Logo

Description automatically generatedCourse Curriculum Map

Adapted from Linda Suskie, *Assessing Student Learning,* 2018

Curriculum maps are excellent tools to ensure that a course, program, general education curriculum, or other learning experience is designed to give students enough opportunity to achieve its key learning goals.

## Templates

Table . Template for Three-Column Curriculum Map for Course Syllabus

|  |  |  |
| --- | --- | --- |
| **This what you’ll learn how to do** | **This is how you’ll learn how to do it** | **This is how you’ll show me that you’ve learned how to do it** |
| *CLO #1* | *Lecture, activities, homework, assignments, etc.* | *Test, exam, paper, project, presentation, etc.* |
| *CLO #2* | *Lecture, activities, homework, assignments, etc.* | *Test, exam, paper, project, presentation, etc.* |

Table 2. Template for Four-Column Curriculum Map for Course Syllabus

|  |  |  |  |
| --- | --- | --- | --- |
| **This what you’ll learn how to do** | **And learning this will help you learn how to** | **This is how you’ll learn how to do it.)** | **This is how you’ll show me that you’ve learned how to do it** |
| *CLO #1* | *Related PLO or GELO* | *Lecture, homework, assignments, etc.* | *Test, exam, paper, project, presentation, etc.* |
| *CLO #2* | *Related PLO or GELO* | *Lecture, homework, assignments, etc.* | *Test, exam, paper, project, presentation, etc.* |

## Tips for Creating Course Curriculum Maps

* **Start with the first (left) column, then fill out the last (right) column, then fill out the middle column.** This ensures the course learning activities help prepare students for the key assignments they’ll be graded on.
* **Make the assessments in the last (right) column meaningful.** Quizzes and homework problems are a good way to check if students are on track but not substantive enough to confirm that they have achieved significant course learning outcomes.
* **Make the learning activities in the middle column active and meaningful.** Listening to a lecture, reading a textbook, and class discussions can be important parts of the learning experience but generally don’t actively engage every student. If your curriculum includes these experiences, follow up on them with hands-on activities that get students thinking and doing, such as writing, answering questions, or creating and completing something.
* **For some learning outcomes, the second and third columns may be the same.** For example, students may develop information literacy skills (second column) through a library research project, and their skills may be assessed (third column) by grading the completed library research project. Or the second and third columns may be different; students may develop a math skill by doing homework problems (second column) and their skills may be assessed (third column) through an exam.

## Example

A course curriculum map for an art appreciation course using the 3-column template:

|  |  |  |
| --- | --- | --- |
| **This what you’ll learn how to do (course learning outcomes)** | **This is how you’ll learn how to do it (homework, activities, assignments, etc.)** | **This is how you’ll show me that you’ve learned how to do it (test, paper, project, presentation, etc.)** |
| *CLO: Analyze your own and others’ responses to a work of art* | *Small group discussions of critical responses to artworks.* | *Paper comparing your response to a work of art to those of critics.* |
|  |  |  |