

Graduate Curriculum Mapping Examples

Educational Assessment
Santa Clara University

Graduate Program Curriculum Mapping

The curriculum map provides evidence that, regardless of the choice of classes and experiences, all students have enough learning opportunities to prepare them to meet exit-level standards of performance for each SLO. In addition, each required course or experience in the program should address at least one program learning outcome. The curriculum map is also a good place to indicate alignment with SCU's graduate learning goals (GLGs).

These examples show you how you can create or update your curriculum map.

1. Start by creating a table that lists your student learning outcomes and your program's courses. Include required courses, electives, and any other learning experiences that are not course-based, but expected of all students, such as an internship or externship, or field work. Additional experiences can include proficiency exams or theses, where students are presenting their learning at critical stages of the program.

	Student Learning Outcomes				
Course	SLO1	SLO2	SLO3	SLO4	SLO5
Course 1					
Course 2					
Course 3					
Course 4					
Elective 1 Elective 2 Elective 3					
Other required experiences					

2. Next, faculty evaluate whether a particular course contributes meaningfully to the student learning outcome and the depth of student learning. When there are required courses or sequences, the question to ask for each SLO is: Does the course 1) introduce the content or skills of the learning outcome (addresses it at a basic level), 2) reinforce the learning outcome (where students work more with the relevant concepts or skills, and

have more opportunities to practice or apply this material), or 3) allow the students to achieve and demonstrate their proficiency or mastery of the outcome.

- a. Use the designation “I” for Introduce, “R” for Reinforce and “M” for Mastery, removing the prior “X” designation. Where a learning outcome is “mastered,” there is an opportunity for assessment. Mark all of these with an A. Proficiency exams and master’s/Ph.D. theses should always be used as primary assessment opportunities.

	Student Learning Outcomes				
Course	SLO1	SLO2	SLO3	SLO4	SLO5
Course 1	I	I			
Course 2		R	I		I
Course 3		M (A)	D		
Course 4	R			I	
Course 5					
Elective 1 Elective 2 Elective 3	M (A)			R	
Experience 1			M (A)	M (A)	
Experience 2					

3. Review the map and look for courses that do not address any of the SLOs and consider whether they need to be part of the program or what other courses need to be modified or created for students to achieve the outcome. In this example, consider why Course 5 and Experience 2 are required. Either address SLOs in the course and experience; address them in a different course; or remove them as requirements.

	Student Learning Outcomes				
Course	SLO1	SLO2	SLO3	SLO4	SLO5
Course 1	I	I			
Course 2		D	I		I
Course 3		M (A)	D		
Course 4	D			I	
Course 5					
Elective 1 Elective 2 Elective 3	M (A)			D	
Experience 1			M (A)	M (A)	
Experience 2					

4. Review your map and look for any outcomes that are not addressed through the curriculum to the point of mastery. In this example, SLO5 is introduced in course 2 but is never further developed and students do not have an opportunity to show mastery. Also, be sure that if a course indicates “mastery,” that students would have had enough encounters with it to develop that learning. For example, the elective courses for SLO1 should not be taken before Course 1 and Course 4.

	Student Learning Outcomes				
Course	SLO1	SLO2	SLO3	SLO4	SLO5
Course 1	I	I			
Course 2		R	I		I
Course 3		M (A)	R		
Course 4	R			I	
Course 5					
Elective 1 Elective 2 Elective 3	M (A)			R	
Experience 1			M (A)	M (A)	
Experience 2					

5. One last step: After completing the curriculum map for your program's courses and student learning outcomes, the map should be checked against the SCU Graduate Learning Outcomes (GLGs). All GLGs must be addressed by at least one SLO, but not all SLOs have to correspond to a GLG. In this example, SLO1 of the program does not map to any of the GLGs, but is still adequately addressed in the program. On the other hand, only SLO5 maps to GLG3 and that SLO may not be adequately addressed in the program.

Course	Student Learning Outcomes				
	SLO1	SLO2	SLO3	SLO4	SLO5
Course 1	I	I			
Course 2		D	I		I
Course 3		M (A)	D		
Course 4	D			I	
Course 5					
Elective 1 Elective 2 Elective 3	M (A)			D	
Experience 1			M (A)	M (A)	
Experience 2					
SCU GLG 1: Exhibit Academic Competence		X		X	
SCU GLG2: Engage in Creative and Collaborative Learning		X	X		
SCU GLG3: Enhance Professional Development					X

GLG 1: *Exhibit Academic Competence*: Demonstrate broad content knowledge and the ability to integrate and apply concepts from their course of study to professional situations.

GLG2: *Engage in Creative and Collaborative Learning*: Innovate, collaborate, and communicate effectively with professionals and others in their discipline.

GLG3: *Enhance Professional Development*: Exhibit professionalism, consistent with the University's Jesuit mission that includes attention to ethics, integrity, and responsible engagement with their communities - professionally, locally, or globally.

Examples of Graduate Program Curriculum Maps

[Graduate Psychology Curriculum Map, University of Hawaii, Manoa](#)

[MSBA CSU East Bay](#)

[MBA CSU East Bay](#)

[Engineering Management, CSU East Bay](#)

[Doctorate in Educational Leadership, CSU East Bay](#)

[Master's in Ed Lead: Clear Credential, Point Loma Nazarene](#)

[Counseling Psychology, University of West Florida](#)

[MS Counseling Psychology, CSU East Bay](#)

[Master of Theological and Historical Studies, Oral Roberts University](#)

[Master of Theology, Phoenix Seminary](#)

FAQs:

1. **What happens when there are only a couple of required courses (or none at all) in a program? How can one align courses with the curriculum? Mainly students are choosing courses according to their interests.**

– It's unlikely that all your courses will be all the learning outcomes in an equally deep way. In this case, you'll have to determine which sets of courses meet particular learning outcomes, and consider having students take a certain number of courses from each set. That way you'll ensure all students have the opportunity to meet all the program learning outcomes.

2. **What do we do when a program has one or more track or emphasis, in addition to the other courses taken by all students?**

–There is likely to be a particular learning outcome associated with the track or emphasis. The program should identify the courses in which students will be the learning outcomes for the track, in addition to mapping the remainder of the curriculum against the other SLOs.

3. **Is there an alternative to the I, R, M classification?**

–Yes, in some graduate programs it may make more sense to use a “Two-Step Scale for Graduate-level Degree Programs” ([Dyjur, Grant & Kalu | Examples of Scales to Map Course Outcomes to PLOs \(2019\)](#)).

- a. **Core:** Core Fundamental learning is demonstrated at a moderate level of competence. Learners demonstrate strong knowledge and skills of foundational concepts and can apply them in a variety of contexts.
- b. **Advanced:** Advanced Learners demonstrate a high degree of knowledge and skill in a variety of foundational concepts.