

Curriculum Mapping

Curriculum mapping is a way to document and share curricula across programs and examine the whole for gaps, overlaps and redundancies. It's a way of finding out where and how knowledge and skills are developed and enables programs to assess how well programming and processes are aligned to intended outcomes.

Mapping is a process that enables each faculty member to record the content and skills taught and how those skills and knowledge are assessed and aligned to the achievement of identified graduate attributes. The data generated through mapping enables informed program improvement.

Curriculum mapping can create an atmosphere of joint responsibility for student success. The process provides a forum for discussion and planning for improvement of the ways content, skills and standards are supported within a larger system.

The process invites a shift in thinking about curriculum as static to one that recognizes curriculum as dynamic, adaptive and evolving—a process of continuous improvement.

The Mapping Process

1. Complete individual course maps
 - a. Teachers review and document the content, skills, instructional methods and assessment activities of the courses they teach and document which graduate attributes are introduced, taught and assessed.
 - b. Inviting student input may serve as a limited early validity check
2. Review colleagues' maps
 - a. Faculty members take the time to review one another's maps—especially useful for those whose courses serve as co- or pre-requisites.
3. Share the course maps departmentally
 - a. Maps from all courses within a program are reviewed and strengths, gaps, overlaps and redundancies are noted
4. Develop an action plan based on findings
 - a. Categorize the issues (i.e. content areas; skill development; graduate attributes; instructional strategies; integration; types of assessment) requiring attention
 - b. Decide on a timetable for implementing change
 - c. Establish a committee to oversee and implement the plan

5. Implement the action plan
 - a. Align the curriculum so that curriculum materials, instructional and assessment methods all support attainment of intended learning
 - b. Look for opportunities for integration and clustering of content and skill development
 - c. Add curricular resources, learning activities and assessment opportunities as required
 - d. Establish priorities for improvement

 6. Evaluate the results
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Resources:

Jacobs, H. H. (Ed.) (2004). *Getting results with curriculum mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.

Udelhofen, S. (2005). *Keys to curriculum mapping: Strategies and tools to make it work*. Thousand Oakes, CA: Corwin Press.