### Mapping the Curriculum

Mapping is a visual approach used to analyze the underlying framework of a program. This overview of the program as a whole can be accomplished in a variety of ways, including the creation of charts, tables and graphs.

Looking at the structure in this way, instructors can discuss and clarify what the program aims to achieve. A structure, sequence or flow is created when programs are first developed. Courses are refined over the years in response to changing needs and pressures, and they will often drift away from the original structure. Periodically analyzing the overall program allows instructors to make changes and maintain the integrity and coherence of the program.

#### For Program Review: Map the Program

*Examples are provided in the next section*

To map a program, specific information must be gathered from each course or component contributing to the degree. To streamline data collection, information can be collected from course outlines, and then refined by instructors.

What should be mapped for program review?

1. **Map Degree Level Expectations to program goals**
   - Required for Program Review.
   - Determine if the current list of program learning goals will result in each of the Degree Level Expectations being met by graduates by the end of the program.

2. **Map individual courses to program goals (or learning outcomes)**
   - Instructors identify the program goals or learning outcomes for each course they teach. Summaries from each course contribute to the next table which allows an overview of the full program.

3. **Map all courses and components to program goals**
   - Required for Program Review.
   - Ensure the sequence of courses will solidly introduce, reinforce, and reach the standard required to meet graduate proficiency. In this way courses can be show to address program goals.
   - This allows a department or school to pinpoint where graduate proficiency is determined and what evidence is available to substantiate learning.

4. **Map courses to individual learning outcomes**
   - This level allows a finer determination of where specific knowledge, skills and values are developed. This mapping helps ensure program components would actually develop the specified program goals.

5. **Map courses to accreditation requirements**
   - If the program has accreditation requirements or government or industry standards, the program and/or learning goals can be mapped to those requirements.
Mapping the Curriculum

Mapping the structure of the degree program

The three tables below illustrate how various curriculum elements can be mapped. These tables can assist in identification of gaps or overlap between courses. As a result of this analysis, a program, course or component can be amended to address the particular issue.

Table 1:

Individual Course level mapping of program goals

Course ➔ Program Goals ➔ Teaching Methods & Assessments ➔ Level of development (I, R, P)

The table below demonstrates how program goals are being met. Instructors complete this for each course taught, indicating:

- Which program goals are met
- How are the goals met? (by teaching method, assessment/assignment)

This table answers the questions:

- How are program goals developed in this course?
- How are program goals assessed in this course?
- At what level are program goals developed and assessed?

Table 1: Individual Course Mapping

<table>
<thead>
<tr>
<th>Program Goal 1</th>
<th>Program Goal 2</th>
<th>Program Goal 3</th>
<th>Program Goal 4</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>R</td>
<td>P</td>
<td>A</td>
</tr>
<tr>
<td>English 101</td>
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<tr>
<td>Teaching Methods</td>
<td>lecture</td>
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<td>critique</td>
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<td>content quizzes</td>
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<td></td>
<td>groupwork</td>
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<tr>
<td>Eng 101 Summary</td>
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</tr>
</tbody>
</table>

I= Introduce  R= Reinforce  P= Proficient   A=Assessed
Table 2

Mapping all courses and components to program goals

Program Goals ➔ Courses ➔ Level of development (I, R, P)

- This table allows you to see at a glance which courses develop program goals and at what level: introductory, reinforcement or proficiency (graduation level). It also allows you to see which courses reinforce program goals and which develop the final level of proficiency.

This table answers the questions:
- In what parts of the program are students expected to be working at the introduction, reinforcement or proficiency level?
- Is the program goal assessed?
- How are program goals introduced, reinforced, and how is proficiency determined over the degree?

Table 2: Mapping all courses and components to program goals (a partial chart is shown)

I= Introduce R= Reinforce P= Proficient A=Assessed

| Course 100   | Program Goal 1 | Program Goal 2 | Program Goal 3 | Program Goal 4 ...
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<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>I   R   P   A</td>
<td>I   R   P   A</td>
<td>I   R   P   A</td>
<td>I   R   P   A</td>
</tr>
<tr>
<td>Course 100</td>
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<td>x</td>
<td>✔</td>
<td>✔</td>
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<tr>
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<tr>
<td>Course 350</td>
<td>x</td>
<td>✔</td>
<td>✔</td>
<td>x</td>
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</tbody>
</table>

Total: 1 2 1 1 1 1 4 4 1 1 2 2

Summary: ✔ ✔ ? ✔ ✔ ? ✔ ✔ ? ✔ ✔ ✔ ✔ ✔ ✔

Assessed
Table 3:
Mapping Degree Level Expectations (DLEs) to Program Goals (a partial chart is shown)

Degree Level Expectations → Program Goals → Courses
- This matrix allows the mapping of Degree Level Expectations against Program Goals, and allows you to identify which courses address each UDLE.

Answers the questions
- Does the program meet the DLEs?
- What parts of the program address each expectation?

I = Introduce  R = Reinforce  P = Proficient  A = Assessed

(UDLE) 2. Knowledge of Methodologies
... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

2a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; devise and sustain arguments or solve problems using these methods; and

2b) describe and comment upon particular aspects of current research or equivalent advanced scholarship.

Program Goal 1 (goals are determined by the dept/school)  Program Goal 4 (goals are determined by the dept/school)

<table>
<thead>
<tr>
<th>Course 101</th>
<th>I</th>
<th>R</th>
<th>P</th>
<th>A</th>
</tr>
</thead>
</table>

| Course 101 | I | R | P | A |

Program Mapping Analysis

Once a visual means of reviewing a program has been created, a number of questions can be asked of the program as a whole. Questions dealing with the progression of courses, the development of program goals, and the incremental development of competencies over the span of the program can be reviewed by course instructors together.

Analyzing a program map in light of the feedback from student, employer and instructor surveys reveals patterns and suggests adjustments that might otherwise be easily missed. This process of analysis will suggest a variety of ways to tighten up the program and help it to focus more directly to meet program goals.