WABASH CENTER
For Teaching and Learning in Theology and Religion

# A Tool for Curriculum Integration and Assessment: Curriculum Maps

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To help Faculty make better curricular decisions, philosophical, programmatic, and pragmatic, Deans need to help Faculty understand the curriculum as a whole. Rather than seeing a theological curriculum as a series of topical courses, the mission of the seminary is best served when Faculty understand the academic curriculum as an integrated, goal-oriented, outcomes-focused, "program of study."

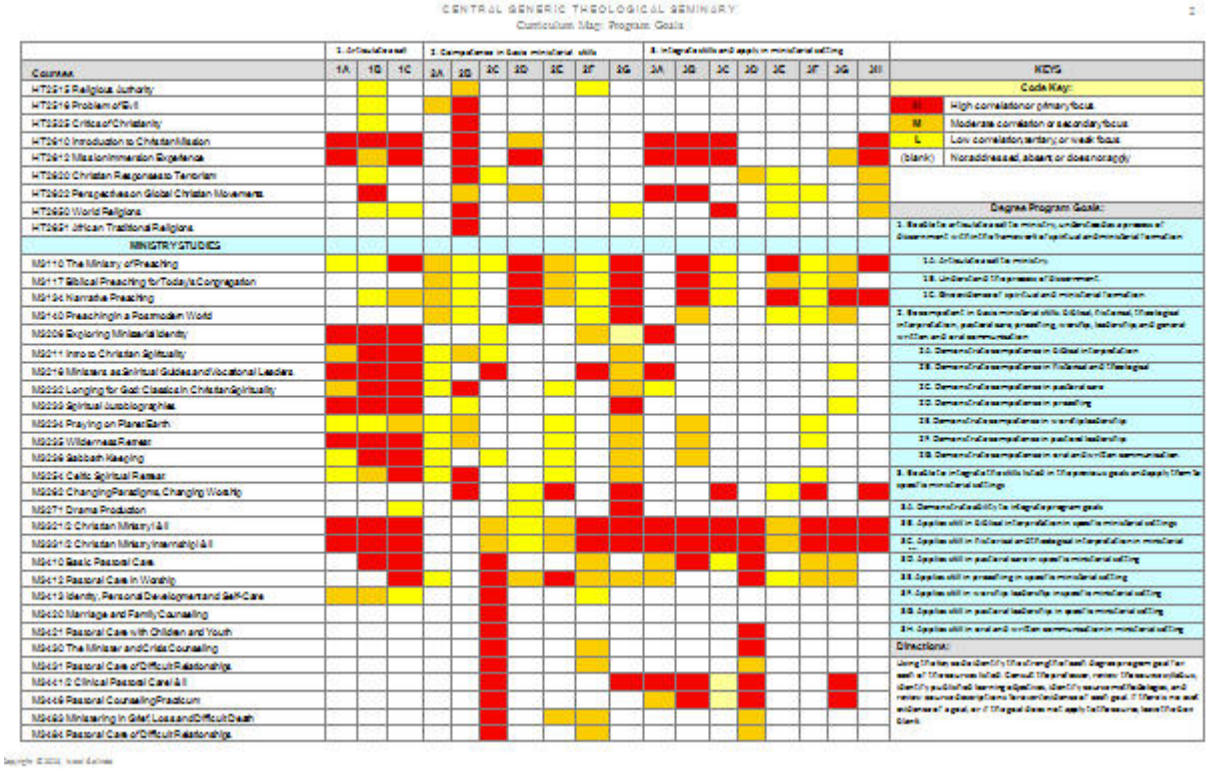
One helpful tool for communicating the curriculum as a "program of study" is the curriculum map. A curriculum map is a tool for assessing scope and coverage of elements in the explicit curriculum. A curriculum map can depict coverage of cognates, themes, methodology, topics, or other components that are considered important enough to be explicit parts of the student's learning experience. Maps can reveal strengths and emphases in the scope of the curriculum, and, can depict points and degrees of integration. These maps can also reveal gaps in coverage in the scope of the curriculum.

Here are examples of three kinds of curriculum maps: (1) degree program goals, (2) thematic concepts, and (3) methodology. The maps plot where, and to what extent, individual courses address explicit facets of study across the curriculum.

**The degree goals program map:** depicts the relative strengths where the degree program goals are addressed throughout the curriculum. This map helps identify the extent of coverage, integration, and gaps. This sample program goals curriculum map from Central Generic

Theological Seminary (a fictitious school) shows (1) the three major curriculum goals (right hand column) with supportive derivative goals, (2) a listing of the implicit courses in the three theological cognate areas that make up the course of study, and (3) a graphic plotting of the degree of relative correlation emphasis of each goal within individual courses. Seen as a whole, the map depicts (1) the coverage of the degree program goals across the curriculum, (2) potential "gaps" in the course of study, and (3) points of integration across the curriculum. Click  to Download (1) Mapping Goals sample curriculum goals maps.

GOALS MAP DOCUMENT




**The thematic concepts map:** identifies themes, topics, and concepts related to the program of study. This sample curriculum map plots to what extent selected concepts are addressed in courses and across the curriculum. The map identifies forty six concepts in this school's M.Div. curriculum and plots their coverage across the course of study by a scale of relative strength (primary, secondary, moderate, minimal, incidental and "not addressed"). The graphic representation provides an interpretation of thematic coverage across the curriculum. Faculty can see topics that are well-covered, and those that are being neglected. Click to  Download (2) Mapping Topics  a sample curriculum thematic map.

THEMES MAP DOCUMENT

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CENTRAL GENERIC THEOLOGICAL SEMINARY

Curriculum Map: Concepts

Extent of coverage CODE: ■ 5 A primary emphasis ■ 4 A secondary emphasis ■ 3 A moderate emphasis ■ 2 Minimal coverage ■ 1 Incidental coverage ☐ Not addressed

| NOTE: This curriculum map depicts the weight or extent of coverage in courses of selected concepts and topics. Coverage is indicated for a range from Primary to "Not addressed." The map can help identify strengths of emphases and "gaps" in the curriculum. | Adults | Art | Calling | Children | Christ | Church | Civil rights | Curriculum | Denomination | Discipleship | Doctrine | Ecology | Ecumenism | Evangelism | Family | Finances | Formation | Interpretation | Language | Literature | Media | Men | Ordinances | Ordination | Organization | Pastor | Philosophy | Politics \ War | Polity | Postmodernism | Prayer | Psychology | Race Relations | Religions | Research | Science / Faith | Senior Adults | Sermon | Sex | Spiritual Gifts | Staff | Stewardship | Women | Worship | Writing | Youth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HT2610 Introduction to Christian Mission | 3 | 3 | 5 | 3 | 5 | 5 | 4 | | 5 | 4 | 5 | 4 | 5 | 5 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | | 4 | 5 | 3 | 3 | | 4 | | 5 | | 5 | 4 | 4 | | |
| HT2612 Mission Immersion Experience | 3 | | 5 | 4 | 5 | 5 | 4 | | 5 | 5 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 3 | 4 | 3 | | | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | | 4 | 4 | 4 | 3 | | 3 | | 4 | 3 | 3 | 4 | 4 | | 3 |
| HT2620 Christian Response to Terrorism | 4 | | | 3 | 5 | 4 | | | 3 | 3 | 4 | | | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 5 | | | | 5 | 4 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 5 | | 3 | | 4 | | | 4 | | | | | 4 |
| HT2622 Perspectives on Global Christian Movements | 3 | | 4 | | 5 | 4 | | | 3 | 3 | 3 | | | 4 | 4 | | 3 | 4 | | 3 | | | 4 | | 4 | 5 | 4 | | 3 | | 5 | | 4 | 3 | 4 | 3 | | | | 5 | | 4 | 4 | 4 | | |
| HT2650 World Religions | | | 4 | | 4 | 5 | | | 4 | | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | | 4 | 4 | 4 | 3 | | 5 | 4 | 3 | 4 | | 4 | 5 | 4 | | | 4 | | 4 | | 3 | 3 | 3 | | 3 |
| HT2651 African Traditional Religions | | | | | | | | | | | | | | | | | | | | | | | | | 4 | | | 4 | | | | | | | | | | | | | | | | | | |
| M3110 The Ministry of Preaching | 5 | | 4 | 4 | 5 | 5 | | | 3 | 3 | 3 | | | 3 | 3 | | 5 | 5 | 5 | 4 | | | 4 | 3 | 5 | 4 | | | 3 | 4 | 4 | | | | 5 | 3 | 3 | 5 | | | 3 | | | 4 | 5 | 3 |
| M3117 Biblical Preaching for Today's Congregation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M3134 Narrative Preaching | 5 | | 4 | 4 | 5 | 5 | | | | | 3 | | | | 3 | 3 | 5 | 5 | 5 | 5 | | | 3 | | | 4 | | | | 5 | 4 | | | | 5 | 3 | 3 | 5 | | | | | | 4 | 5 | 3 |
| M3140 Preaching in a Postmodern World | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M3206 Exploring Ministerial Identity | 5 | 3 | 5 | 3 | 5 | 5 | | 3 | 3 | 3 | 3 | | 3 | | 4 | | 5 | 4 | 3 | 3 | | | 3 | 4 | 4 | 4 | 4 | | 3 | 4 | 4 | 4 | | 3 | | | | | 3 | 3 | | 3 | 3 | 5 | |
| M3211 Intro to Christian Spirituality | 5 | 3 | 4 | | 5 | 4 | | | | 5 | 3 | 3 | 3 | | | | 5 | 3 | 4 | | 3 | 3 | 3 | | | | 4 | 3 | | 3 | 5 | 3 | | | | | | | 4 | | | | 4 | 3 | 4 | |
| M3216 Ministers as Spiritual Guides and Vocational Leaders | 5 | 3 | 5 | | 5 | 5 | | | | 5 | 3 | | 3 | 3 | 3 | 4 | 5 | 3 | | | | 3 | 3 | 4 | 4 | 5 | | | | | 5 | 4 | | 3 | | | | | 3 | 4 | 4 | 4 | 4 | 4 | 3 |
| M3232 Longing for God: Classics in Christian Spirituality | 5 | | 3 | | 4 | 3 | | | | 5 | 4 | 3 | 5 | | | | 5 | 3 | 4 | | | 3 | | | | | 5 | | | | 5 | | | 3 | 3 | | | | | | | | | 3 | | 3 |
| M3233 Spiritual Autobiographies | 5 | | 4 | | 4 | 3 | | | | 5 | 3 | | 3 | | | | 5 | | 4 | | | 4 | | | | | | | | | 5 | | | | | | | | | | | | 4 | | 5 | |
| M3234 Praying on Planet Earth | 5 | | 3 | | 3 | | | | | 5 | 3 | 5 | 3 | | | | 5 | 3 | | 3 | | | | | | | | | | | 5 | | | | | | | | | | | | | 4 | 3 | |
| M3235 Wilderness Retreat | 5 | 4 | 4 | | 5 | 3 | | | | 5 | 3 | 4 | 3 | | | | 5 | | | 3 | | 3 | | | | | | | | | 5 | | | | | | | | | | | | 4 | 4 | 3 | |
| M3236 Sabbath Keeping | 5 | 4 | 4 | | 5 | 4 | | | | 5 | 3 | 4 | 3 | | | | 5 | 3 | | | | | | | | | | | | | 5 | | | 3 | | | | | | | | | | 4 | 3 | |
| M3254 Celtic Spiritual Retreat | 5 | | 3 | | 3 | 3 | | | | 5 | 3 | 4 | 3 | | | | 5 | 3 | | 3 | 3 | | | | | | | | | | 5 | | | 3 | | | | | | | | | 3 | 4 | 3 | |
| M3262 Changing Paradigms, Changing Worship | 5 | | | | 5 | 5 | | | | | | 5 | | | | 5 | | | | | | | 5 | 4 | | 3 | | | | | | | | | | | 3 | | | | | | | 5 | | |
| M3271 Drama Production | 5 | 5 | | | 3 | 3 | 3 | | | | | 3 | | | | | 3 | | | | 3 | 4 | | | | 3 | | | | | | | | | | | | | | | | | | | | |
| M3321/2 Christian Ministry I & II | 5 | | 5 | 3 | 5 | 5 | | | 4 | 4 | 3 | | 3 | 3 | | | 5 | 4 | | | | | 4 | 4 | 4 | 4 | 5 | | 3 | 4 | 4 | | | 3 | | | | 3 | | 4 | | | | 4 | 5 | 3 |
| M3331/2 Christian Ministry Internship I & II | 5 | | 5 | 3 | 5 | 5 | | | 4 | 4 | 3 | | 3 | 3 | 5 | | 5 | 4 | | | | | 4 | 4 | 4 | 4 | 5 | | 3 | 4 | 4 | | | 3 | | | | 3 | | 4 | | | | 4 | 5 | 3 |
| M3410 Basic Pastoral Care | 5 | | 3 | 4 | 4 | 5 | 3 | 3 | 3 | 3 | | | 3 | 4 | 5 | 5 | 3 | | 3 | | 3 | | 3 | | 3 | 4 | | | | | 4 | 5 | 3 | 3 | 3 | | 4 | 3 | 3 | 3 | 4 | | | 4 | | 4 |
| M3412 Pastoral Care in Worship | | 3 | | 4 | 4 | 5 | 3 | | 3 | 4 | | 3 | 3 | 3 | | | 4 | | | | 3 | | 3 | | | 4 | | 3 | | | 3 | 4 | 3 | 3 | | | 4 | 5 | 3 | 3 | 4 | 3 | 3 | 5 | 5 | 4 |
| M3413 Identity, Personal Development and Self-Care | | | 5 | 3 | 4 | 5 | | | 3 | 4 | 3 | | | 3 | | 3 | 3 | 3 | 3 | 3 | | | | 3 | | 4 | | | | 3 | 4 | 4 | | | | | 3 | 3 | 5 | | 3 | | 3 | | 3 |
| M3420 Marriage and Family Counseling | | | | 5 | 3 | 5 | 3 | | 3 | 4 | | | | | 5 | 3 | 3 | | | | | | | | 3 | | | | | | | 4 | | 3 | | | 3 | 3 | 3 | 3 | 3 | | 3 | | 3 |

**The methodology map:** identifies the common learning methodologies used throughout the curriculum. Balance in the use of learning modalities enriches the learning experience and accommodates cognitive styles, cognitive domains, skills, multiple intelligences, and individuated instruction. This sample methods map from Central Generic Theological Seminary identifies thirteen common graduate-level appropriate methods and their use as primary, secondary, and tertiary modes in singular courses. The map as a whole serves to depict the range of application of the methods, potential overuse of methods, as well as potential gaps in using a variety of methods and modes of learning. This type of map can encourage Faculty to understand the experiences of students across the curriculum and help them dialog about using more creative and varied teaching methods. Click to Download (3) Mapping Methods a sample curriculum methods map.

METHODOLOGY MAP DOCUMENT

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CENTRAL GENERIC THEOLOGICAL SEMINARY
Curriculum Map: Methods Used

Legend: 1 = Primary 2 = Secondary 3 = Tertiary Not used

| Course | Lecture | Research | Writing | Reading | Collaboration | Interview | Reflection | Project | Practicum | Art | Journal | Discussion | Online |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BI1070 Models of Biblical Interpretation | 1 | 1 | 1 | 1 | 3 | | | 1 | | | | 3 | 3 |
| BI1080 Topics in Biblical Interpretation | 3 | 1 | 1 | 1 | 3 | | | 1 | | | | 3 | 3 |
| BI1091 Biblical Interpretation in the Church I | 3 | 1 | 1 | 3 | | | | 1 | | | | 1 | |
| BI1092 Biblical Interpretation in the Church II | 3 | 1 | 1 | 3 | | | | 1 | | | | 1 | |
| BI1111/2 Intro Old Testament I & II | 1 | 3 | 1 | 1 | 3 | | | | | | | 3 | 3 |
| BI1119 Humor in the Bible | 1 | 3 | 1 | 1 | 3 | | | 1 | | 3 | | 3 | 3 |
| BI1121/2 Intro Biblical Hebrew I & II | 1 | | | | 3 | | | | | | | 3 | |
| BI1129 Hebrew Readings | | 1 | 3 | 3 | 3 | | | 1 | | | | 1 | |
| BI1132 Sin | 1 | 1 | 1 | 1 | 3 | | | 1 | | 3 | | 3 | |
| BI1135 Judges | | 1 | 3 | 3 | 3 | | | 1 | | | | 1 | |
| BI1142 Jeremiah | | 1 | 3 | 3 | 3 | | | 1 | | 3 | | 1 | |
| BI1159 The Magi/Kings | | 1 | 3 | 3 | 3 | | | 1 | | 3 | | 1 | |
| BI2111/2 Intro New Testament I & II | 1 | 3 | 1 | 1 | | | | 3 | | | | 3 | 3 |
| BI2212 NT Greek I & II | 1 | | | | 3 | | | | | | | 3 | 3 |
| BI2231 The Gospel of John | 1 | 1 | 3 | 3 | | | | | | | | 3 | |
| BI2232 Greek Readings in Acts | | 3 | 3 | 3 | 3 | | | | | | | 1 | 3 |
| BI2233 Acts (Eng) | 1 | 1 | 3 | 3 | | | | | | | | 3 | 3 |
| BI2237 Greek Readings in the Gospel of Mark | | 3 | 3 | 3 | | | | | | | | 1 | 3 |
| BI2279 Women and New Testament Narratives | | | | | | | | | | | | | |
| BI2280 Christian Preaching about Jesus and Judaism | 3 | 1 | 1 | 1 | 3 | | | 1 | | | | 1 | 3 |
| HT2111 Introduction to the Christian Tradition I & II | 3 | 1 | 1 | 1 | 1 | | | 1 | | 3 | | 1 | 3 |
| HT2120 Creativity and Imagination: Women Leaders in Church | | 1 | 1 | 1 | 1 | | | 1 | | 3 | | 1 | 3 |
| HT2123 Classics of Christian Literature | | 1 | 1 | 1 | 1 | | | 1 | | | | 1 | 1 |
| HT2125 Prayer in the Spirituality of the Ancient Church | | 1 | 1 | 1 | 1 | | | 1 | | | | 1 | |
| HT2140 Christianity and the Rise of Islam | 3 | 1 | 1 | 1 | 1 | | | 1 | | 3 | | 1 | 3 |
| HT2141 Monastic Roots in the Radical Reformation | | 1 | 1 | 1 | 1 | | | 1 | | | | 1 | |
| HT2160 The Baptist Heritage | | 1 | 1 | 1 | 1 | | | 1 | | | | 1 | 1 |
| HT2910 Introduction to Christian Mission | 1 | | 3 | 1 | 1 | | 1 | 1 | | | | 1 | |
| HT2912 Mission Immersion Experience | 3 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | 1 | |
| HT2920 Christian Responses to Terrorism | 1 | 3 | 1 | 1 | | 1 | 3 | | | | | 1 | |
| HT2922 Perspectives on Global Christian Movements | 3 | 1 | 1 | 1 | | | 1 | 3 | | | | 3 | |
| HT2930 World Religions | 1 | 1 | 1 | 1 | 3 | 3 | 1 | | | | | 1 | |
| HT2931 African Traditional Religions | | | | | | | | | | | | | |
| MS110 The Ministry of Preaching | 3 | 1 | 1 | 1 | | | 3 | 1 | | | | 1 | |
| MS117 Biblical Preaching for Today's Congregation | | | | | | | | | | | | | |
| MS134 Narrative Preaching | 3 | 1 | 1 | 1 | | | 3 | 1 | | | | 1 | |
| MS206 Exploring Ministerial Identity | 3 | 3 | 1 | 1 | | | 1 | 1 | | 3 | 1 | 1 | |

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**Maps as Educational Tools** Involving Faculty in the creation of a curriculum map helps instructors understand the curriculum as a whole, and to see where and how individual courses "fit" in the course of study. To implement this faculty development activity, create a blank curriculum map (program goals, methods, topics or concepts, etc.) and distribute to the faculty with instructions like:

> " Study each map to familiarize yourself with the instrument. On each map use the code to plot the degree to which your course addresses the elements being assessed. Be as accurate as you can. Remember that not every course will be able to, or is expected to, address every element on any map. The curriculum map is intended to help analyze and asses the curriculum as a whole.
> "You may want to review your course syllabi to determine how overt each map element is identified (program goals, themes, and methodologies). If you plot something on the map because you "know in your head" that it fits, but you don't see it identified in the syllabus, consider updating the syllabus so that it communicates, and aligns, overtly the curricular elements you plot.
> "Once you have completed plotting your courses on the map pass it along to another professor in your discipline area. Consider working together with one or more colleague as you identity and plot the components on each map. Once all professors in your area complete the map please return it to the Dean."

Once you compile the input from faculty members, publish and review the maps as a Faculty.

Offer prompts for discussion such as:

- How well do the courses in our curriculum provide “coverage” of the various facets of the program of study?
- How effectively do our courses, taken together, interpret and address the curriculum goals?
- What areas and foci do we cover most in our curriculum?
- Are there “gaps” in our coverage of important curriculum goals, facets, or methods?

https://wabashcenter.wabash.edu/2013/11/a-tool-for-curriculum-integration-and-assessment-curriculum-maps/