Curriculum Mapping

Curriculum mapping is the process indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness. Generally speaking, a coherent curriculum is (1) well organized and purposefully designed to facilitate learning, (2) free of academic gaps and needless repetitions, and (3) aligned across courses, programs, and general education. When educators map a curriculum, they are working to ensure that what students are actually taught matches the academic expectations in a particular subject area or skill set. (Curriculum Mapping).

During Curriculum Mapping:

1. Begin with the broad outcomes expected of all students. (General Education Goals)
2. Work backward to design academic program outcomes (Program Objectives)
3. Design course learning outcomes that will lead to the achievement of both program and institutional outcomes (Course Learning Outcomes)
4. Collect data utilizing key assessments (direct or indirect)

Ten Tenets of Curriculum Mapping

1. Curriculum mapping is a multifaceted, ongoing process designed to improve student learning.
2. All curricular decisions are data-driven and in the students' best interest.
3. Curriculum maps represent both the planned and operational learning.
4. Curriculum maps are created and accessible using 21st century technology.
5. Teachers are leaders in curriculum design and curricular decision-making processes.
6. Administrators encourage and support teacher-leader environments.
7. Curriculum reviews are conducted on an ongoing and regular basis.
8. Collaborative inquiry and dialogue are based on curriculum maps and other data sources.
9. Action plans aid in designing, revising, and refining maps.
10. Curriculum mapping intra-organizations facilitate sustainability.

In addition, the use of backwards design ensures alignment across multiple levels at an institution.

When the program is delivered, students experience the system in reverse.

Students first participate in experiences that address lesson outcomes.

The learning that results from these experiences accumulates as students proceed through the courses and other experiences in the program.

The curriculum is designed so that it provides a coherent set of experiences leading to the development of desired knowledge and skills - students show increasing levels of sophistication and integration of skill as they progress through the program.

(Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)