**Curriculum Map Template**

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| Where do students get introduced, practice, master, and get assessed?I = Introduce R = Reinforced and opportunity to practice M = Mastery at the exit level A = Assessment evidence collected to examine mastery of the PLO | Program-level Outcome1 | Program-level Outcome 2 | Program-level Outcome 3 | Program-level Outcome 4 | Program-level Outcome 5 | Program-level Outcome 6 |
| **Upper-level courses (electives)** |   |   |   |   |   |  |
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| **Upper-level courses (requirements)** |   |   |   |   |   |  |
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| **Lower-division courses** |   |   |   |   |   |  |
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| **Extra-curricular programs & requirements** |   |   |   |   |   |  |
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**Guiding questions:**

1. At what point in the curricular sequence do you expect students to be mastering the program-level outcomes?
2. Besides a set of courses, what other learning opportunities does your program (or partnering programs) offer (e.g., cultural events) and how are they tied into the curricular sequence and program outcomes?

**Review questions:**

1. Are the current learning opportunities sufficient to expect that your students (can/will) demonstrate the program-level outcomes?
2. Are there any PLOs that are not addressed in the courses? If so, how do you need to modify in order to reinforce student learning?
3. Are the curriculum components aligned and consistent so students have ample and incremental learning opportunities to build their competency, skills, and dispositions? 🡪 If not, how do you need to modify the curriculum?
4. Does the outcome have a place where assessment data is collected? 🡪 If not, determine how and where assessment data should be gathered.