

2016 AAD Curricular Mapping Worksheet

DUE June 10, 2016

- Please complete one for *each course you regularly teach*. The focus is on what *actually* occurs in your course. Please submit with the worksheet a copy of the most recent syllabus from the course.
- Aim to keep your work at no more than two (2) pages. Setting limits and using a uniform format will aid in future analysis and comparisons.
- Keep in mind that curricular mapping is a process and can support on-going course reflection and refinement. It is expected that at least some portions will remain fairly consistent over time, while others may change/be refined/updated frequently. (So don't stress too much—fill it in as best you can.)
- These will be used to inform our on-going program curricular development work, started last year by Julie's work with the 250 series instructors. Specifically, this detailed course information will lead to a mapping of program learning outcomes according to what is actually taught in our courses – a crucial step in assessment.

Course Title:

Instructor:

Course Context: Briefly indicate how the course fits within the AAD program. Is it a requirement, elective? When offered/Frequency?; other instructors?; primary audiences?

Essential Questions provide focus for the course, can push students to higher levels of thinking, and help to make connections across curricular areas. Consider, what types of questions might guide your teaching and engage students in uncovering the important ideas at the heart of each subject?

Number of essential questions usually range between 3 and 6. These can take time to develop.

Learning Outcomes (grounded in core content, concepts, and skills): the "what" that is to be taught. (See Curricular Mapping Overview and AAD 430/530 YACM example for more details.)

Learning Outcomes (from your syllabus)

Core content/themes/topics

Key concepts and skills

Key Activities and Assessments (may also provide information about instructional strategies). The focus here is on *key* assessments (assignments). How will students show you what they ~~know~~? These should relate back to the learning outcomes. Expect that the details of some/many of these will change/be refined over time.

Primary Resources (readings, support materials) Expect that some/many of these will be regularly up-dated.