Curriculum Mapping

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What is a Curriculum Map?

A chart identifying the key learning goals addressed in each of the curriculum’s key elements or learning experiences
Why Create a Curriculum Map?

Analyze how effective the curriculum is.

Help plan assessments.

• Where do students demonstrate their strongest achievement of each learning goal?
What is a Great Curriculum?
A great curriculum treats a learning outcome as a promise.

• Its key learning outcomes are a focus of its courses, not a tangential add-on.
A great curriculum is responsive to the needs of students, employers, and society.

- What students most need to learn
- vs. what faculty most want to teach
A great curriculum gives students ample, diverse opportunities to achieve its key learning outcomes.

• A small number of broad, important learning goals
• That pervade the curriculum
• Across multiple requirements

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A great curriculum is greater than the sum of its parts.

- A collection of courses is not a program.
- A curriculum has
  - Coherence
  - Synthesis
  - Appropriate, progressive rigor
- General education outcomes should be “practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.”
  - AAC&U
A great curriculum concludes with an integrative, synthesizing capstone experience.

- Research project
- Service learning project
- Internship/field experience
- Portfolio with a reflective component
- Other project

A great curriculum is focused and simple.

- Limited & traditional
- Minimize barriers to completion
  - Here or elsewhere
A great curriculum uses research-informed strategies to help students learn and succeed.

• High impact practices (HIPs)
  • First-year experiences
  • Learning communities
  • Writing-intensive courses
  • Collaborative learning experiences
  • Service learning
  • Undergraduate research
  • Field experiences
  • Capstones

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A great curriculum is consistent across venues and modalities.

- Consistent learning experiences
- Consistently rigorous expectations
- Wherever and however offered
Course Curriculum Maps
Students learn what they’re graded on.

<table>
<thead>
<tr>
<th>This is what you’ll learn to do.</th>
<th>This is what you’ll do to learn it.</th>
<th>This is how you’ll show me that you’ve learned it.</th>
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(c) Linda Suskie
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<th>This is what you’ll learn to do.</th>
<th>And this will help you learn how to...</th>
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<th>This is how you’ll show me that you’ve learned it.</th>
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Program & Gen Ed Curriculum Maps
Check off a course ONLY IF a **significant part of the final course grade** is based on progress toward achieving the gen ed or program learning goal.

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Group pick-from-a-list courses together in one column ONLY IF they have a shared gen ed or program learning goal.
Electives have no place in a general or program curriculum map.
Requirements taught by other departments may not belong in a program curriculum map.
Use codes (Introduced, Developed, Reinforced, Proficient, Mastered, Demonstrated, etc) *only* if they’re helpful.

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Thanks for Coming!

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