GENERAL INSTRUCTIONS FOR USING THIS DOCUMENT

The SIOP curriculum matrix templates are intended to serve as a tool that programs can modify for their own use. On the "Blank Template" tab, you will find a space to list your school's means of training (including courses, independent study, and other supervised research such as field research and practica) and map them onto the *Guidelines'* competencies using (or adapting) one of the Curriculum Mapping Key options below*. Feel free to tailor the matrix to your own needs.* The "Example Matrix" tab contains an abridged version of a matrix used by a Master's program.

Notes: Knowledge relevant to the Guidelines' competencies might also be gained through undergraduate experiences, but this template is intended to evaluate one academic program at a time. This template is a tool for

CURRICULUM MAPPING BEST PRACTICES

Curriculum alignment matrices (also referred to in the assessment literature as curriculum maps) help clarify and visually represent the relationship between what students do in specific courses and activities with what they are expected to learn in their programs (Allen, 2004). Typically, program curriculum as a whole is more than a collection of courses. Program curriculum reflects desired program-level student outcomes, and for programs in Industrial-Organizational Psychology, SIOP competencies. Although it is neither likely nor required that each program will develop all competencies in depth, most programs will facilitate development of most competencies, to some extent.

Curriculum matrices help faculty visually represent 1) to what extent the program as a whole facilitates the development of specific competencies, and 2) how specific courses and activities contribute to program-level learning. A cohesive curriculum systematically provides students opportunities to learn, practice, and develop relevant competencies with increasing levels of sophistication (Allen, 2004). Typically, competencies are introduced early in the program, and then reinforced, further developed, and evaluated in subsequent courses and/or experiences (practical training, thesis, or other exit projects). The process of curriculum mapping helps faculty identify whether program reality reflects the advice they have for student learning.

Although it is tempting to indicate that all competencies are to some extent developed in all courses, a good practice in developing a curriculum map is focusing on courses in which competencies receive significant attention and are measured using a targeted assignment. In the example on the 'Example Matrix' tab, although research skills are reinforced to some extent in all courses, they receive specific attention in PSOG 515 (Research and Critical Analysis), PSOG 535 (Quantitative Methods), and PSOG 650/652 (Exit Project of Master's Thesis). Although the Ethical, Legal, Diversity, and International Issues competency receives some attention in all courses, these are introduced in PSOG 505 (Introduction to the Field), and practiced and demonstrated in PSOG 545 (Social Psychology), PSOG 605 (Organizational Ethics), and PSOG 545 (Diversity in Organizations). Not every course will focus on every competence, but typically each course would focus on one to three competencies or program-level learning outcomes that reflect these competencies (Allen, 2004; Suskie, 2009). Specific program

Interpreting and using curriculum matrices for program development.

Ideally, a program curriculum matrix reveals that the program provides education that is generally reflective of SIOP competencies as well as the program's desired emphasis. For example, development of research skills is expected for Industrial-Organizational Psychology programs, though the extent of emphasis on research skills may vary and some programs may dedicate more time and coursework to these.

It is important to make sure that the program allows for competency development from introductory to more advanced levels, which is typically achieved across multiple courses or course sequences. Two often-used approaches to identify such progression are provided below in "curricular mapping key options," along with a simplified approach helpful during initial stages of curriculum mapping. If a program's curriculum matrix reveals 1) the lack of a logical progression in skill development, 2) overemphasis or underemphasis of certain competencies, 3) expectation that one course will facilitate the kind of learning that is more realistically achieved across multiple courses, or 4) the existence of courses that do not map well onto desired competencies, then program faculty may want to consider revisions to program curriculum. New programs will benefit from using the matrix to plan an

CURRICULAR MAPPING KEY OPTIONS

<u>Option 1: Levels of competency development</u>

I – Introduced

P – Practiced with feedback

D – Demonstrated on mastery level

For those just starting to use curriculum matrices, simply indicating courses in which specific competencies are developed by X is a helpful first step.

References

Allen, M. J. (2004). *Assessing academic programs in higher education* . Bolton, Mass: Anker Publishing.

Suskie, L. A. (2009). *Assessing student learning: A common sense guide (2nd ed)* . San Francisco, CA: Jossey-Bass.