Curricular Mapping

Rationale & Resources

Why would you want to do this?

* Internal transparency and alignment
* Allocation of resources
* Ensuring your curriculum meets your goals
* Supports the development of the assessment plan

# Step 1. Create the Map

Create a simple chart. At the top, list all the learning outcomes for your program across the columns. On the left, list the required courses and experiences (e.g., internship) down the rows. Place an “X” in the box to indicate which outcomes are addressed in which course/experience.

Example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
| Course (e.g., UNIV 1101) | X |  |  |  |  |
| Course |  | X | X |  |  |
| Course | X | X |  |  |  |
| Course |  |  | X | X |  |
| Course |  |  |  | X | X |

# Step 2. Identify Assignments

Fill in the map with assignments in each course that address each outcome.

Example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
| Course (e.g., UNIV 1101) | 3-page essay |  |  |  |  |
| Course |  | Oral exam | Sophomore project |  |  |
| Course | Poster | Concept inventory |  |  |  |
| Course |  |  | 5-page essay | Poster |  |
| Course |  |  |  | Research paper | Concept inventory |

# Step 3. Identify Degree of Emphasis

Learning outcomes might be addressed in multiple courses throughout the program. In introductory courses, outcomes might be *introduced*, in more advanced courses they might be *reinforced*, and in capstone experiences they are likely *emphasized*. Identify the degree of emphasis for each learning outcome within your map.

**Sample excerpt from curriculum map for University of Rhode Island PhD Program in English: Writing & Rhetoric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1.1 Graduates can demonstrate and articulate familiarity with rhetorical theories and histories from the classical period to the present. | 1.2 Graduates can demonstrate and articulate familiarity with the histories and major theories of composition studies from the 20th century to the present. | 1.3 Graduates are able to sustain a scholarly discussion in at least one secondary area beyond the primary area of the dissertation. | 1.4 Graduates can define key terms in the field using existing scholarship. |
| WRT 512 | Introduced |  |  | Introduced |
| WRT 524 |  | Introduced |  | Reinforced |
| WRT 645 |  |  | Introduced | Reinforced |
| WRT 999 |  |  |  |  |
| Comps | Reinforced | Reinforced | Reinforced |  |
| Oral Defense | Emphasized | Emphasized |  | Emphasized |
| Dissertation Proposal |  |  |  |  |