

An Approach to Curriculum Mapping



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At the end of today's session, you should be able to do the following:

- Distinguish between course and program learning outcomes
- List two or more benefits of curriculum mapping
- Describe the curriculum mapping process
- Map the curriculum for an academic program

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part 1: foundational concepts



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student learning outcome



fundamental unit in assessment edifice

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student learning outcomes

skills and knowledge to be **acquired** and **demonstrated** by the end of a learning unit



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attributes of measurable student learning outcomes

- start with an observable verb
- are single barreled (no "and")
- are succinct
- describe an activity that can be performed at a specific moment in time

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three "levels" of SLOs



Course learning outcomes (CLOs) ✨

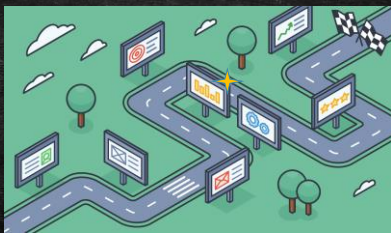


Program Learning Outcomes (PLOs) ✨



Institutional Learning Outcomes (ILOs)

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your program's curriculum

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curriculum map

matrix that shows the relationship between a program's course learning outcomes and program learning outcomes

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curriculum map

Course		PLO-1	PLO-2	PLO-3	PLO-4
Required Course 1	CLO-1	x			
	CLO-2				x
Required Course 2	CLO-1			x	
	CLO-2			x	
Required Course 3	CLO-1				x
	CLO-2				x
Required Course 4	CLO-1				x
	CLO-2	x			
Required Course 5 (capstone)	CLO-2		x		
	CLO-3			x	
	CLO-4				x

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Curriculum Map for B.S. in Biology

	Bio 101		Bio 202-Lab		Bio 303-Lab		Bio 404	
	CLO-1	CLO-2	CLO-1	CLO-2	CLO-1	CLO-2	CLO-1	CLO-2
PLO-1	Apply the scientific method	I		D		D		A
PLO-2	Use appropriate laboratory techniques			I		D/A		
PLO-3	Explain major cellular processes		I					D/A

I = Introduce; D= Develop; A = Accomplish

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benefits

- o ensures students have sufficient educational opportunities throughout the program's curriculum to acquire the PLOs
- o reveals gaps and redundancies in the program's curriculum
- o improves program coherence
- o enhances coordination among faculty
- o enables faculty to see how their course fits into the program
- o engages faculty in conversation about the desired learning from their courses and program

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part 2:
curriculum design & mapping principles



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principle 1:

every required course needs at least one “major” CLO



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major CLO

a course learning outcome that every instructor for a given course must teach and assess



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principle 2




the major CLOs need to be the **building blocks** of your PLOs

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for each PLO, ideally have

- ❖ at least one major CLO at the “introduce” level
- ❖ at least one major CLO at the “develop” level
- ❖ one—and only one—CLO at the “achieve” level



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Students who earn a BA in Communication Studies at EWU should be able to design original communication research.

Major CLOs	Level
• Students who successfully complete “Introduction to Rhetoric” (COM 249) should be able to formulate sound communication research questions.	→ I
• Students who successfully complete “Philosophy and Communication” (COM 352) should be able to describe three methodologies used in communication research.	→ D
• Students who successfully complete “Senior Research in Communication” (COM 477/capstone) should be able to design original communication research.	→ A

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principle 3



a major CLO at the "achieve" level = a PLO

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pop quiz

Students who earn a BS in Applied Math at EWU should be able to utilize a programming environment to conduct a successful simulation.



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answer

Students who complete "Capstone in Applied Math" should be able to utilize a programming environment to conduct a successful simulation.

principle 4

assess all of your PLOs in the capstone(s)



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principle 5

no two required courses should share a major CLO



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part 3:
curriculum mapping steps



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step 1

develop one or more **major** course learning outcome(s) for every **required** course in the program

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step 1a

connect required courses to your PLOs

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sample handout

required courses

- COM 201: Public Speaking
- COM 211: Interpersonal Communication
- COM 222: Media, Culture and Technology
- COM 249: Rhetoric
- COM 318: Quantitative Communication Research Methods
- COM 319: Qualitative Communication Research Methods
- COM 333: Rhetorical Criticism
- COM 350: Media Criticism
- COM 352: Philosophy and Communication
- COM 411: Interpersonal Theory
- COM 433: Rhetorical Theory
- COM 455: Critical Cultural Theory
- COM 477: Senior Research in Communication (capstone)


program learning outcomes

Students who successfully complete the BA degree in Communication should be able to do the following:

- PLO - 1: Demonstrate oral communication competency
- PLO - 2: Demonstrate in-depth knowledge of at least five communication theories
- PLO - 3: Analyze epistemological approaches to the field of communication
- PLO - 4: Execute original communication research

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step 1b



list the skills & knowledge each required course teaches that are the **stepping stones** for one or more PLO

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- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

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PLO-2: Demonstrate in-depth knowledge of at least five communication theories

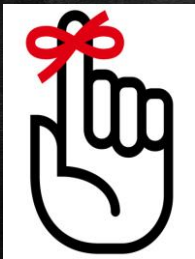
- "Interpersonal Communication" (COM 211): interpersonal communication concepts & theories (I)
- "Media, Culture & Technology" (COM 222): mass media concepts & theories (I)
- "Rhetoric" (COM 249): rhetoric concepts & theories (I)
- "Interpersonal Theory"/"Rhetorical Theory"/"Critical Cultural Theory" (COM 411/433/455): major arguments in fields of interpersonal theory, rhetorical theory, or critical cultural theory (D)
- "Senior Research in Communication" (capstone) (COM 477): in-depth knowledge of at least five communication theories (A)

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step 1c



remember



Every major course learning outcome **must**:

- Denote a **specific action** that the student will engage in at **one moment in time** that the instructor can **see or hear**
- Start with an **observable verb**
- Have **one barrel** (no "and")

sample major course learning outcomes

- Students who complete "Interpersonal Communication" (COM 211) should be able to explain major interpersonal communication concepts & theories.
- Students who complete "Media, Culture & Technology" (COM 222) should be able to explain major mass media concepts & theories.
- Students who complete "Rhetoric" (COM 249) should be able to explain major rhetoric concepts & theories.
- Students who complete "Interpersonal Theory"/"Rhetorical Theory"/"Critical Cultural Theory" (COM 411/433/455) should be able to describe the central arguments in fields of interpersonal theory, rhetorical theory, or critical cultural theory.
- Students who complete "Senior Research in Communication" (capstone) (COM 477) should be able to demonstrate in-depth knowledge of five or more communication theories by crafting a literature review on a topic of their choosing.

Step 2



create your map

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step 2a

list all required courses and their major CLOs along one axis and list the PLOs along other

Required Courses	Major CLOs	PLO-1	PLO-2	PLO-3
Interpersonal Communication	Explain key concepts and theories relevant to interpersonal communication			
Media, Culture & Technology	Explain key concepts and theories relevant to the development and use of mass media			
Rhetoric	Explain key concepts from the classical rhetorical tradition and twentieth century communication			
Qual Research Methods/Qual Methods/Rhetoric or Criticism	Describe three research methods used in qualitative communication research, quantitative communication research, or critical/cultural research			
Interpersonal Theory/Rhetorical Theory/Critical Cultural Theory	Describe the central arguments within the field of interpersonal theory, rhetorical theory, or critical/cultural theory			
Senior Research in Communication (capstone)	Formulate sound interpersonal theory, rhetoric, or critical/cultural research questions			
	Demonstrate in-depth knowledge of five or more communication theories by crafting a literature review on a topic of their choosing			
	Conduct original communication research			

Demonstrate oral communication competency
Demonstrate in-depth knowledge of 5 or more theories
Conduct original communication research

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step 2b

put an "i," "d," or "a" in each cell

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Required Courses	Major CLOs	Demonstrate in-depth knowledge of 5 or more theories		
		PLO-1	PLO-2	PLO-3
Interpersonal Communication	Explain key concepts and theories relevant to interpersonal communication		I	
Media, Culture, Technology	Explain key concepts and theories relevant to the development and use of mass media		I	
Rhetoric	Explain key concepts from the classical rhetorical tradition and twentieth century communication		I	
Qual Research Methods/Quant Methods/Rhetoric or Criticism	Describe three research methods used in qualitative communication research, quantitative communication research, or critical/cultural research			I
Interpersonal Theory/Rhetorical Theory/Critical Cultural Theory	Describe the major arguments within the field of interpersonal theory, rhetorical theory, or critical/cultural theory		D	
	Formulate sound interpersonal theory, rhetoric, or critical/cultural research questions			D
Senior Research in Communication (capstone)	Demonstrate in-depth knowledge of five or more communication theories by crafting a literature review on a topic of their choosing		A	
	Conduct original communication research			A

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step 3

review curriculum map

make sure

- all required courses have at least one major CLO that leads to at least one PLO
- all PLOs (ideally) have at least one major CLO at the "I," "D," and "A" levels
- no two required courses have an identical major CLO
- all PLOs are taught and assessed in the capstone(s)

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