Program Curriculum Mapping

University of Wyoming

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“One of the advantages of curriculum maps is that they allow you to see at a glance whether there are any gaps in your curriculum. (Inform considerations for “changes to curriculum or pedagogy, even before collecting any assessment data).”(*Meaningful & Manageable Program Assessment*, Massa & Kasimatis, 2017)

**Program Curriculum Map Checklist**

Program Student Learning Outcomes (SLOs)

Program Course List

Course Syllabi

Assessment Measurement

Student Evidence/Artifacts

Student Learning Outcomes (SLOs) should be student-centered, specific and measurable.

Outcomes should include the following:

1. A verb (action),
2. Set of conditions under which action will take place (what you provide to students to support the action), and
3. An assessable standard.

Content provided by Rachel Watson, University of Wyoming

**Basic Curriculum Map (“Overview Map”)**

*Place an “X” where the Program SLO occurs in each course.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course 1 | Course 2 | Course 3 |
|  |  |  |  |
| SLO 1 |  |  |  |
| SLO 2 |  |  |  |
| SLO 3 |  |  |  |
| SLO 4 |  |  |  |

**Map of Learning Progression & Development (“Levels Map”)**

*I – Introduced | M = Mastered (Formative Assessment)*

*Indicate introduced or mastered for each SLO.*

*Option: D = Developed (Reinforced)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course 1 | Course 2 | Course 3 |
|  |  |  |  |
| SLO 1 |  |  |  |
| SLO 2 |  |  |  |
| SLO 3 |  |  |  |
| SLO 4 |  |  |  |

**Map of Assessment Measurement (& Student Evidence/Artifacts)**

*Indicate assessment measure(s) where “M” is indicated (student evidence/artifacts = reflective essay, oral presentation, case study, group project, exam question, etc.)*

*In a consensus-based approach to curriculum mapping, before mapping begins, reflective conversations need to take place to address the following questions:*

Icon

Description automatically generated

*-Purpose: What are we mapping and why?*

*-Scope: What parts of the learning system are included or left out by this approach?*

*-Participation: Who should be involved in the conversation?*

*-Form: How many layers do our maps need to address educational complexity?*

*-Limitations: What ways of seeing are we excluding in our maps?*

(*Degrees That Matter*, Jankowski & Marshall, 2017, p. 88)

Reflection Notes (October 21, 2022)