



CURRICULUM MAPPING
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LEARNING OBJECTIVES

	By the end of the workshop, participants will be able to:
Summarize	Summarize the purposes of curriculum mapping.
Explain	Explain the criteria for an effective curriculum map.
Create	Create a curriculum map.

AGENDA

Part I

- What is curriculum mapping?
- Why do it?
- How is a curriculum map created?

Part II

- IRMA
- What does a curriculum map look like?
- What is best practice?

PART I



What?



Why?



How?

CURRICULUM MAPPING

- is a method to align instruction with desired goals and program outcomes.
- Is used to explore what is taught and how.
- helps identify where within the curriculum learning objectives are addressed.
- provides a means to determine whether your objectives are *aligned* with the curriculum.



ADDED BENEFITS

- Increases the likelihood that students achieve program-level outcomes
- Improves communication
- Encourages reflective practice
- Improves program coherence
- Changes thinking from “*my course*” to “*our program*”
- Identifies the most critical points for formative and summative assessment



welcome to
ResU
at Saint Elizabeths Hospital

RESURRECTION
UNIVERSITY

College of
Allied Health

College
of Nursing

LEVELS OF LEARNING OUTCOMES

Course Outcomes (CLOs)

- What do we want students to do, think, or know when they complete YOUR COURSE?

Program Outcomes (PLOs)

- What do we want students to do, think, or know when they graduate with a degree from YOUR PROGRAM?

Institutional Outcomes (IOs)

- What do we want students to do, think, or know when they graduate with a degree from ResU?

HOW TO BUILD A CURRICULUM MAP

Identify the learning opportunities (e.g., assignments, activities) that produce the program's outcomes

Faculty analyze the curriculum map

Mark the courses and events/experiences that currently address those outcomes: I, R, M, A

Create the "map" in the form of a table



It's amazing
to be needed.

PART II

CURRICULUM MAPS IN PRACTICE

LEGEND: IRMA

- (I) Introduced - Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. The course addresses only one (or a few components of a complex program outcome.
- (R) Reinforced - Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. The course addresses several components of the outcome, but these components are treated separately.
- (M) Mastered - Instruction and learning activities focus on the use of content or skills in multiple levels of complexity, built upon students' strong foundation in the knowledge, skill, or competency at the college level.
- (A) Assessed - Students demonstrate their learning on the outcome through †direct methods of assessing student learning and that data is documented for program review purposes.

CURRICULUM MAP 1

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	I, R				I
101		I			R
102	R		R		R
200	R		R		
229					R
230			R, M		M
280					
290	M		R, M		M

CURRICULUM MAP 2

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	I				
101	R, M				
102		I, R, M			
103			I, R		
203			R, M		
230A				I, R	
230B				R, M	
280					I, R, M
290					

CURRICULUM MAP 3

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	I	I	I	I	I
101	R	R	R	R	R
102	R	R	R	R	R
103	R	R	R	R	R
200	R	R	R	R	R
229	R	R	R	R	R
230	R	R	R	R	R
280	R	R	R	R	R
290	M	M	M	M	M

The background of the slide is a 3D-rendered classroom. It features several grey plastic chairs with attached light-colored wooden desks, arranged on a light-colored wooden floor. The scene is framed by vibrant, flowing abstract ribbons in shades of magenta, red, and blue that sweep across the top and bottom of the image. Centered over this background is the text 'PART II: BEST PRACTICE' in a bold, black, sans-serif font.

PART II: BEST PRACTICE



BEST
PRACTICE

Create

Allow

Set

Communicate

BEST PRACTICE

Create

Create practice and reinforcement opportunities

Build in practice and multiple learning trials for students: I, R, M.

Students will perform best if they are introduced to the learning outcome early in the curriculum and then given sufficient practice and reinforcement before evaluation

BEST PRACTICE

Allow

Allow faculty members to teach to their strengths (note: each person need not cover all outcomes in a single course).

"Hand off" outcomes to those best suited for the task.

BEST PRACTICE

Set

Set priorities as a department/program.

Everyone working together toward common outcomes can increase the likelihood that students will meet or exceed expectations.

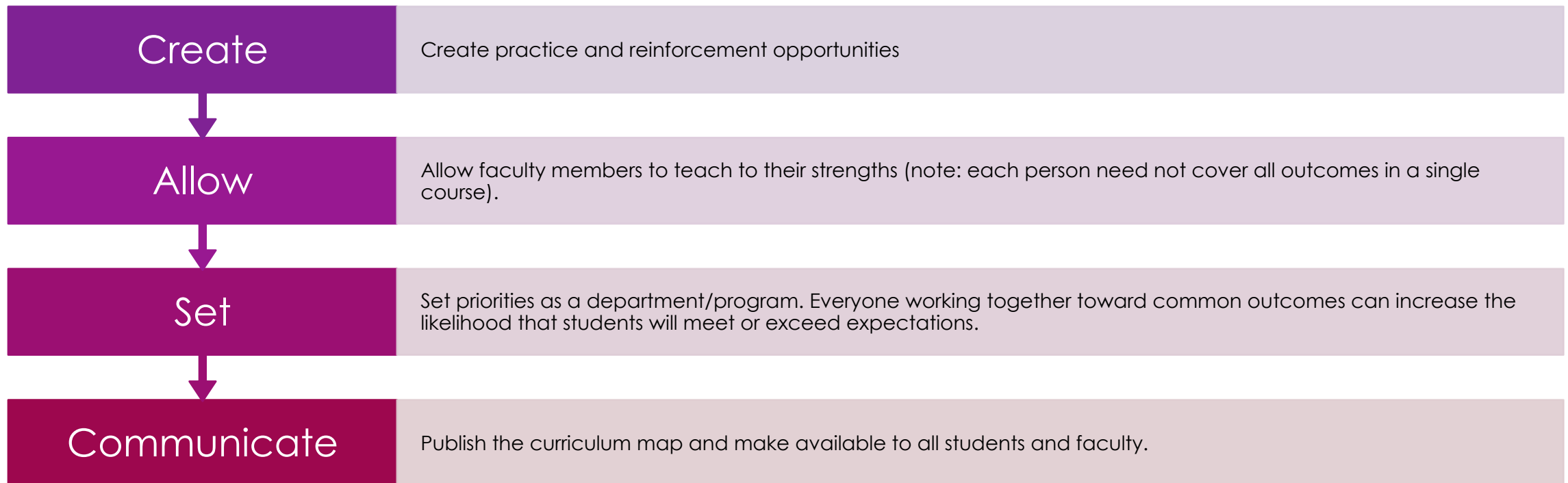


BEST PRACTICE

Communicate

Publish the curriculum map and make available to all students and faculty.

BEST PRACTICE



WHAT YOU NEED



1 faculty member
for each course.



Program
Outcomes



Syllabi and/or
Assignments




Course Description
and Outcomes



WORKS CITED

- NILOA. (n.d.). National Institute for Learning Outcomes Assessment. Retrieved May 17, 2020, from <https://www.learningoutcomesassessment.org/>
- Sousan Arafeh (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, DOI: [10.1080/0309877X.2014.1000278](https://doi.org/10.1080/0309877X.2014.1000278)
- *Think Achieve: Creating connections*. (n.d.). Retrieved May 17, 2020, from <https://www.utc.edu/think-achieve/>
- University of Hawaii-Manoa (2013). Assessment How-to: Curriculum Mapping / Curriculum Matrix. [LINK](#)

The image shows the front entrance of St. Elizabeth Hospital, a large, ornate stone building with a central archway. The words "ST. ELIZABETH HOSPITAL" are carved into the stone above the arch. A vibrant, multi-colored banner (red, purple, blue) is draped across the top of the image. In the foreground, two purple banners are visible: one on the left with the text "welcome to ResU Hospital" and one on the right with "RESURRECTION UNIVERSITY" and "College of Allied Health". The address "1431" is visible on the left side of the building.

ST. ELIZABETH HOSPITAL

QUESTIONS

1431

welcome to
ResU
Hospital

RESURRECTION
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