

The university, your faculty, and/or your unit may have a number of broad educational goals for all their program offerings and courses. If you don't have unit level educational goals, proceed with defining your program level educational goals in the next row (PL EG 1, PL EG 2, etc.).

Mapping Educational Goals to Curriculum

Unit Educational Goals

Research Skills (Critical Thinking)

(PL EG 1) Acquire and apply basic research skills learned through use of print and electronic resources of the library and web

Critical Analysis

(Critical Thinking, Communication)

(PL EG 2) Critically assess and interpret primary and secondary sources

(PL EG 3) Create and develop historical arguments using evidence effectively with clear prose

Critical Expression (Critical Thinking, Communication)

(PL EG 4) Produce an effectively written analytical research paper based in research of primary sources, framed within the secondary literature, and offering a coherent historical argument supported by the evidence

At the program level (PL) you can define the components of your educational goals.

History Courses	Research Skills (Critical Thinking)				Critical Analysis				Critical Expression (Critical Thinking, Communication)			
	1) EG Statement I E	2) Level I E R A	3) Direct Measures T W P	4) Indirect Measures	1) EG Statement I E	2) Level I E R A	3) Direct Measures T W P	4) Indirect Measures	1) EG Statement I E	2) Level I E R A	3) Direct Measures T W P	4) Indirect Measures
Courses for All Majors												
Hist 1XX: Description	E	I	T		E	I	T, W		I	I	T	
Hist 1XX: Description					E	I	T, W		E	I	T, W	
Hist 2XX: Description	E	I, E	T, W, P		E	I, E	T, W, P		E	I, E	T, W, P	

1) EG Statement in Syllabus:
I = Implicit
E = Explicit

2) Level of Complexity:
I = Introduces
E = Emphasizes
R = Reinforces
A = Applies

3) Direct Measures:
T = Test
W = Writing
P = Presentation

4) Indirect Measures:
Insert your own strategies for indirect measures/assessment

LEGEND

UNIT EDUCATIONAL GOALS

The university, your faculty, and/or your unit may have a number of broad educational goals for all their program offerings and courses, such as: Critical Analysis, Research Skills, and Critical Expression. If you don't have unit level educational goals, proceed with defining your program level educational goals in the next row.

PROGRAM LEVEL EDUCATIONAL GOALS

At the program level you can define the components of your educational goals. For examples that students should be able to “critically assess and interpret primary and secondary sources,” “produce an effectively written analytical research paper based in research of primary sources,” and so on.

EG STATEMENT (Column 1)

The program EG is (E) EXPLICITLY or (I) IMPLICITLY stated in the course syllabus as being one of EGs for this course.

LEVEL OF CONTENT DELIVERY (Column 2)

(I) INTRODUCES- Students are not expected to be familiar with the content or skill at the collegiate or graduate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and an entry-level complexity.

(E) EMPHASIZES- Students are expected to possess a basic knowledge and familiarity with the content or skills at the collegiate or graduate level. Instruction and learning concentrates on enhancing and strengthening knowledge, skills, and expanding complexity.

(R) REINFORCES- Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity.

(A) APPLIES- Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.

DIRECT MEASURES (Column 3)

Students are asked to demonstrate their learning on the goals through tests (T), written work (W), oral presentations (O), and/or projects (P) and are provided with formal feedback. In some cases, individual departments have tailored this legend to include discipline-specific EGs.

INDIRECT MEASURES (Column 4)

Indirect Assessment gathers perceptions of whether/how well students are achieving/have achieved a program goal. Examples of indirect assessment include alumni, employer, and student surveys, exit and focus group interviews, enrolment and retention data, and job placement data. Indirect assessment complement the data collected from direct measures and cannot stand alone as sole measures of student performance.