Shatters the Ceiling

• “Curriculum mapping shatters the glass ceiling of teaching in isolation. It moves us toward clear communication, meaningful connections, and understanding the power of professional collaboration that truly makes a difference” Chapman as cited in Jacobs 2004, p.79)
WHAT

• Curriculum Mapping – alignment and integration
• Horizontal Mapping – identifying course order
• Vertical Mapping – integrating or tethering 2 or more courses
BENEFITS of Curriculum Mapping

- Program structure
- Strategic student learning
- Identifies strengths
- Reduces gaps
- Involves all faculty
- Informs all faculty
- Community of learning
- Breaks down silos
BENEFITS of Curriculum Mapping

• Collegiality & collaboration
• Collective dialogue
• Fosters respect
• Beliefs about teaching & learning
• Work smarter
WHY ALIGN?

- Program excellence
- Increased learning
- Program reputation
- Scope and Sequence
- Classroom & Profession alignment
WHY ALIGN?

• Maximize learning
• Assessments integrated across courses
• Less busywork
• Deeper assignments
• Better academic achievement
COST OF MISALIGNMENT
WHY Vertically Align - STUDENTS?
CURRICULUM Alignment

• When curriculum appropriately governs time and content, academic learning time increases and so will student achievement (Squires, Huitt, & Segers, 1983).
The Rest of the World
Geese lesson
WHY Vertically Align - CURRICULUM?

**PTH601 Orthopedics I (2 Cr)**
Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis. Co requisite: PTH611.

**PTH611 Orthopedics I Laboratory (2 Cr)**
Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine. Co requisite: PTH601.

**PTH602 Orthopedics II (2 Cr)**
A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course. Co requisite: PTH612.

**PTH612 Orthopedics II Laboratory (2 Cr)**
Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine. Co requisite: PTH602.
WHY Vertically Align – PROFESSION?
WHY Vertically Align - TEACHERS?
Collegial Support

• “If everyone is moving forward together, then success takes care of itself” Henry Ford

• Collegial and supportive cultures are an important component to high quality programs.
Alignment - Recursive Process

- Never ending
- Modify teaching and assignments to meet learner needs and current professional ‘real-world’ application that will impact their students
- Ongoing, dynamic process
- Yearly
Issues to Consider

- Licensure requirements
- Accreditation requirements
- Professional or Practice Standards
- Current professional trends
HOW – Setting the Stage

• Supportive, safe, risk taking environment
• Use research
• Bench mark
• Big picture

• LISTEN to each other!
HOW - Step 1

• UPACK curriculum
• Individually map each course
• Identify EVERY assessment
• Identify every in-class activity
• Link each test question to content
HOW - Step 2

• Each course – one course map

• Adopt an ‘us’ mentality, not a ‘me’ mentality
HOW - Step 3

• Work TOGETHER

• FIRST - horizontal mapping

• SECOND – vertical mapping
HOW - Step 4

• Identify alignment revisions or elimination

• Includes course content, activities, & assessment

• Determine summative assessments for multiple courses
HOW - Step 5

- Prioritization of critical issues
- Chunk content
- Pay attention to course details
HOW - Step 6

- Annual curriculum review
- Maintain curriculum design that is adaptable
Vertical Mapping Tools
Facilitator Process
Challenges

- Time consuming & tedious
- Respect
- Trust
- Collaboration
- Intentionality
- Focus
Benefits

- Increases connections
- Comprehensive assessments
- Reduces busy work
- Reduces stress
- Promotes deeper learning
- Increases understanding among faculty
WHAT IF?

• What if AU programs did both horizontal and vertical curriculum mapping?

• Impact:
  • Students
  • Teachers
  • AU reputation
  • Future Professionals
Vertical Curriculum Mapping
Activity 1

• Build a semester vertically using 3 courses of content
• Each course content is one color
• Place content, in-class activities, and assessments within the vertical framework
• Add up assessments for each week at the bottom of each column
Vertical Mapping Activity 2
AU Bulletin

• Examine your program bulletin to see if there are courses you can tether within each semester

• Reorder courses across the program if necessary
THANK YOU!

• Sharon Aka – Associate Director Adventist Learning Community NAD
  – Location: Griggs Building
  – Phone: 269-697-9515
  – akas@andrews.edu
  – sharonaka@nadadventist.org
STRAND E: *Learn Deeply*
Breakout Session Time:
**Thursday 10:00a – 12:20p**

Breakout Session Evaluation
Link:  [https://www.andrews.edu/surveys/online](https://www.andrews.edu/surveys/online)
Password: Breakout2016

Plenary Evaluation
Link:  [https://www.andrews.edu/surveys/online](https://www.andrews.edu/surveys/online)
Password: Plenary2016  (Also found on Page 5 of the program)

@ DigitalCommons.andrews.edu, Events, Faculty Institute, Faculty Institute 2016, scroll down)
**STRAND E: Learn Deeply**

**Breakout Session Time:**
Thursday 2:00p – 4:20p

**Breakout Session Evaluation**

Link: [https://www.andrews.edu/surveys/online](https://www.andrews.edu/surveys/online)
Password: Breakout2016

**Plenary Evaluation**

Link: [https://www.andrews.edu/surveys/online](https://www.andrews.edu/surveys/online)
Password: Plenary2016  (Also found on Page 5 of the program @ DigitalCommons.andrews.edu, Events, Faculty Institute, Faculty Institute 2016, scroll down)