

Curriculum Mapping to Identify Potential Prior Knowledge and Experiences

Step 1: Brainstorming Key Concepts and Competencies for Graduates of Your Program

In some degree programs, accreditation programs or licensing requirements offer guidance on what key concepts graduates should have mastered and what practices or procedures they need to know how to complete. Degree programs also often have stated learning outcomes listed in the university's academic catalog or in curriculum proposal documents. Of course, curricula also need to evolve as disciplinary knowledge and tools advance. What key concepts and competencies should graduates of your program have mastery of? Which concepts and competencies should they at least have introductory knowledge of?

<i>What do graduates of your program need to know?</i>	<i>What do graduates of your program need to be able to do?</i>

***Mastery:** After you brainstorm, mark desired outcomes with an asterisk if students should have mastery of them when they graduate.

Supplemental resource to *Key Practices for Fostering Engaged Learning: A Guide for Faculty and Staff*, by Jessie L. Moore. Stylus Publishing / Center for Engaged Learning, 2023.

Step 2: Mapping Key Concepts and Competencies Across the Program

List core/required courses in your program across the top row. List target outcomes (key concepts and competencies brainstormed in step 1) in the outcomes column on the left. In which core courses are key concepts and competences introduced? In which core courses are they reinforced and practiced (particularly important for outcomes requiring mastery)?

<i>Core Courses</i>						
<i>Outcomes</i>						

Consider repeating this mapping with elective courses and other curricular experiences (e.g., required internships, research experiences, etc.) to develop a more comprehensive understanding of what **prior knowledge** students might bring to each course or experience in the degree program. Where are there gaps in introducing or offering opportunities to practice and reinforce key concepts and competencies?

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Sample Curriculum Mapping

This sample mapping focuses on when students are introduced to and have opportunities to practice and reinforce their development of competencies related to technologies and software platforms used in professional writing.

Core Courses	<i>Intro to Professional Writing & Rhetoric</i> 200-level	<i>Writing & Technology Studio</i> 200-level	<i>Writing as Inquiry</i> 200-level	<i>Understanding Rhetoric</i> 300-level	<i>Internship</i> 300-level	<i>Senior Seminar</i> 400-level
Outcomes						
<i>Experience with Adobe Suite Programs; Mastery of a Few Programs</i>	Introduce: InDesign (Resume and Cover Letter Assignment)	Introduce: InDesign, Photoshop, Audition, Premiere (Multi-genre brand development project)		Reinforce and practice: Adobe Suite (Student Choice, selecting best program for writing goal)		Reinforce and practice: InDesign (Showcase Poster and Handout); others depending on student's capstone project
<i>Experience with Website Development</i>	Introduce: Wix, Weebly, WordPress (Student Choice for Portfolio Assignment)	Introduce: Wix, Weebly, WordPress (Student Choice for Portfolio Assignment)	Reinforce and practice: WordPress or Wix (Platforms used to showcase Highway 64 research)		Reinforce and practice: Wix, Weebly, or WordPress (Student Choice for Internship Portfolio)	Reinforce and practice: Wix, Weebly, or WordPress (Student Choice for Job Portfolio)
<i>Experience with Multimedia Writing</i>		Introduce: Garage Band, Audacity, Audition (Podcast Project)			Reinforce and practice: For some students, depending on internship	Reinforce and practice: For some students, depending on capstone project
<i>Experience developing Infographics</i>	Introduce: Canva, Piktochart, Infogram, Excel	Introduce: Canva, Piktochart			Reinforce and practice: For some students, depending on internship	

Potential gaps for reinforcing and practicing these competencies.

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