CURRICULUM MAPPING

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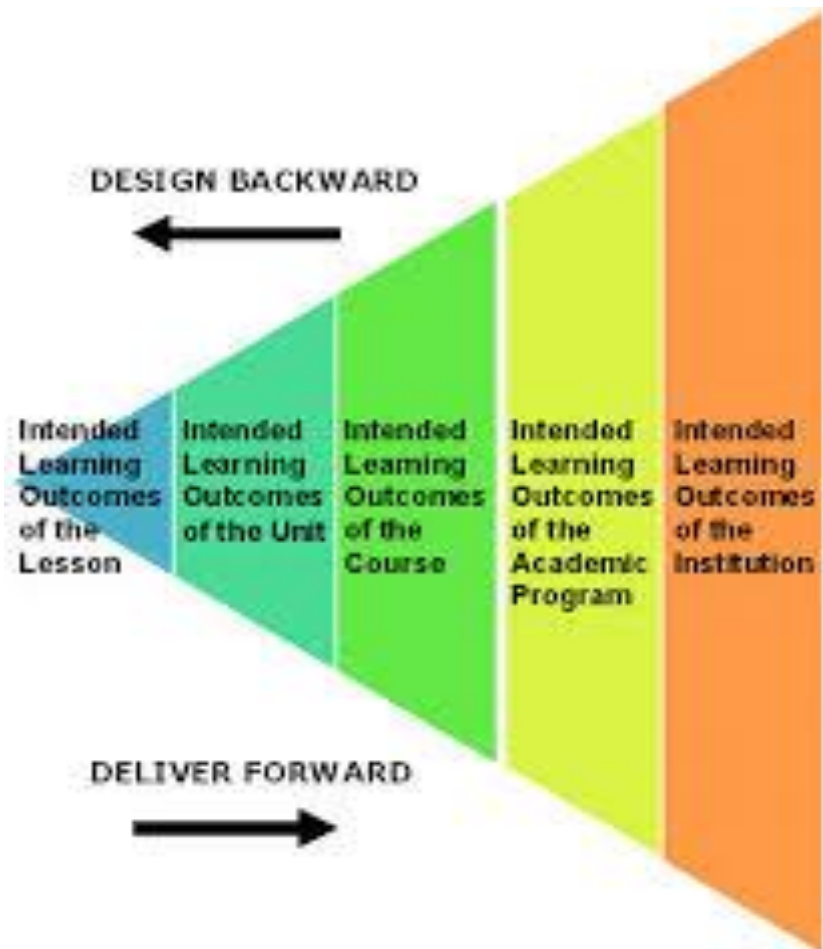
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What is Curriculum Mapping?

- Curriculum mapping is the process of matching learning outcomes with elements of the curriculum to create an alignment between goals and learning opportunities

- May be done at the institutional, program, or course level

- For the purposes of assessing program learning outcomes, curriculum mapping visually represents key elements of a program and how they contribute to student learning

Why do it?

- Curriculum mapping makes it possible to identify where in the program learning objectives are addressed

- Use it to create, verify, or clarify an alignment between what students do in their courses or co-curricular experiences and what faculty expect them to learn.

- Helps identify gaps as well as opportunities for assessment

DESIGN BACKWARD

DELIVER FORWARD

Intended Learning Outcomes of the Lesson

Intended Learning Outcomes of the Unit

Intended Learning Outcomes of the Course

Intended Learning Outcomes of the Academic Program

Intended Learning Outcomes of the Institution

What is a curriculum alignment matrix?

A template with a column for each learning outcome and a row for each course or event/experience (additional experiences could include advising sessions, internships, a departmental symposium, and so on)

In the boxes, indicate courses or experiences where students are introduced to each outcome (I), where they have the opportunity to practice or develop competency (P), and where they would demonstrate mastery (M)

Other considerations

Be sure to include special or distinctive program elements, even if they are not traditional for-credit course experiences. (Examples: student research symposium, advising sessions, portfolios, performances, mock interviews, internships, practica)

Often in looking at a curriculum map, a program is able to decide that there are enough assessment opportunities already embedded in the program that there is no need for an "outside" assessment such as a standardized test (that may not be well aligned with program objectives).

Example

Course	Program Learning Outcomes				
	Outcome #1	Outcome #2	Outcome #3	Outcome #4	Outcome #5
XYZ 101	I	I	I		I, P, M *
XYZ 110		I		I	
XYZ 200	P				
Stats 101	P	P	P		
XYZ 240			P	P	
XYZ 340		P		P	
XYZ 390	M *				
Internship		P	M *	M *	
Capstone	M *	M *	M *	M *	

I= introduced, P= practice/development, M= Mastery   *=assessment opportunity

Sample PhD Learning Outcomes

- Most PhD programs include some version of these outcomes:

- 1) Make an original and substantial contribution to the field

- 2) Demonstrate advanced research skills

- 3) Demonstrate ability to carry out responsibilities in an ethical manner

- 4) Master and apply concepts, information, and methods in the field

Sample PhD Curriculum Matrix

PhD requirements	Program Learning Outcomes			
	Original contribution	Research skills	Professionalism/ Ethical conduct	Mastery of concepts
Research Methods course		X	X	X
Theory course		X		X
Seminar		X	X	X
Qualifying Exam				X
Comprehensive Exam				X*
Dissertation Proposal	X	X		X
Dissertation	X *	X *	X *	X *

Curriculum Matrix

Cal Poly Pomona College of Business Administration, Computer Information Systems   MBA, MSBA

CIS Core Courses Key: I= Introduce R= Reinforce E= Emphasize A= Evidence collection	Communication Skills	Technical Knowledge	Analytical abilities	Leadership Skills	Teamwork
CIS 231	I 　　A	I 　　A	I	I 　　A	I 　　**A**
CIS 234		I 　　A	R		
CIS 304		R 　　A	R		
CIS 305		I 　　A	R		
CIS 307	R	I 　　A	R	R	R
CIS 311	R	R 　　A	R		
CIS 315	R	R 　　A	R	R	R
CIS 466	E 　　A	E 　　A	E 　　A	E 　　A	E 　　A

Process

- 1) course-level mapping
  - Identify course objectives.
  - Identify assignments/ activities that align with objectives.
  - How do assigned readings, lectures, and class activities prepare students to meet course objectives on formal assignments?
  - What might be changed about the course to better prepare students?

- 2) program-level mapping
  - Identify program learning outcomes.
  - Identify key courses or experiences that align with outcomes.
  - How are the elements of the program preparing students to demonstrate mastery of program outcomes?
  - What might be changed about the curriculum to better prepare students?

Template

Program name (e.g., BA in History) _____

	Program Learning Outcomes						
Curriculum							

Streamlining assessment and integrating direct measures

Educational Policy and Accreditation Standards (EPAS)	Foundation Year Courses				Field Education	
	Practice 543/545	Human Behavior & Social Environment 503/505	Policy 534/535	Research 562	Practicum 586a/b	Integrated Seminar 587a/b
1. Professional Identity Identify as a professional social worker and conduct oneself accordingly			X		X	
2. Ethical Practice Apply social work ethical principles to guide professional practice	X			X		
3. Critical Thinking Apply critical thinking to inform and communicate professional judgments		X	X	X		
4. Diversity in Practice Engage diversity and difference in practice	X	X	X	X	X	
[EPAS # 4 will be measured across the curriculum]						
5. Human Rights and Justice Advance human rights and social and economic justice		X	X			
6. Research Based Practice Engage in research-informed practice and practice-informed research	X			X		
7. Human Behavior Apply knowledge of human behavior and the social environment		X				
8. Policy Practice Engage in policy practice to advance social and economic well-being and to deliver effective social work services			X			
9. Practice Contexts Respond to contexts that shape practice					X	
10. Engage Assess Intervene Evaluate Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	X			X	X*	

USC School of Social Work

Sample Business Program Matrix

OBJECTIVES		ASSOCIATED LEARNING OUTCOMES	ACC101 - Intro Accounting I	ACC102 - Intro Accounting II	BUS101 - Intro to Business	BUS211 - Business Law I	CIS110 - Computer Applications	ENG101 - English Composition I	ENG102 - English Composition II	FIN201 - Business Finance	MGT201 - Prin of Management	MKT210 - Prin of Marketing	PSY101 - Intro to Psychology	SOC101 - Intro to Sociology	Business Electives	Comm Elective / COM111 or 112	Economic Elective / ECO201 or 202	Math Electives / MAT120 or higher	Science Elective	Open Elective / Rec, ART & HUM
The objectives of the Business Management program are designed to assist students in the development of:		The graduating student will be able to:																		
Critical Thinking Skills	LO1	Research the existing information and data regarding the topic of inquiry			I R			I	R		I R	I R	R	R	R E	R	R		R	
	LO2	Evaluate the evidence and data relevant to the topic of inquiry			I R			I R E	R E		I R	I R			R E					
	LO3	Apply logical, scientific, and/or quantitative reasoning to develop a thesis or hypothesis	I R	R E				I R E	R E	R					R E			R	R	
	LO4	Apply business theory and research to analyze case studies and current issues in business			I						I R	R			R E	R				
Communication Skills (written, oral & electronic)	LO5	In response to an assignment, use correct, standard American English to produce clear, well-organized written reports			I R			I R E	R		R	R			R					
	LO6	In response to an assignment, use correct, standard American English to deliver clear, well-organized oral presentations			R			I R E	R		R	R			R	R				
	LO7	Demonstrate knowledge of communication media (i.e., print, broadcast, etc) available to business managers / owners			I R		I R								R					

Taking the next steps…

- A curriculum map can be as general or as detailed as desired.

- After developing a curriculum map, a program might want to develop additional maps to use in the assessment planning, monitoring, and reporting.

- Additional categories might include measures to assess each desired outcome, results of assessment, changes made based on these results, and how the information was communicated outside of the department

Matrix for Assessment Planning, Monitoring, and Reporting					
Learning Outcomes	Relevant Experiences	Measures	Results	Changes Based on Results	Stakeholders Informed
Architecture students will demonstrate awareness of the values, behaviors, and traditions of diverse cultures	ARCH 221, ARCH 223 Study Abroad Senior project	Senior project review by faculty	Students scored well on a faculty-derived rubric to measure cultural awareness	None– this is an area of strength	Students, alumni, Provost
(etc.)					

Adapted from Huba and Freed, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning* (Allyn and Bacon 2000)

Discussion/ Questions