistence, reflection, “growth mindset”, self-directed learning, curiosity, flexibility, etc.?

## **Peer-Led Learning**

Could undergraduate students help each other through a peer leader program? This is similar to a mentoring program but would emphasize learning, critical thinking, and problem solving techniques.

## **Demographics**

Are we providing equal opportunities to students from all backgrounds? Have the demographics of our department changed over time? How are we creating an inclusive environment in the classroom?

## **Internships**

Do we require program students to participate in an internship? Two possible paths: (1) non-paid internship, but would require 3 more hours to the degree plan or (2) a paid internship that would be a 0 hour course.