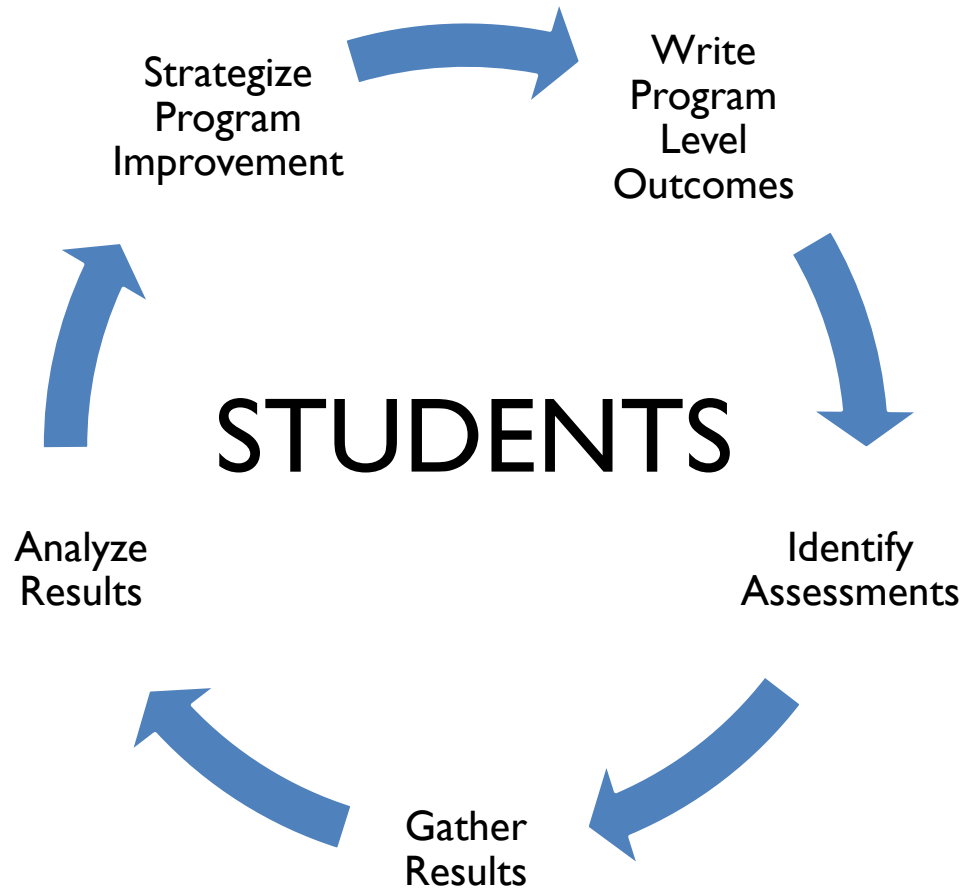


# Building & Using A Curriculum Map

San Bernardino Valley College  
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## Staying Student Focused

Curriculum maps help faculty remain focused on students and their learning while working through the complex work of reviewing program praxis.

# The Foundation: Learning Outcomes

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## PLO: I

Utilize higher order thinking in applying basic research methods in psychology including research design, data analysis, and interpretation of findings, and, reporting of result both in written and oral forms that are in conformance with APA format.

**SLO 1.1:** Identify basic research methods and ethical considerations in the study of behavior.

**SLO 1.2:** Analyze the results of two different kinds of personality tests and birth order for college age adults especially introversions versus extraversion.



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Put this in the curriculum map

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**Use these in assessment rubric**



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# Relating Outcomes

CLASSES	Culinary Arts AA Degree	Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	Recall on a written exam how to derive the “Break-even Point” of a restaurant	Define and recall on a written exam the purchasing function	Recall the seven areas of an HACCP plan	Be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class standing in Culinary Arts or a related major
CULART 010x4									
CULART 101									
CULART 160									
CULART 161									
CULART 201									
CULART 225									
CULART 235									
CULART 240									
CULART 250									
CULART 275									



# Benefits of Curriculum Mapping

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- ▶ Aligns instruction to stated program goals
- ▶ Displays any necessary sequencing of courses/student learning
- ▶ Improves program coherence by indicating:
  - ▶ gaps in curricula
  - ▶ weakly structured programs
  - ▶ un(der)utilized classes
- ▶ Improves communication among faculty (full-time & contingent)
- ▶ Encourages more reflective practice
- ▶ **Increases odds that students achieve identified learning goals**





# Time to Apply It

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- ▶ Look at each of the curriculum maps that will follow
- ▶ Identify the problem revealed by the placement of X-es
- ▶ Explain what the problem is



# Diagnosing Problems

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CULART 010x4	X	X	X	X	X	X	X	X	X
CULART 101	X	X	X	X	X	X	X	X	X
CULART 160	X	X	X	X	X	X	X	X	X
CULART 161	X	X	X	X	X	X	X	X	X
CULART 201	X	X	X	X	X	X	X	X	X
CULART 225	X	X	X	X	X	X	X	X	X
CULART 235	X	X	X	X	X	X	X	X	X
CULART 240	X	X	X	X	X	X	X	X	X
CULART 250	X	X	X	X	X	X	X	X	X
CULART 275	X	X	X	X	X	X	X	X	X



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CULART 010x4		X							X
CULART 101					X				X
CULART 160						X			X
CULART 161			X					X	X
CULART 201						X			X
CULART 225			X					X	X
CULART 235		X							X
CULART 240					X			X	X
CULART 250		X	X						X
CULART 275					X	X			X



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CULART 010x4		X							X
CULART 101									
CULART 160									
CULART 161			X					X	X
CULART 201				X					X
CULART 225		X						X	X
CULART 235									
CULART 240									
CULART 250			X	X			X		X
CULART 275					X	X			X





Thank you