

CURRICULUM MAPPING

The [Quality of Assessment Rubric](#) includes eleven elements related to the assessment cycle. The fourth element on the rubric is the “curriculum map”. Our hope is that programs reflect on their curriculum (required courses AND experiences) and align it to their set of student learning outcomes. Please see the example curriculum maps below.

EXAMPLE:

Forrest Gump Studies, B.A.

1. Student Learning Outcomes

Students graduating from the Forrest Gump Studies, B.A. program will:

1. Describe how history can be created and interpreted within the context of film
2. Express the evolution of film, specifying how the advancement of technology has impacted film production (including the impact on the film, Forrest Gump)
3. Analyze the film Forrest Gump using a variety of theoretical lenses (e.g., existentialism)
4. Articulate Forrest Gump’s cultural influence considering the film’s use of symbols and mythology
5. Write persuasively about the impact of Forrest Gump in different domains (e.g., film, literature, society)
6. Create a parallel story to Forrest Gump, integrating historical events, use of film techniques, and emphasizing a particular philosophical perspective

BASIC CURRICULUM MAP

(Simply Illustrates opportunity to learn)

	1 History	2 Film	3 Theory	4 Culture	5 Write	6 Create Story
GUMP 100- Intro to Forrest Gump	X	X	X	X	X	
HIST 220- American History	X			X	X	
HIST 340- Cold War	X			X	X	
HIST 400- Historical Methods	X		X		X	
FILM 100 - Intro to Film Studies	X	X		X		
FILM 250- Technology in Film		X			X	X

Elective

ADVANCED CURRICULUM MAP

(Illustrates scaffolding; 1-introduce, 2-reinforce, 3-mastery)

	1 History	2 Film	3 Theory	4 Culture	5 Write	6 Create Story
GUMP 100- Intro to Forrest Gump	1	1	1	1	1	
HIST 220- American History	1			1	1	
HIST 340- Cold War	1			1	1	
HIST 400- Historical Methods	3		2		2	
FILM 100 - Intro to Film Studies	2	2		1		
FILM 250- Technology in Film		3			1	3

Elective

Of note, the above maps include on elective course. Also note, that student learning outcome 6 is aligned to only this elective course, which may indicate a gap in some students learning opportunities.

Possible options for graduate programs with limited curricular requirements

One possible option:

Include experiences besides courses that are required (e.g., thesis/dissertation, graduate assistantship). In this approach the possible curriculum could look as follows:

	1- Research	2- Content knowledge	3- Writing
THESIS/Dissertation	X	X	X
Research Assistantship	X	X	

Hypothetical example includes three outcomes pertaining to research ability, disciplinary content knowledge, and writing quality.

Another possible option:

Include all courses that are options for students to take and note how students tend to navigate the courses in a narrative. For example, students must take at least 6 of the 8 courses listed below. All courses emphasize disciplinary content knowledge and most allow students to practice research. Not every course is writing intensive, but most students take COURSE 7000 which provides feedback on writing quality.

	1- Research	2- Content knowledge	3- Writing
COURSE 4000	X	X	X
COURSE 4200	X	X	
COURSE 4300		X	
COURSE 4500	X	X	X
COURSE 5000	X	X	
COURSE 6000	X	X	
COURSE 7000	X	X	X

Hypothetical example includes three outcomes pertaining to research ability, disciplinary content knowledge, and writing quality.