

Curriculum Map Example

Program Learning Outcomes		Core Courses		Program Activities	
Standards, Competencies	Outcomes	PADM 670 – Administration in Public Affairs	PADM 675 – Public Policy Analysis	Field work	Internship and/or practicum
Decision Making Competencies	Students apply their knowledge of organizational decision making to real world contexts	R =Reinforce (Case study analysis)	E = Emphasize (Project)	E=Emphasize (Journal and supervisor evaluation)	E=Emphasize (Journal and supervisor evaluation)
	Students exemplify skills for ethical decision making in the context of conflicting public sector demands		R = Reinforce (Reflective Essay)	E=Emphasize (Journal and supervisor evaluation)	E=Emphasize (Journal and supervisor evaluation)
	Students take ownership of the learning process (student-developed learning outcome)			E=Emphasize	

Considerations as you conceptualize the progression of learning activities in your program curriculum that link to program outcomes:

1. Identify core courses, which are required of all students in the program.
2. Identify specializations and / or elective courses in the program.
3. Identify program activities that may occur outside of core courses and may reflect areas of specialization and link to program outcomes. For example: Field work, internships, practicum, and affiliation with research centers.

4. Identify faculty mentored instructional engagement with individual students. For example: independent study, thesis or dissertation research, laboratory research, supervised field work, community outreach.
5. If your program is accredited by an external accrediting agency, overlay your program learning outcomes with learning competencies required by the external accreditor. Some accrediting agencies may focus on demonstration of program excellence via provision of specified curricular activities. It is recommended to translate these curricular activities into learning outcomes by asking: What are students gaining from participating in these activities?

Other considerations related to curriculum map and program development:

Consider the context of your program and its distinguishing attributes as they provide necessary background for your curriculum map. You may address the following questions:

- How does your program advance university and college goals?
- How does your program contribute to the needs of the state of DE? (e.g., educate future leaders at the state level)
- What external factors impact your program?
- What are the characteristics of your student population?
- What are the characteristics of the faculty in your program?
- What resources are involved in program delivery?

Potential uses of the curriculum map:

- Consistent and transparent communication of the nature of the program to various constituents.
- Transparency of students' graduate career path to inform student decision-making and ownership of their graduate experience.
- Consensus building among faculty and faculty ownership of all program aspects.
- Determination of resource allocation for program delivery.
- Identification of program areas for potential growth and specialization.
- Making a case for the excellence of the program to raise program profile nationally and internationally and attract funding, sponsorship and partnership opportunities.

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Further information:

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