The curriculum maps serve as the basis for each periodic program evaluation, as well as for the ongoing academic program appraisal and new program proposals.

IMPORTANT NOTE: Curriculum mapping does not apply to thesis-based graduate programs.

What are the goals of curriculum mapping?
Curriculum mapping involves articulating the targeted learning outcomes that students achieve by virtue of completing an academic program, and tracing the curricular mechanisms that are put in place to achieve these outcomes.

The department is encouraged to:
• Define the pedagogical goals of the program from admission to graduation.
• Determine the knowledge and abilities students should possess at graduation.
• Show that the curriculum enables students to acquire these abilities and knowledge.
• Ensure that the means taken reflect this determination.

Examples of curriculum mapping
The following models offer a different view on a program or departmental curriculum. It is suggested that departments choose a model (or derive its own) from the three examples listed in the following pages of this section.

"Milestones" model
In some programs, there is no linear path leading to the completion of the degree, as students might have several options available to them; this is why an example of curriculum mapping based on "milestones" is offered.

Related questions:
• How would the milestones be defined in this program?
• What are students expected to master or achieve by the time they reach these milestones?
• How are courses associated with each milestone building the students' abilities?

"Course-by-course" model
An approach based on a "course-by-course" model also has its uses, as it might reflect similarities, repetitions or dissonance between courses. While the example offered was designed for language courses, it can be modified depending on the activities of the department.

Related questions:
• What are the skills built in each course, and how are they implemented (description, content, activities, assessment…)?
• How are skills reinforced in subsequent courses?

"Building blocks" model
The "building blocks" model is another way of undertaking curriculum mapping; by selecting broad, common objectives, a department can establish whether or not each course introduces, reinforces or puts emphasis on these objectives.

Related questions:
• How do program courses work to build targeted competencies?
• How are the categories defined and implemented? For example, what is the difference between "reinforcing" and "emphasizing" a notion or competency?

Further considerations

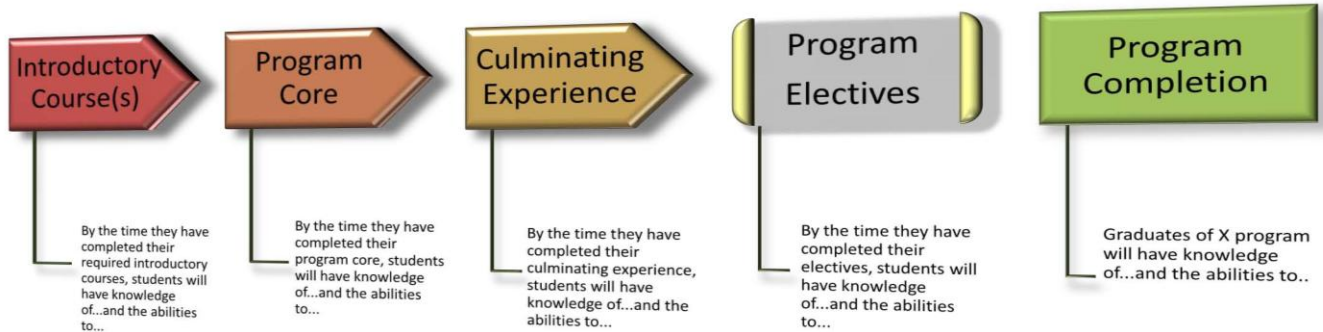It is also suggested to reflect on the following, regardless of the chosen format of curriculum mapping:

- Are there common objectives or competencies targeted by the program and required for graduation?
- Are there high-impact educational practices[1] integrated in this program? Should they be integrated further?
- Are there co-curricular activities linked to this particular program?
- Are electives courses used for a specific purpose in the program?
- Is there a common framework for assessing the students' mastery of the course skills or program objectives?
- Does the department have some common requirements for graduation, such as skills found in all courses in a program?
- Is the information on learning objectives, sequence, and skills targeted for graduation available to students (through course outlines, Calendar description, advising, etc.)?

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[1] neasc.org/downloads/aacu_high_impact_2008_final.pdf offers more information on high-impact educational practices.

"Milestones" model

Using the method below, program planners might think in terms of how competencies are developed and evaluated at certain program milestones instead of in individual courses.

Milestone Map

Introductory Course(s)

By the time they have completed their required introductory courses, students will have knowledge of...and the abilities to...

Program Core

By the time they have completed their program core, students will have knowledge of...and the abilities to...

Culminating Experience

By the time they have completed their culminating experience, students will have knowledge of...and the abilities to...

Program Electives

By the time they have completed their electives, students will have knowledge of...and the abilities to...

Program Completion

Graduates of X program will have knowledge of...and the abilities to..

Introductory Courses

Learning outcomes

By the time they have completed their introductory courses, students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study			
Students will understand...			
Students will be able to distinguish...			
Inquiry and research			
Students will have the ability to...			
Students will have the ability to...			
Critical thinking			
Students will have the ability to...			
Students will have the ability to...			
Communication			
Students will have the ability to...			
Students will have the ability to...			
Creative problem-solving			
Students will have the ability to...			
Students will have the ability to...			
Ethics and citizenship			
Students will have the ability to...			
Students will have the ability to...			

Program Core

Learning outcomes

By the time they have completed their core program courses, students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study			
Students will understand...			
Students will be able to distinguish...			
Inquiry and research			
Students will have the ability to...			
Students will have the ability to...			
Critical thinking			
Students will have the ability to...			
Students will have the ability to...			
Communication			
Students will have the ability to...			
Students will have the ability to...			
Creative problem-solving			
Students will have the ability to...			
Students will have the ability to...			
Ethics and citizenship			
Students will have the ability to...			
Students will have the ability to...			

Culminating Experience

Learning outcomes

By the time they have completed their culminating experience(s), students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study			
Students will understand...			
Students will be able to distinguish...			
Inquiry and research			
Students will have the ability to...			
Students will have the ability to...			
Critical thinking			
Students will have the ability to...			
Students will have the ability to...			
Communication			
Students will have the ability to...			
Students will have the ability to...			
Creative problem-solving			
Students will have the ability to...			
Students will have the ability to...			
Ethics and citizenship			
Students will have the ability to...			
Students will have the ability to...			

Program Electives

Learning outcomes

By the time they have completed their elective courses, students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study			
Students will understand...			
Students will be able to distinguish...			
Inquiry and research			
Students will have the ability to...			
Students will have the ability to...			
Critical thinking			
Students will have the ability to...			
Students will have the ability to...			
Communication			
Students will have the ability to...			
Students will have the ability to...			
Creative problem-solving			
Students will have the ability to...			
Students will have the ability to...			
Ethics and citizenship			
Students will have the ability to...			
Students will have the ability to...			

Program Completion

Learning outcomes

By the time they have completed their program, students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study			
Students will understand...			
Students will be able to distinguish...			
Inquiry and research			
Students will have the ability to...			
Students will have the ability to...			
Critical thinking			
Students will have the ability to...			
Students will have the ability to...			
Communication			
Students will have the ability to...			
Students will have the ability to...			
Creative problem-solving			
Students will have the ability to...			
Students will have the ability to...			
Ethics and citizenship			
Students will have the ability to...			
Students will have the ability to...			

"Course-by-course" model

	Description	Learning Objectives	Content	Activities	Assessment	Skills acquired
Course 1	Introduction to the basic structures and vocabulary of French.	a) Acquire an ability to speak and understand simple conversational French.	1. Basic vocabulary (200 words). 2. Basic conversational structures. 3. Basic pronunciation. 4. Regular verbs: present tense.	1. Exercises in class. 2. Homework. 3. Oral presentations. 4. Grammar portfolio. 5. Essays.	1. In-class tests. 2. Final exam. 3. Oral presentations. 4. Group activities.	1. Ability to understand and speak basic French. 2. Memorization of basic vocabulary. 3. Memorization of basic sentence structure.
Course 2	The basic structures of written French.	a) Acquire an ability to read and write basic French sentences. b) Review basic conversational skills acquired in Course 1.	1. Regular verbs: Present, past and future tense; the indicative and the imperative. 2. Subject and complements. 3. Pronouns. 4. Basic pronunciation and conversational structures.	1. Memorization of 50 regular verbs in the present, past and future tenses. 2. Specific exercises to identify subject and pronouns. 3. Homework. 4. Oral presentations. 5. Grammar portfolio (continued from Course 1)	1. In-class tests on memorization list. 2. Final exam. 3. Oral presentations. 4. Portfolio. 5. Group activities.	1. Ability to understand and speak basic French. Memorization of basic vocabulary. 2. Memorization of basic sentence structure. 3. Ability to read and write basic French sentences. 4. Understanding of the basics of French verbs. 5. Improvement in the ability to understand and speak basic French.
Course 3						

General graduation skills

Graduation skills: program	Students are able to speak, write, read and understand French at a native speaker level. Students are able to live and work in an exclusively French environment. Students have a good cultural understanding of francophone culture and are able to debate on political, social and cultural topics.
Graduation skills: department	Students understand how French and francophone cultures have developed. Through good skills in French language and an understanding of French and francophone literature, students are able to address sensitive social, cultural and political issues both in French and through a French and francophone perspective.
Graduation skills: Faculty/University	Students have acquired an ability to think critically about social, cultural, and political issues. They have acquired an ability to read, write and express themselves orally with accuracy, specificity and skills. They are aware of crucial challenges facing the world, and have acquired the tools to address these challenges and offer solutions.

"Building blocks" model

In this chart, each course is identified according to which competencies it addresses. "I" denotes introduction of a competency, "R" denotes reinforcement, and "E" denotes emphasis.

Sample Curriculum Mapping for a Business program

Business Administration Map	Econ 207 Macro-Economics	Econ 208 Micro-Economics	CS 214 Microcomp App for Bus	Eng 200 Writing for Bus	Math 1165 Pre-Calc (Bus)	Busi 201 Intro to Bus	Busi 203 Bus Statistics	Busi 211 Prin Mgmt	Busi 231 Prin Mktg	Busi 241 International Bus	Busi 251 Prin Acctg I	Busi 252 Prin Acctg II	Busi 281 Bus Law I	Busi 371 Mgl Finance	Busi 411 Bus Policy
Writing Competencies															
Identify a subject and formulate a thesis statement						I			R						E
Organize ideas to support a position				I		R			R				R		E
Write in a unified and coherent manner appropriate to the subject matter				I		R			R				R		E
Use appropriate sentence structure and vocabulary				I		R			R				R		E
Document references and citations according to an accepted style manual						I			R				R		E
Critical Thinking Competencies															
Identify business problems and apply creative solutions								I	R	R	R	R		R	E
Identify and apply leadership techniques								I						R	E
Translate concepts into current business environments								I	R	R	R	R		R	E
Analyze complex problems by identifying and evaluating the components of the problem								I			R	R	R	E	E
Quantitative Reasoning Competencies															
Apply quantitative methods to solving real-world problems					I		R				R	R		E	
Perform necessary arithmetic computations to solve quantitative problems					I		R				R	R		E	
Evaluate information presented in tabular, numerical and graphical form					I		R				R	R		E	E
Recognize the reasonableness of numeric answers					I		R				R	R		E	E
Oral Communications Competencies															
Organize an oral argument in logical sequence that will understood by the audience						I		R	R	R					E
Use visual aids effectively to support an oral presentation						I		R	R	R					E
Demonstrate professional demeanor, speak clearly in well-modulated tone, and engage the audience						I		R	R	R					E
Exhibit good listening skills when others are speaking						I		R	R	R					E