

Curriculum Mapping

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**Texas A&M University -
Commerce**

Quality Day, 2019

Agenda

- What is Curriculum Mapping?
- Workshop Time
 - Closer look at your program
 - Examine your syllabus
 - Specific Learning Outcomes (SLOs) with course assignments
 - Assessments
- Bringing it back together whole group
- Debrief
- Questions & Answer time

What is Curriculum Mapping?

- Curriculum mapping is a method to *align instruction* with desired program goals and *student learning outcomes*. It can also be used to explore what is taught and how.

Curriculum Mapping Benefits

The Map:

- Aligns assignments with SLO's
- View gaps in curriculum
- Authentic assignments
- Drives Assessments

The benefits:

- Communication with faculty
- Autonomy for courses
- Alignment of coursework and program consistency
- Increases student success

Curriculum Mapping Steps

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Department of Curriculum & Instruction Advisement Guide

ECE/Generalist
Effective Fall 2019

Early Childhood Education
EC-6th Grade Certification

Optimal Recommended Course Sequencing

Freshman	Sophomore	Junior	Senior
ENG 1301 – 3 hr	Core-Life & Physical Science – 3 hr	PSY 300 – 3 hr	<i>Internship</i>
HST 1301 – 3 hr	Core-Social & Behavioral Science – 3 hr	ELED 300 – 3 hr	ELED 437 – 3 hr
MATH 1314 – 3 hr	ELED 1301 – 3 hr	RDG 350 – 3 hr	ELED 438 – 3 hr
Core-Life & Phys. Science – 3 hr	MATH 1350 – 3 hr	IS 351 – 3 hr	ELED 443 – 3 hr
PSO 2301 – 3 hr	ECE 366 – 3 hr	BLED 412 – 3 hr	RDG 448 – 3 hr
PSO 2302 – 3 hr	Core-Language, Phil., Culture 3 hr	ECE 359 – 3 hr	
ENG 1302 – 3 hr	HPRK 324 – 3 hr	IS 352 – 3 hr	<i>Residency</i>
HST 1302 – 3 hr	SPED 346 – 3 hr	RDG 360 – 3 hr	ELED 447 – 3 hr
Core-Creative Arts – 3 hr	ECE 313 – 3 hr	RDG 370 – 3 hr	ELED 452 – 6 hr
Signature Course – 3-6 hr*	ANC/Music/Theatre 305 – 3 hr	PSY 310 – 3 hr	SPED 440 – 3 hr
Degree Pathway-BIS or BAs (consult catalog) 3-6 hr*	MATH 1351 – 3 hr	ECE 460 – 3 hr	
Total 33 hr	Total 33 hr	Total 33 hr	Total 24 hr

TOTAL HOURS: 123

Consult catalog or advisor for any prerequisites, corequisites or other course requirements.
Students seeking a BAs will be required to take 12 hours of a Foreign Language and required Degree Pathways for a BAs.

Departmental Testing Requirements for Coursework

ELED 300 and RDG 350:

- Overall GPA of 2.50
- Texas Success Initiative (TSI) complete in Math, Reading and Writing
- Any course co- or pre-requisite met

RDG 360 and RDG 370:

- Score 250 or higher on the RDG THEA, or 23 Composite and 23 English on the ACT, or 1070 Combined and 550 Critical Reading/Verbal on the SAT
- Overall GPA of 2.75
- Texas Success Initiative (TSI) complete in Math, Reading and Writing
- Any course co- or pre-requisite met

All students must see a Curriculum & Instruction Academic Advisor

Campus	Advisor's Name	Advisor's Email Address	Office
Commerce	Becky Adams	Becky.Adams@tamuc.edu	Ed South 210
MPLX-Mesquite	Debra Lee	Debra.Lee@tamuc.edu	MPLX 134A
CHEC-McKinney	Angie Proctor	Angie.Proctor@tamuc.edu	CHEC 132
NAVR-Corsicana	Julie Persky	Julia.Persky@tamuc.edu	NAVR

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Junior

- PSY 300 – 3 hr
- ELED 300 – 3 hr
- RDG 350 – 3 hr
- IS 351 – 3 hr
- BLED 412 – 3 hr
- ECE 358 – 3 hr
- IS 352 – 3 hr
- RDG 360 – 3 hr
- RDG 370 – 3 hr
- PSY 310 – 3 hr
- ECE 460 – 3 hr

Text

1. Take a close look at your program needs and where you want to begin curriculum mapping

2. After narrowing your focus to a particular program or portion of your program, organize your course syllabi.

3

Student Learning Outcomes

The learner will:

1. successfully complete 30 hours of Early Field-Experience Observations within classrooms to gain an understanding of elementary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.
2. be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.
3. demonstrate understanding of the course materials through objective examinations and preparing and peer-microteaching, and group interdisciplinary projects.
4. study the process of creating clear expectations and positive classroom management, the processes of designing curriculum and lesson plans, and standards driven rubrics and assessments.
5. become reflective practitioners, by analyzing and connecting with each of the Modules, Teacher standards, PPR (Pedagogy and Professional Responsibilities) competencies, and early field experience by writing learning reflections and applications.
6. become aware of teacher certification requirements, state certification exams, and minimum grade point average to be eligible for internship and residency.
7. begin the application process for admission to teacher education program.



3. Select the course you want to examine and find the Student Learning Outcomes.

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4. Review the SLOs and align them with the course

assignments.





Organize Your SLO's

- Use the SLO's to guide your assignments
 - Review [Bloom's Taxonomy](#)





Workshop

- Let's get to work!
 - Individually examine syllabi
 - Find your SLO's
 - Align with your Assignments
 - Assessments
 - Small group debrief





Assessments

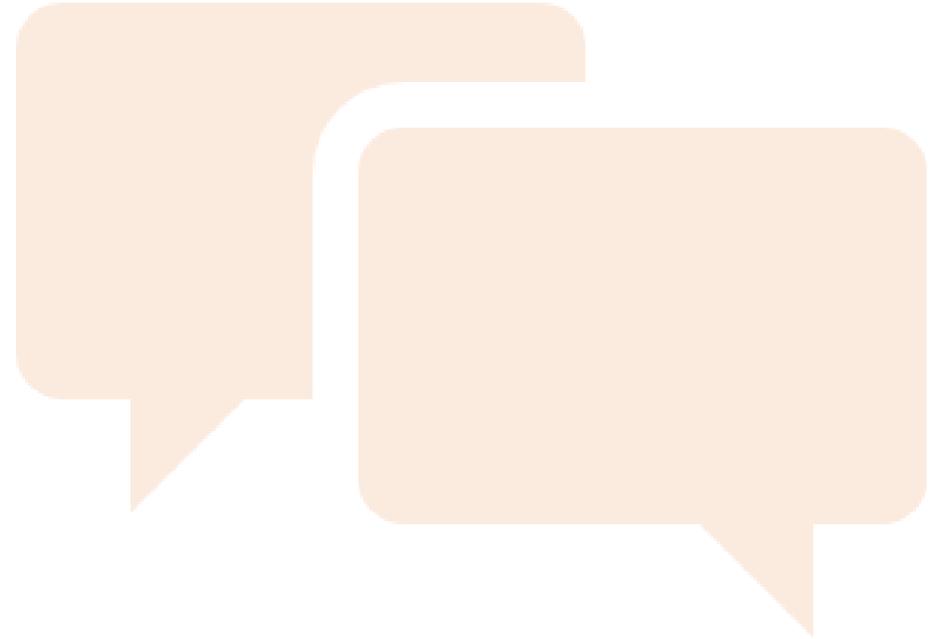
- How do you assess based on your SLO's and assignments?
- What assessments do you use?
 - Formative or summative or both?





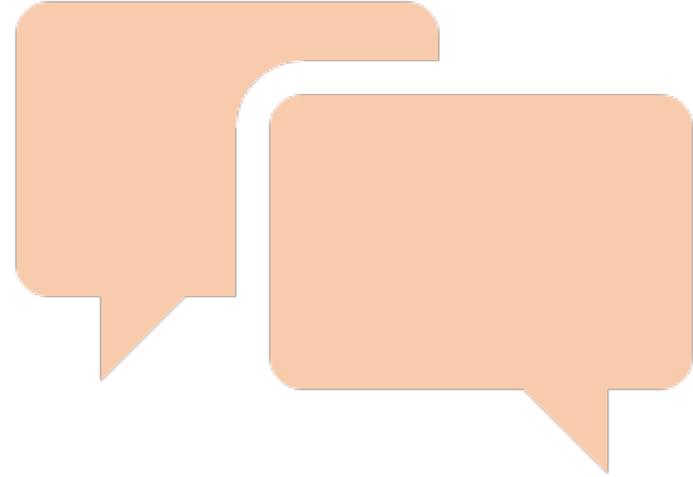
Share Your finds with small group

- What was your process?
- What changed?
- What did you think of the process of curriculum mapping?
- How will you assess?



Let's Debrief

- Share whole group
- What was your process?
- What did you change?
 - Why?



- What will you do to change your course?
- Will you change how you assess?
 - Why?

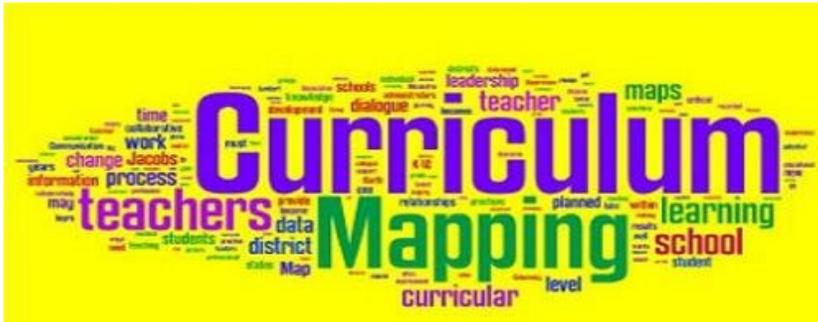
Curriculum Mapping 101

Course 101

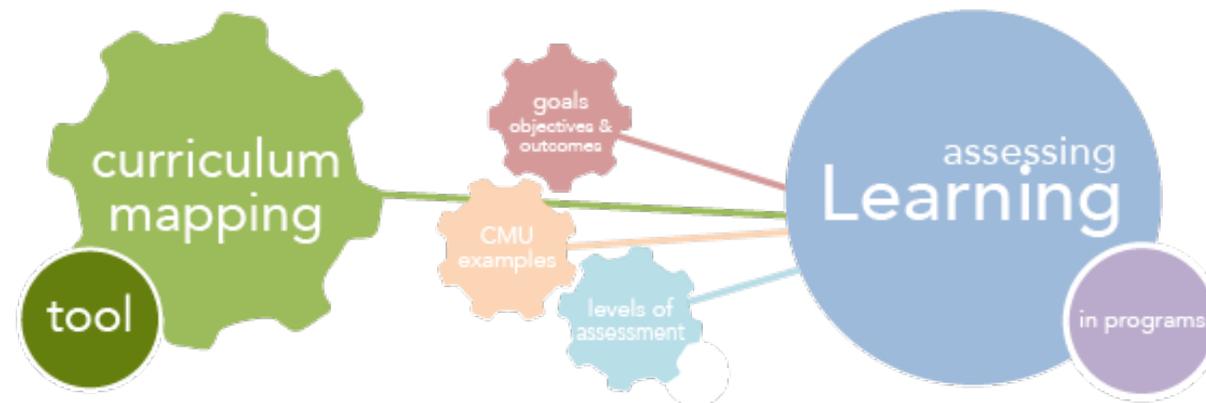
SLO	Assessment	Assignment
1.	1.	
2.	2.	
3.	3.	
4.	4.	

Curriculum Mapping 501

[University of Illinois, Springfield](#)



[Curriculum Mapping Handout](#)



[Carnegie Mellon University, Eberly Center: Teaching Excellence & Education](#)

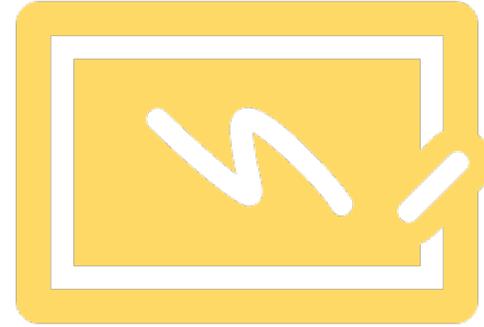
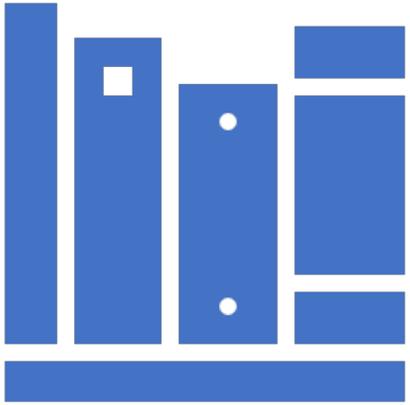
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- Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Udelofen, S. (2005). *Keys to curriculum mapping: strategies and tools to make it work*. Thousand Oaks, CA: Corwin Press.
- “Curriculum Mapping 101”, retrieved from <http://curriculummapping101.com/curriculum-mapping-general>.

Questions ??

What questions do you have have for us?





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