**Curriculum Maps**

A curriculum map graphically links learning outcomes, opportunities to learn, and program-level assessment of student learning with the required courses in the degree. It can be used for discussion, for planning and evaluating the curriculum, and for assessment purposes. Some departments have used curriculum maps for faculty meeting discussions.

The completed basic map includes:
- Learning outcomes (at least 3) for the degree program
- Course(s) or experiences in which opportunities to learn or practice are offered to students
- Level of instruction (introduction, intermediate, advanced or other appropriate scale)
- Where the outcomes are assessed, e.g. in a capstone course

**Sample format.** Selection of any appropriate graphic organizer is acceptable. Check the schedule of curriculum map workshops on the OIA website at assessment.gmu.edu.

Although a faculty member may be addressing an outcome in one course, say at an introductory level, *the program level assessment* of the outcome may be assessed in a different course. Frequently this takes place in a final project, paper or culminating course where students apply previous learning. For masters’ and doctoral degrees, proposals, theses/dissertations, or qualifying exams are common assessment venues. It is NOT necessary for program assessment to have a measure every time the outcome is taught.

A simple curriculum map with outcomes listed in the first column and how they map to required courses (see the analysis below that shows how this map identifies problems in the curriculum).

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Course 320</th>
<th>Course 354</th>
<th>Course 395</th>
<th>Course 400</th>
<th>Course 450</th>
<th>Course 495</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>#2</td>
<td>I</td>
<td>R</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome #1**—Students will speak knowledgeably about fundamental principles and premises of US democracy

**Outcome #2**—Students will compare features of democracy in the US with features of democracy in another country.

**Outcome #3**—Students will be able to interpret aspects of other cultures and countries with greater sophistication and accuracy.

**Outcome #4**—Students will pose critical questions about power relations as applied to a social problem important in the field.

I = The outcome is introduced
R = The outcome is reinforced in this class
A = The outcome is assessed in this course

An analysis of this map suggests that outcomes 3 and 4 are assessed in a final culminating course, but aren’t introduced or practiced in earlier courses. Students may not do well on these assessments. If the assessment of outcome #1 results in students doing poorly, it might be that the topic/skill is not reinforced in courses after Course 320. Course 395 is a required course, but it doesn’t address any of the learning outcomes.

**Note:** These outcomes are adapted from Assessing Global Learning by Caryn McTighe Musil in a publication by the Association of American Colleges and Universities (2006).