American Jewish University Curriculum Map
Mapping Courses to Program Learning Outcomes (PLOs)

Program:

A course to program curriculum map is a graphic that illustrates how courses in a program's curriculum contribute to the overall learning outcomes of that program. It can visually indicate where specific learning takes place and the level of engagement within the structure of the program.

A course to program curriculum map is useful for a variety of reasons and can provide your program with the following information:

- It can identify courses where specific PLOs are likely to be achieved, as well as courses that are not related to any PLOs.
- It can identify courses that include an assignment that might be used as an embedded program level assessment tool.
- It can identify gaps in curriculum. For instance, through curriculum mapping faculty may realize that a PLO may not be addressed properly and may only be mapping to a few courses.
- It may lead faculty to address a need for sequencing courses within the curriculum or to modify the existing sequences of courses.
- It can identify how different courses serve different purposes in achieving student learning within a program.

List each course in your program on the next page in the left hand column. For each course, determine which Program Learning Outcome (PLO) that course aligns to, that is where the specific PLO is likely to be achieved. Then map how well each course teaches and assesses each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/course alignment as appropriate.

I = Introduced; D = Developed; M = Mastered   *see detailed description below

The goals of aligning courses to PLOs are:

- To highlight the relationship between the core required courses to the PLOs because these are the courses that provide the program's foundational educational experience for students in your discipline.
- To identify a particular course's contribution to a PLO.
- To describe the level of student knowledge and skills obtained in a particular required course, in the context of student's acquisition of PLOs based on levels determined (introduced, developed, mastered).
- Ensure students have been introduced to all PLOs, have had formative feedback and opportunities for practice and development, and are assessed concerning successful student learning mastery for each PLO prior to graduation.

*Introduced (I):

- Students just begin to learn about an idea or concept
- First/second introduction to that concept, typically through lecture
- Students are able to identify or discuss some aspects of the concept

Developed (D):

- Students begin to practice or apply concept(s), including real-world scenarios and applications
- Students are building on concepts and topics
- Students may work more hands-on with skills in labs, or they embed concepts into projects and activities

Mastered (M):

- Level of mastery appropriate for graduation
- Students have the ability to synthesize and evaluate information, and demonstrate or teach a topic successfully
- Students will be confident in their skills on the job, in entry level positions and be successful professionally
- Where learning can be explicitly measured for assessment purposes

Courses to Program Learning Outcomes (PLOs)

Program Courses	PLO 1 *Insert PLO here*	PLO 2 *Insert PLO here*	PLO 3 *Insert PLO here*	PLO 4 *Insert PLO here*	PLO 5 *Insert PLO here*	PLO 6 *Insert PLO here*
Course						
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