**Curriculum maps illustrate the link between the courses and requirements in a program, to the program learning outcomes. Maps represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum.**

**To complete the matrix:**

* Across the top: List all the courses and other program requirements (e.g., internships, service-learning, portfolios), developmentally/sequentially when possible.
* Down the side: List your Program Student Learning Outcomes.
* Use the Map Key below: Indicate the degree to which an outcome will be taught and practiced by students (I-R-E); consider the goal of **key** assignments and activities before assigning a code. Courses often scaffold learning across several outcomes, but may focus assignments on only specific outcomes/areas. Only use the map key to code when a course focuses on specific outcomes.

(Form expands to accommodate program outcomes; add lines as necessary.)

|  |  |
| --- | --- |
|  | **Academic Program: Select: Cohort I\_\_\_ Cohort II \_\_\_ Reporting Year:**  |
|  | **Program Student Learning Outcomes:**Explicit statements of observable, measurable results that specify what a student is expected to know or be able to do as a result of their participation in an academic program. Statements should be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice. **Map Key****I** = Outcome Introduced for Mastery**R** = Outcome Reinforced for Mastery**E** = Outcome Emphasized for Mastery\* = denotes student work in course identified for use in program assessment (ex. ENG101/I\*; BIO310/R\*; PSC400/E\*)) | **Course Numbers/Program Requirements**Program requirements can include internships, service learning, portfolios, comprehensive exams, seminars, and requirements that may not be associated with a course number.  **Course Numbers/Program Requirements:** |
|  | **Program Student Learning Outcomes:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| #1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| #2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| #3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| #4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| #5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

(Form expands to accommodate program outcomes; add lines as necessary.)