

Curriculum Mapping Process

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School of
**Contemporary Teaching
& Learning**

St. Lawrence College

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Curriculum Mapping Process

This document provides a high-level overview of the Curriculum Mapping Process at St. Lawrence College. Further details of the process and output of curriculum mapping exist in the Curriculum Mapping Report Template, Curriculum Mapper Guide, and a variety of resource documents. Participants of a Curriculum Mapping Process have access to a folder with these other files and various SLC and Ministry resources that support engagement in program enhancement.

What is Curriculum Mapping?

Curriculum mapping is a process of reviewing, revising, and enhancing program and course curriculum. Through focused conversations within program teams, curriculum mapping provides a structured opportunity to make integrated changes to courses that improve the overall program. The mapping process allows faculty to:

- align courses with vocational or program learning outcomes
- scaffold common themes and skill development between courses
- update the content and skills in alignment with disciplinary trends
- implement program enhancement based on contemporary trends in education and strategic initiatives

Purpose

The primary purpose of Curriculum Mapping is ensuring continuous enhancement of a program’s curriculum. Mapping initiatives have a variety of purposes depending on the stakeholder’s perspective (see Table 1).

Table 1: Purpose of Curriculum Mapping for Various Stakeholders

| Stakeholder | Purpose of Curriculum Mapping |
|---------------------------|--|
| Students | <ul style="list-style-type: none"> • Ensures students are experiencing courses that are interconnected and scaffold toward achievement of the Vocational Learning Outcomes (VLOs) • Provides a framework to identify explicit links between course assessments and Course Learning Outcomes (CLOs) and VLOs • Ensures current vocational trends and contemporary learning practices are embedded into program |
| Faculty | <ul style="list-style-type: none"> • Stimulates conversations on the connection between courses and the relevance of individual courses to the VLOs • Provides an avenue for capacity building and professional development • Provides a structured opportunity to discuss curriculum changes in relation to SLC Strategic Initiatives and contemporary trends in education • Supports a culture of integrated curriculum design and continuous curriculum enhancement |
| College | <ul style="list-style-type: none"> • Provides evidence that courses align with VLOs and essential employability skills (EESs) • Provides evidence of alignment between VLOs, CLOs, and course assessments |
| Community Partners | <ul style="list-style-type: none"> • Supports the delivery of a program that is aligned with the vocational content and skills that reflect the current trends and standards within the field |

Mapping Team

A Curriculum Mapper, assigned and trained by Centre of Contemporary Teaching and Learning (CCTL), facilitates each mapping process. Table 2 outlines the members of the Mapping Team and the role they play in mapping.

Table 2: Curriculum Mapping Team Members and Roles

| Member | Role |
|---------------------------------|---|
| Program Team | <ul style="list-style-type: none"> Contribute as active faculty teaching in the program Participate in the process as guided by mapper Provide input into curriculum enhancement Provide input into final report and actions Select one representative to present final report to Academic Council |
| Curriculum Mapper | <ul style="list-style-type: none"> Assigned by CCTL Facilitates stages 1 – 3 of mapping process Prepares final report and maps Presents the summary report to Academic Council with a program team member Provides regular progress updates to Associate/Campus Dean |
| Associate/Campus Dean(s) | <ul style="list-style-type: none"> Assigns faculty to participate in process as part of program team Attends working group meetings as required Approves and signs final report |

When do Programs Participate in Curriculum Mapping?

Programs typically engage in Curriculum Mapping every five years usually as a component of the [Program Quality Management System](#). Alternatively, the creation of new [Program Standards](#) may precipitate engagement in curriculum mapping.

The CCTL works with Associate and Campus Dean(s) to finalize the schedule for curriculum mapping. The SCTL website lists the upcoming Curriculum Mapping projects.

Exceptions made to the mapping schedule require formal approval from the Senior Vice President Academic.

Relationship to Program Quality Management System

The Program Quality Management System (PSMS) is a cyclical process of reviewing and enhancing academic programs. Curriculum Mapping typically occurs during the academic year after completion of the formal program review. Curriculum Mapping is a structured opportunity to build on the reflection and recommendations identified during the Formal Program Review stage of PQMS. Figure 1 demonstrates how Curriculum Mapping fits into the PQMS cycles, while Table 3 outlines the outcomes of Curriculum Mapping in relation to the PQMS.

Figure 1: Cyclical Nature of PQMS Cycle

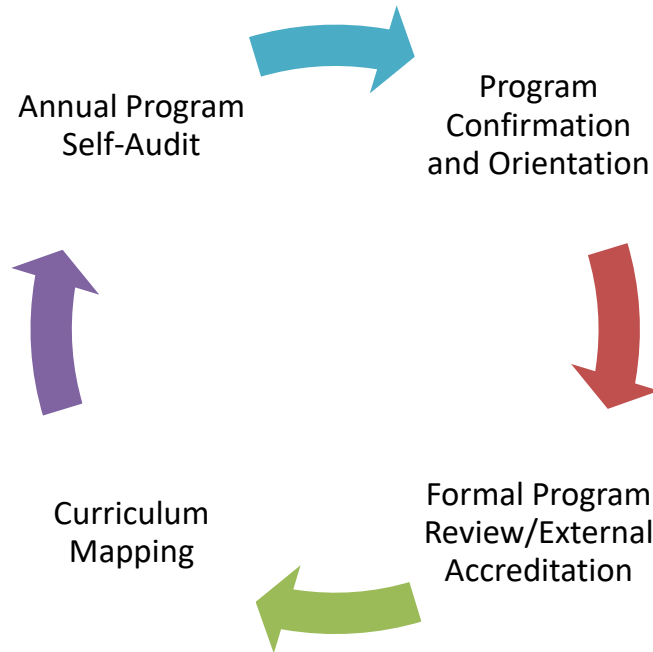


Table 3: Outcomes of the Curriculum Mapping Stage in Relation to PQMS Cycle

| PQMS Stage | Outcomes of Stage |
|---|---|
| Program Confirmation and Orientation Year 1 | <ul style="list-style-type: none"> Confirmation of programs entering formal program review process the following academic year by the Quality Assurance Office Orientation for participants entering program review |
| Formal Program Review/External Accreditation Year 1 | <ul style="list-style-type: none"> Reflect on data regarding market demand, student satisfaction, and other components Participate in review meetings to analyze data Conduct SWOT analysis Develop recommendations for program improvement |
| Curriculum Mapping Year 2 | <ul style="list-style-type: none"> Respond to curriculum recommendations from formal program review stage Curriculum enhancements identified and courses where changes will occur identified through discussion Address strategic and contemporary initiatives and opportunities Update curriculum map and program of study Final report developed and summary presented to Academic Council Action plan developed to ensure remaining changes identified are implemented |

| PQMS Stage | Outcomes of Stage |
|---|--|
| Annual Program Self-Audit Years 3 – 5 | <ul style="list-style-type: none"> • Programs report on updates to the program and how the recommendations from the Formal Program Review are addressed • Progress report on the action items identified in the curriculum mapping report and implementation status are included in self-audit |

Mapping Projects Initiated by New Program Standards

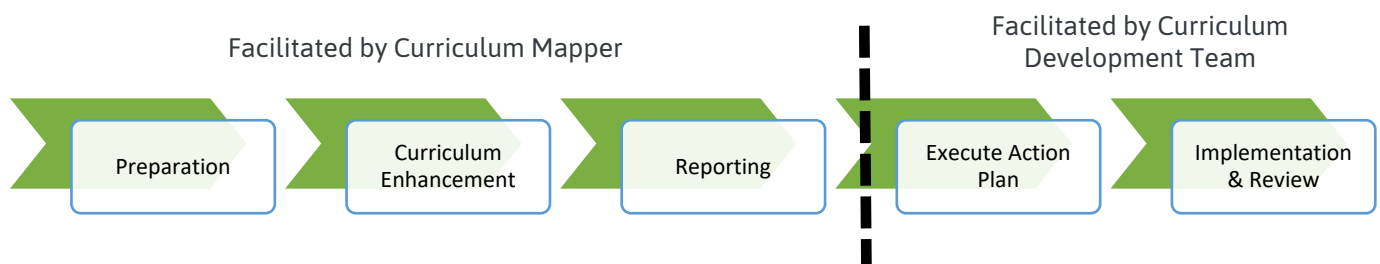
Alternatively, a program may undertake Curriculum Mapping because of the development of updated [Program Standards](#) through the Ontario government’s Credential Validation Service (CVS). When CVS communicates new Program Standards, institutions have a set period to adjust the curriculum to meet the new outcomes. At times, modifications to the process described below may be required due to the timing of Program Standard implementation. The Manager of Curriculum Development will collaborate with the Associate / Campus Dean(s) to establish mapping exceptions in these circumstances.

Curriculum Mapping Process

The Curriculum Mapping process includes five phases. A Curriculum Mapper facilitates the first three phases of the process over the **duration of one semester**. The goal of the first three phases is to enhance the program in response to the PQMS recommendations, vocational trends, and contemporary issues in education. The Mapping Team identifies and articulates curriculum changes, gains confirmation of the proposed changes from Associate / Campus Dean(s), and reports on the upcoming changes to the College community. The mapping team also develops an Action Plan outlining the individual courses or other updates required to implement the changes. The Curriculum Mapping Report captures this information.

Subsequent to this semester with the mapping team, the Curriculum Development team in the CCTL collaborates with the Associate / Campus Dean(s) to support the execution of actions identified in the report required to implement the enhanced curriculum. Finally, the Curriculum Development team works with the School Offices and Associate / Campus Dean(s) to support the implementation of the updated curriculum for the semester indicated during the mapping process. Figure 2 outlines the stages in the Curriculum Mapping Process.

Figure 2: Stages of Curriculum Mapping Process



1. Preparation

The Curriculum Development team and Curriculum Mapper liaise with the Associate/Campus Dean(s) to identify the scope and key objectives of the mapping process and gather pertinent information (e.g., Program Review Final Report, existing curriculum map, program of study, courses outlines, etc.). A shared folder with resource documents and current program information is provided to the Mapper and Program Team. Finally, the Curriculum Mapper and Program Team participate in orientation to mapping sessions.

2. Curriculum Enhancement

The Curriculum Mapping facilitates the Program Team through a series of activities and discussions to review and enhance the curriculum. Discussions and activities focus on the following topics:

- Review of the current Vocational/Program Learning Outcomes
- Discussion of course sequencing and content
- Course alignment to Vocational Learning Outcomes and Essential Employability Skills
- Assessment mapping and signature assessments
- Course delivery modes (i.e., face-to-face, online, or hybrid)
- Integration of SLC Strategic Initiatives: real-world learning, digital fluency, numeracy, and literacy
- Integration of contemporary issues in teaching and learning: inclusivity, sustainability, indigenization

3. Reporting

The final product of the process is the Curriculum Mapping Report. In addition to outlining the enhancements to the program developed during the curriculum mapping process, the report includes **an updated program of study and curriculum map**. The curriculum map is a visual representation of how the program supports student achievement of the vocational/program learning outcomes.

The Associate or Campus Dean(s) sign the report and the Curriculum Mapper and a representative from the Program Team present a summary of the curriculum changes to Academic Council.

The signed Curriculum Mapping Report, inclusive of the Curriculum Maps, are saved in the College SLCQualityAssurance folder.

The course information associated with the updated Program of Study including the date of implementation is sent to Registrar's office for input into PeopleSoft via the established institutional process.

4. Execute Action Plan

Included in the Curriculum Mapping Report is an action plan that outlines the steps required to implement the changes identified during the mapping process. The actions will vary depending on the nature of the changes identified. Typical actions may include development of materials and outcomes for a new course, updating assessment formats in identified courses, updating course content, creating an online/hybrid version of an identified course, and more.

The Curriculum Development team works with the Associate or Campus Dean to support program teams in the completion of these actions and ensure that the resulting products align with the curriculum map.

5. Implementation & Review

The final stage of Curriculum Mapping is the full implementation of the enhanced program. The Curriculum Development team coordinates with School and Campus Offices and appropriate stakeholders to ensure implementation of the updated curriculum as developed during mapping.

The Curriculum Development team can also support programs in the design of evaluation measures that provide information on the success of the curriculum changes and ongoing student progression toward the VLOs. Any curriculum feedback and data collected will support future evidence-based curriculum enhancements and can be included in the Annual Program Self-Audit portion of the PQMS cycle.