

A Short Guide Curriculum Mapping

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Curriculum Mapping Defined:

Curriculum mapping is a method of mapping all disciplinary program student learning objectives / outcomes to individual courses in the curriculum, in order to begin to analyze the delivery of these programmatic outcomes. “Mapping course and program scope, sequence and depth of topical content is crucial so that programs and their constituent courses expose students in introductory, and then increasingly complex, ways to broad knowledge and mastery” (Arafeh, 2014). Often, departments create a spreadsheet to record when and where program learning outcomes are offered through both required and elective courses in the major.

To start mapping, consider the following sequence.

Phase 1:

What do you want students to know and do? Have you written these in terms of specific and measurable student learning outcomes?

If you have not, this is a great place to start.

Phase 2:

Once you know what students should know and do in your degree program, map out where in the curriculum each occurs. Look to the curriculum in your major course of study (including the courses taught in other departments) and to the common general education curriculum or other degree requirements.

In a good curriculum map, you examine for areas where the curriculum is lacking or inefficient and where increasing complexity is occurring.

I = introduction of skill/knowledge/content.

R = reinforced skill/knowledge/content.

M = mastered skill/knowledge/content.

Hypothetical Example 1.

In a geology major, the faculty want students to gain knowledge in written communication proficiency.

Student learning outcome A: Students will create written works for a variety of contexts.

Student learning outcome B: Students will create written works for scientific or professional purposes.

They perform a curriculum map to see where students are getting instruction and practice with written communication.

	1 st year student	2 nd year student	3 rd year student	4 th year student
ENGL 1110	I – SLO A			
GEOL 2010		I – SLO B		
TCWR 3010			I – SLO B	
GEOL 4030				R – SLO B

Where do you see problems and opportunities?

Hypothetical Example 2.

In a chemistry major, the faculty have the same desire and learning outcomes.

They perform a curriculum map to see where students are getting instruction and practice with written communication.

	1 st year student	2 nd year student	3 rd year student	4 th year student
INT 101	I – SLO A			
INT 201		R – SLO A		
CHM 222		I – SLO B		
CHM 371			R – SLO B	
CHM 372			R – SLO B	
CHM 402			M – SLO B	

Where do you see problems and opportunities? In what ways does example 2 improve upon example 1?

To see a sample spreadsheet for mapping,

download a sample Curriculum Mapping Tool from Carnegie Mellon University Eberly Center:

<https://www.cmu.edu/teaching/assessment/assessprogram/tools/Curriculum%20Mapping%20Tool.html>

For more on curriculum mapping, check out:

University of Hawaii at Manoa. Assessment and Curriculum Support Center.

<https://manoa.hawaii.edu/assessment/resources/curriculum-mapping-curriculum-matrix/>

NILOA (National Institute for Learning Outcomes Assessment). Curriculum Mapping.

<https://www.learningoutcomesassessment.org/ourwork/curriculum-mapping/>

Suskie, Linda. (2018). *Assessing Student Learning: A Common Sense Guide*. 3rd ed. Jossey-Bass. At Clemson

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Suskie, Linda. (2015). *Five dimensions of quality : a common sense guide to accreditation and accountability* .

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Cited: Arafeh, S. (2016). Curriculum mapping in higher education: a case study and proposed content scope and sequence mapping tool. *Journal of Further and Higher Education*, 40(5), 585–611.

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For support with Curriculum Mapping, please contact Drs. Bridget Trogden

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