

## Curriculum Mapping Templates

### Options for Showing a Connection Between a Course and PSLO or ISLO:

1. Use an X to indicate a connection (as in the first sample map below)

**OR**

2. To be more detailed, you can also indicate the level of depth for each concept in the class, like so (as in the second sample map below):
  - a. I = Introduce (the students first learn the concept in this class)
  - b. R = Reinforce (the students revisit the concept and learn it in greater detail or complexity)
  - c. M = Master (the students should show mastery of the concept by the end of the course)

### Mapping Courses to Program Student Learning Outcomes (PSLOs)

*Note: Please use only if you have PSLOs.*

Course SLOs	Program SLO	Program SLO	Program SLO	Program SLO

### Mapping Course or Program SLOs to Institutional Learning Outcomes (ISLOs)

*Note: You can use the ISLO rubrics for additional information about the criteria listed below.*

Course or Program SLO					
<b>Critical Thinking</b>					
1. Explanation of Issues	1.	1.	1.	1.	1.
2. Evidence	2.	2.	2.	2.	2.
3. Influence of Context and Assumptions	3.	3.	3.	3.	3.
4. Student's Position (Perspective / Thesis / Hypothesis)	4.	4.	4.	4.	4.
5. Conclusions and Related Outcomes	5.	5.	5.	5.	5.
<b>Effective Communication: Oral</b>					
1. Organization	1.	1.	1.	1.	1.
2. Language	2.	2.	2.	2.	2.
3. Delivery	3.	3.	3.	3.	3.
4. Supporting Material	4.	4.	4.	4.	4.
5. Central Message	5.	5.	5.	5.	5.
<b>Effective Communication: Written</b>					
1. Context of and Purpose for Writing	1.	1.	1.	1.	1.
2. Content Development	2.	2.	2.	2.	2.
3. Genre and Disciplinary Conventions	3.	3.	3.	3.	3.
4. Sources and Evidence	4.	4.	4.	4.	4.
5. Control of Syntax and Mechanics	5.	5.	5.	5.	5.
<b>Collaboration</b>					
1. Contributes to Team Meetings	1.	1.	1.	1.	1.
2. Facilitates the Contributions of Team Members	2.	2.	2.	2.	2.
3. Individual Contributions Outside of Team Meetings	3.	3.	3.	3.	3.
	4.	4.	4.	4.	4.
	5.	5.	5.	5.	5.

4. Fosters Constructive Team Climate 5. Responds to Conflict					
<b>Creative and Innovative Thinking</b> 1. Acquiring Competencies 2. Taking Risks 3. Solving Problems 4. Embracing Contradictions 5. Innovative Thinking 6. Connective, Synthesizing, Transforming	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
<b>Information Literacy</b> 1. Determine the Extent of Information Needed 2. Access the Needed Information 3. Evaluate Information and Its Sources Critically 4. Use Information Effectively to Accomplish a Specific Purpose 5. Access and Use Information Ethically and Legally	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
<b>Quantitative Literacy</b> 1. Interpretation 2. Representation 3. Calculation 4. Application / Analysis 5. Assumptions 6. Communication	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
<b>Community Engagement</b> 1. Diversity of Communities and Cultures 2. Analysis of Knowledge 3. Civic Identity and Commitment 4. Civic Communication	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
<b>Global Responsibility</b> 1. Global Self-Awareness 2. Perspective Taking 3. Cultural Diversity 4. Personal and Social Responsibility 5. Understanding Global Systems 6. Applying Knowledge to Contemporary Global Contexts	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.

**Additional Notes, Questions, or Concerns:**