Curriculum Mapping Project Guidelines

- **Goal and Scope.** The goal of the learning outcome mapping project is to assure that the graduate of each degree program has sufficient opportunity to achieve the ten MDC learning outcomes. The project expectation is that all ten outcomes will be reflected throughout the degree program as a whole. The project is designed to coincide with the MDC Fifth-Year Interim Report due to the Southern Association of Colleges and Schools in 2009-2 (January 2010); however, the project is integral to the Miami Dade College strategic plan and its focus on student success. The project will continue as an ongoing cycle of college-wide outcome assessment and course and program review to strengthen student performance.

- **Learning Outcomes Assessment.** Institution-level assessment of term graduates’ attainment of learning outcomes will occur each academic year using performance-based assessments. Student performance on these authentic assessments will inform the project. Faculty should review additional evidence of student attainment of outcomes at the course and program level and are encouraged to incorporate performance-based assessment methods in courses.

- **Timeline.** The curriculum mapping project is divided into three phases leading to implementation in 2009-2 (January 2010). While the phases are described below, disciplines/schools may move at a slower or a faster pace. Phases One and Two are for informational and review purposes only and do not require any competency revision to be made to existing courses for the purposes of curriculum mapping. MDC learning outcome(s) for new courses must be identified and enacted through the competencies and must be intentionally stated and assessed in all offerings of the course when the new course is implemented. All courses will be mapped regardless of whether approved “official” competencies are available.
  - **Phase One (to March 2008)**
    - Under the guidance of the discipline/school “lead” Academic Dean and with the assistance of directors/chairs and the facilitation of Conveners/Co-Conveners, the faculty of the discipline/school establish a strategic sequence to map the MDC learning outcomes to course competencies.
    - When discovered, gaps and possible solutions should be noted, but the solutions/revisions should not be addressed in competency revision proposals until the entire program/discipline is mapped (Phase Three).
    - The maps for core courses that fulfill specific General Education Requirements and *Service Courses are given first-phase priority and should be completed during this phase.

*Service Courses* are defined as key courses that serve more than one discipline; for example, Anatomy and Physiology is an important building block course for the nursing program.

These guidelines were approved on November 1, 2007, by the Academic Leadership Council upon the recommendation of the Learning Outcomes Coordinating Council.
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**Phase Two (to March 2009)**
- The remaining courses are mapped as above and are placed into the program maps.
- Learning outcomes for courses fulfilling General Education Requirements and Service Courses are merged into the program maps.
- Faculty of the Discipline/School review the academic program maps and identify necessary revisions.
- Dialogues among faculty in majors/programs and those in General Education and Service Course disciplines occur to assure understanding and agreement with the learning outcomes addressed in the General Education and Service courses.

**Phase Three (to December 2009)**
- Competencies, course descriptions, and requirements are revised as necessary to meet the project goal and are expedited through the ALC and CASSC approval paths.

**Implementation—2009-2 (January 2010)**
- The learning outcome(s) established for the course and the related assessment(s) are specified in course syllabi and are incorporated into all offerings of that course.

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**Faculty Syllabi.** During the transition phases, faculty are urged to inform students of the learning outcome(s) they intentionally address and assess in their individual course offerings by listing the outcome(s) in their syllabi. For any new course (effective upon CASSC course approval) and upon implementation of the completed program/sequence mapping (anticipated to be effective 2009-2—January 2010), faculty will specify in the syllabus and will address the teaching, learning, and assessment of the designated outcome(s) in ways that they individually design.