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### Curriculum Mapping: NAD Undergraduate Pastoral Education Core Qualities

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# Curriculum Mapping

NAD Undergraduate Pastoral Education Core Qualities

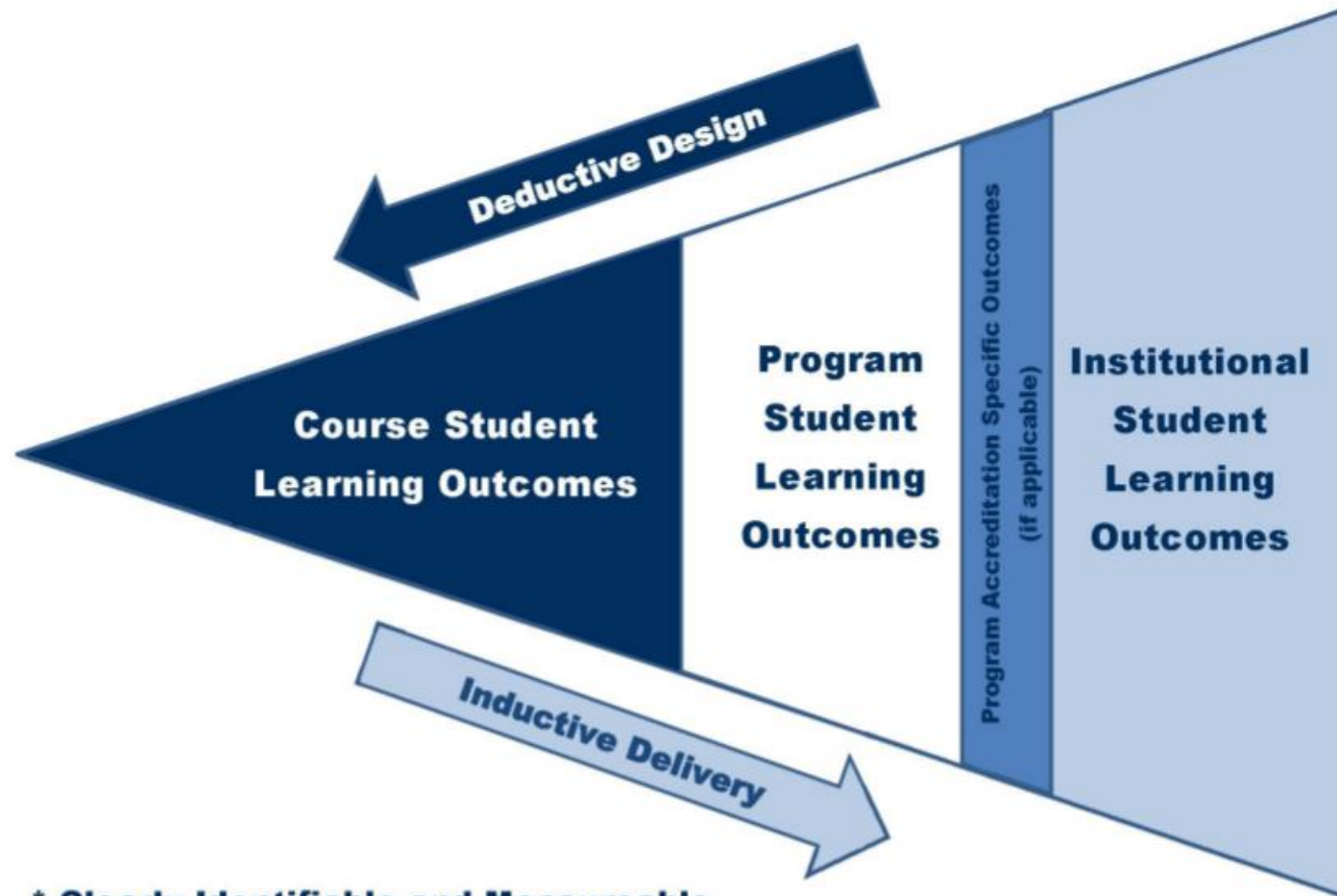
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# What is curriculum mapping?

“Curriculum mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness”  
([edglossary.org/curriculum-mapping](http://edglossary.org/curriculum-mapping))

A curriculum map is always a work in progress, an analysis, communication, and planning tool.

# Student Learning Outcomes\*



\* Clearly Identifiable and Measureable



# Overview

1. What is curriculum mapping?
2. What does it look like?
3. Why do curriculum mapping?
4. How do I get started?
5. Simulation
6. Reflection
7. Next steps

# When is curriculum mapping done?

## Post-Teaching:

Document  
outcomes taught  
to inform planning

Have done



## Pre-Teaching:

Plan outcomes  
and teaching  
aligned to new  
standards

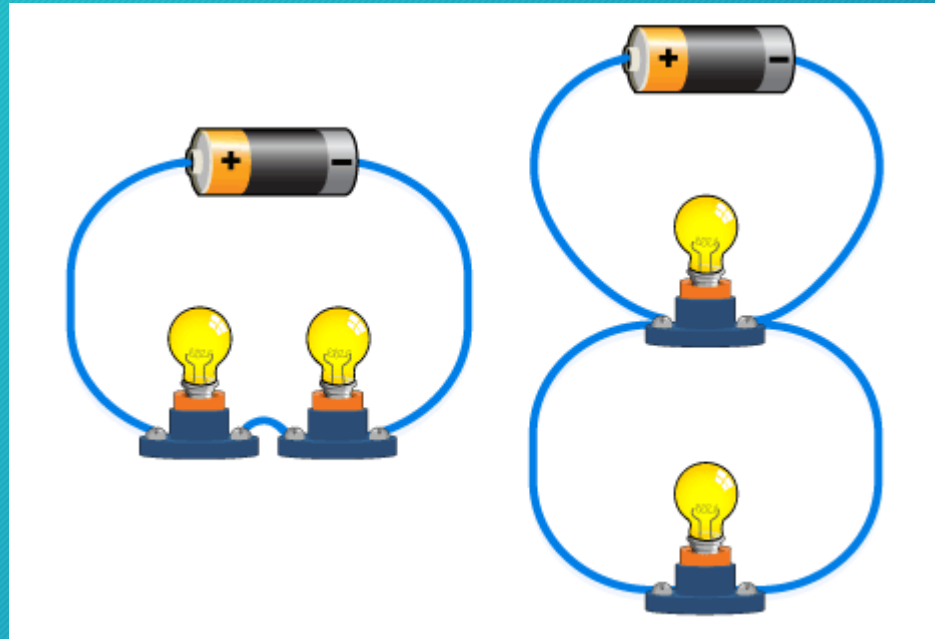
Will do



# 4 Curriculum Alignment Goals

- **Vertical coherence**
  - one level prepares for the next within a program or discipline
  - OR synchronized teaching of related content in several courses in one program
- **Horizontal coherence**
  - Same SLOs for all sections of one course
  - OR some SLOs same for all courses in one cluster
- **Program coherence**
  - vertical & horizontal alignment across multiple levels
  - e.g. K-12 Math, NAD Pastoral CQs
- **Interdisciplinary coherence**
  - focus on key skill best developed through a variety of learning experiences
  - e.g. reading, writing, technology, critical thinking, character development

Vertical mapping is like...





# Horizontal Coherence Opportunity

## Syllabi SLOs for 3 Acts & Epistles Sections

1. Describe the main features of Paul's life, letters, and thoughts.
2. Demonstrate knowledge of the wider historical and theological issues that are important in interpreting Paul's letters.
3. Assess the strengths and weaknesses of various scholarly attempts to interpret elements of Paul's life, letters, and thought.
4. Formulate Pauline ways of thinking through things that matter.







1. Contrast and evaluate different interpretations of Acts.
2. Identify the different groups in Christianity; grasp the self-identity of the community led by the Holy Spirit.
3. Increase understanding of the Apostle Paul, his life, the social-political and religious context as a Jewish Christian in relation not only to Judaism, but also to the Roman imperial stance.
4. Grasp the major theological themes of the Pauline and Pastoral epistles.
5. Prepare contemporary sermonic material, demonstrating an ability to integrate them into reflection on pastoral issues of today.

1. Gain a clearer understanding and appreciation of the apostle Paul as pastor, leader, evangelist, and theologian.
2. Trace Paul's missionary journeys and his strategy of bringing the gospel to unreached peoples.
3. Understand the background to each of Paul's letters.
4. Grasp Paul's leading theological concerns as revealed in his letters.
5. Examine Paul's manner of dealing with varied pastoral concerns.
6. Use passages from the Pauline letters in the preparation of expository sermons.

# Program Coherence Implementation

## Children's Sabbath School Curriculum 2014

MONTH/THEME	GRACELINK YEAR A/C Scope & Sequence			
	BEGINNERS	KINDERGARTEN A	PRIMARY A	PRIMARY C
January Grace	Creation Week (Gen 1:1-2:3)	Creation, days 1-5 (Gen 1:1-23) Creation, day 6 (Gen 1:24-2:31) The Sabbath (Gen 2:1-3) Adam & Eve hide (Gen 3:1-21)	Creation, days 1-6 (Gen 1:1-25) Adam & Eve (Gen 1:26-2:23) The Sabbath (Gen 2:1-3) Adam & Eve hide (Ge 2:8,9,16,17)	10 plagues (Ex 3:1-10, 6:28-10:29) Passover (Ex 12) Exodus (Ex 13:17-22; 14) 10 Commandments (Ex 20:1-17) Golden calf (Ex 31:18-32, etc) Wilderness sanctuary (Ex 25:1-9) Bezaleel the builder (Ex 31:1-11)
February Worship	Noah (Gen 6-9)	God warns Noah (Gen 6:11-18) Animals come in (Gen 6:19-7:24) God protects ark (Gen 7:6-24) Rainbow promise (Gen.8:20-9:17)	Moses' early life (Ex 1, 2) Burning Bush (Ex 3) First 9 Plagues (Ex 7-10) Last plague; Passover (Ex 11-12) Water from the Rock (Ex 17:1-7)	Solomon's temple (1 Kings 5-7) Dedicating Temple (1 Kings 8)
March Community	Baby Isaac (Gen 18:1-16; 21:1-8)	Moving from Ur (Gen 12:1-9) Abram's altars (Gen 12:7-9) Abram and Lot (Gen 13) Abram rescues Lot (Gen 14) Sarah's baby (Gen 18:1-15)	Jesus calls disciples (Mt 4:18-22) Matthew called (Mt 9:9-13) Jesus & children (Lk 18:15-17) Zacchaeus (Lk 19:1-10)	Jonah in the boat (Jonah 1) Jonah in the whale (Jonah 1-2) Jonah in Ninevah (Jonah 3) Jonah & gourd (Jonah 4)
April Service	Breakfast by the sea (Jn 21:1-13)	Who is first? (Mk 9:33-10:45) Peace, be still (Lk 8:22-25) Woman at the well (Jn 4:1-42) Miraculous catch of fish (Jn 21)	The Last Supper (Jn 13:1-17) Simon carries cross (Mt 27:27-32) The Crucifixion (Mt 27) Resurrection (Mt 27:57-28:10) Feed My Sheep (Jn 21:1-17)	Paul & Barnabas (Acts 14:8-20) Paul to Macedonia (Acts 16:9-15,40) Paul in Athens (Acts 17:15-34) Eutychus' fall (Acts 20:5-12)
May Worship	Jesus in church (Lk 4:16-30)	Jesus prays often (Mk 1:35-38) Jesus in church (Lk 4:16-22) Just a touch (Mk 5:21-32) The Ten Lepers (Lk 17:11-19) Widow's offering (Lk 21:1-4)	Noah builds a boat (Gen 6) Animals enter ark (Gen 7) Waiting in the ark (Gen 8:1-14) Rainbow promise (Gen 8:15-22)	Sabbath (Gen.2:1-3, Ex 20:8-11) Daniel prays (Dan 6:1-16) Daniel & the lions (Dan 6:10-28) Daniel out of den (Dan.6:25-28)

	Lucifer's Fall-Creation-Tower of Babel-Noah
	Abraham-Isaac-Esau-Jacob-Joseph
	Moses-Joshua-Exodus-Canaan
	Judges -Saul-David-Solomon
	Elijah-Ahab-Elisha-Naaman-Kings
	Esdras-Nehemiah-Esther-Jonah-Job-Prophets
	Jesus' Birth-Childhood-Youth-Temptation-John
	Jesus' Miracles-Parables
	Jesus' Death-Resurrection
	Early Church
	Jesus' Second Coming



# Interdisciplinary Coherence

## Best Approach for 5 Pastoral CQs?

1. Character
  2. Leadership
  3. Management
  4. Scholarship
  5. Relationship
- Assess integratively through portfolio elements
  - Advise to value skills development in general education classes, practical work & service experience, balanced Christian living



# Map Curriculum to Maximize Coherence Within and Across 5 Levels of Pastoral CQs

## Character: faithful to biblical, moral, and ethical principles

1—Upon Completion of Undergrad Theology	2 – Upon Completion of Master of Divinity	3 – Ready for Ordination/Commissioning	4 – Seasoned Professional	5 – Expert in Field
Recognizes that morality and ethics are based on biblical principles	Articulates the biblical principles that form the foundation for contemporary morality and ethics	Models a principle-based approach to morality/ ethics and effectively teaches faithfulness to biblical, moral, and ethical principles	Equips congregational and conference leadership to teach a principle-based approach to morality and ethics	Teaches and contributes to resources for teaching a principle-based approach to ethics and morality

# Prepare Inter-Level Vertical Coherence

## NAD Pastoral Core Qualities: Worship

### 1 - BA Theology

Articulates biblical teachings on and Adventist traditions of congregational worship, and demonstrates basic ability to lead communal worship experiences.

- *Analyzing worship service structure*
- *Identifying components of inviting worship services*
- *Developing an appealing environment for a worship experience*

### 2 - Master of Divinity

Articulates Adventist theology and best practices of Adventist congregational worship, and demonstrates growing ability to lead congregational worship.

- *Adventist theology of corporate worship includes: the relationship between personal and corporate spiritual life; contextualizing the theology of worship to the congregational context;*
- *Adventist congregational worship includes: communion, weddings, dedications, deathbed prayers, ordinations, funerals, anointing, and baptisms*



# Reasons for a Systemic Approach

- Continuity of instruction and progressive skill development within and among religion departments and the Seminary
- To maximize use of student time, avoid unnecessary instructional overlaps, prevent gaps, minimize boredom and ensure mastery of curriculum
- To provide a strong barrier against the problem of concentrating on one campus or level at the expense of the total system.

Hoyle, English, and Steffy (1994, p. 84)



# Curriculum Mapping: 4 Matrix Formats

- YES/NO Matrix
- Level of Skill
- Level of Skill with Course Clusters
- Assignments & Embedded Assessments

# Simple Yes/No Format

	Course 1	Course 2	Course 3	Course 4	Course 5
SLO #1	X				X
SLO #2	X	X		X	X
SLO #3					
SLO #4	X		X	X	X

*Example of a SLO that is not addressed in any course*

	Course 1	Course 2	Course 3	Course 4	Course 5
SLO #1	X		X		X
SLO #2	X	X			X
SLO #3		X	X		
SLO #4	X		X		X

*Example of a course that does not address any SLOs*

Source: [atl.wsu.edu/key-assessment-elements/curriculum-maps/different-types-of-curriculum-maps/](http://atl.wsu.edu/key-assessment-elements/curriculum-maps/different-types-of-curriculum-maps/)

# Level of Skill Format

	Course 1	Course 2	Course 3	Course 4	Course 5
SLO #1	I				M/A
SLO #2	I	D	D	D	M/A
SLO #3	I	D/A		D	M/A
SLO #4	I		D	D	M/A

I = Introduced

D = Developing (opportunity to practice, with feedback)

M = Mastery level expected of a senior

A = Program Assessment

*Example of a gap in opportunities for students to develop SLO*



# Level of Skill Format with Clusters of Courses

24 SH Curriculum	3 SH	3 SH	Course Cluster 1 (3 SH) (Students Select One Course)			3 SH	2 SH	Course Cluster 2 (3 SH) (Students Select One Course)		Course Cluster 3 (3 SH) (Students Select One Course)			4 SH
	Introductory Course	Research Methods	Cluster 1 Course A	Cluster 1 Course B	Cluster 1 Course C	Laboratory / Practicum Course	Laboratory / Practicum Course	Cluster 2 Course A	Cluster 2 Course B	Cluster 3 Course A	Cluster 3 Course B	Cluster 3 Course C	Capstone Course
<b>Content</b>													
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced	Reinforced	Reinforced	Reinforced		Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced			Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced	Reinforced	Reinforced	Reinforced	Reinforced					Reinforced	Mastery / Assessed
<b>Critical Thinking</b>													
SLO 4: Analysis and use of evidence		Introduced	Reinforced	Reinforced	Reinforced	Reinforced		Reinforced	Reinforced		Reinforced		Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced	Reinforced			Reinforced	Reinforced			Reinforced	Reinforced	Reinforced	Mastery / Assessed
<b>Communication</b>													
SLO 6: Written communication skills	Introduced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced				Mastery / Assessed
SLO 7: Oral communication skills		Introduced			Reinforced		Reinforced		Reinforced	Reinforced	Reinforced	Reinforced	
<b>Integrity / Values</b>													
SLO 8: Disciplinary ethical standards		Introduced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced			Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced			Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Mastery / Assessed
<b>Project Management</b>													
SLO 10: Interpersonal and team skills			Reinforced	Reinforced	Reinforced		Reinforced				Reinforced		Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced	Reinforced		Reinforced				Reinforced	Reinforced				Mastery / Assessed

# Assignments & Embedded Assessments Format

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
<b>Content</b>								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
<b>Critical Thinking</b>								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
<b>Communication</b>								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		
<b>Integrity / Values</b>								
SLO 8: Disciplinary ethical standards		Reflective Paper		IRB/ACUC Proposal	Reflective Paper			Capstone Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio
<b>Project Management</b>								
SLO 10: Interpersonal and team skills			Peer Review of Team Skills		Project Client Feedback		Peer Review of Team Skills	Capstone Portfolio
SLO 11: Self-regulation and metacognitive skills	Class Assignments & Exams			Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper		Capstone Portfolio

# Why do curriculum mapping?

- Improves program coherence
- Aligns instruction with desired learning outcomes
- Eliminates redundancies and fills gaps
- Increases students achievement of program outcomes
- Improves communication among faculty
- Encourages reflective practice



# How to Make a Curriculum Map

- Compile curriculum documentation:
  - Program learning outcomes
  - Required and recommended courses with student learning outcomes
  - Required experiences/events e.g. internships, licensure exams
- Create a matrix or table:
  - Courses as column headings
  - Outcomes as row titles
- Code courses and events as they relate to selected outcomes:
  - Yes/No or Skill level (e.g. I = introduced, R = reinforced, M = mastered)
- Analyze completed map:
  - Is each outcome introduced and sufficiently reinforced before assessed?
  - How can redundancy be reduced? Weight adjusted? Gaps filled?

# Theology Curriculum Mapping Activity

1. Form inter-school teams
2. Place NAD Level 1 Competencies on BA Theology core curriculum
3. Identify overlaps and gaps
4. Brainstorm collaborative solutions



# Activity Reflection Questions

- What are you trying to map and why?
- Who should be involved in the consensus process?
- Why does curriculum mapping matter?
- What challenges were discovered?
- How will you use this?



# And then what? Using Curriculum Maps

1. Identify pastoral competencies and level appropriately.
2. Gather all current course syllabi and find CQs currently delivered in the courses.
3. Rewrite SLOs using NADCQ wording to more overtly reflect these CQs. Trim redundant SLOs.
4. Identify CQs NOT in any courses. Cluster into logical groups and build into existing program courses where appropriate.
5. Identify which clusters can NOT be built within the program BUT can be outsourced to another school within the institution.

# And then what? Using Curriculum Maps

6. Create new courses or improve existing courses that include most mandatory CQs.
7. Create necessary courses for remaining CQs and address the changes necessary for program update and accreditation.
8. Consider 'cohorting' a portion of the degree program to control content delivery e.g. last of 4-year BA Theology into 2-year Master of Divinity.
9. Collaboratively plan grandfathering-in/teach-out agreements for 2-3 transitional years.

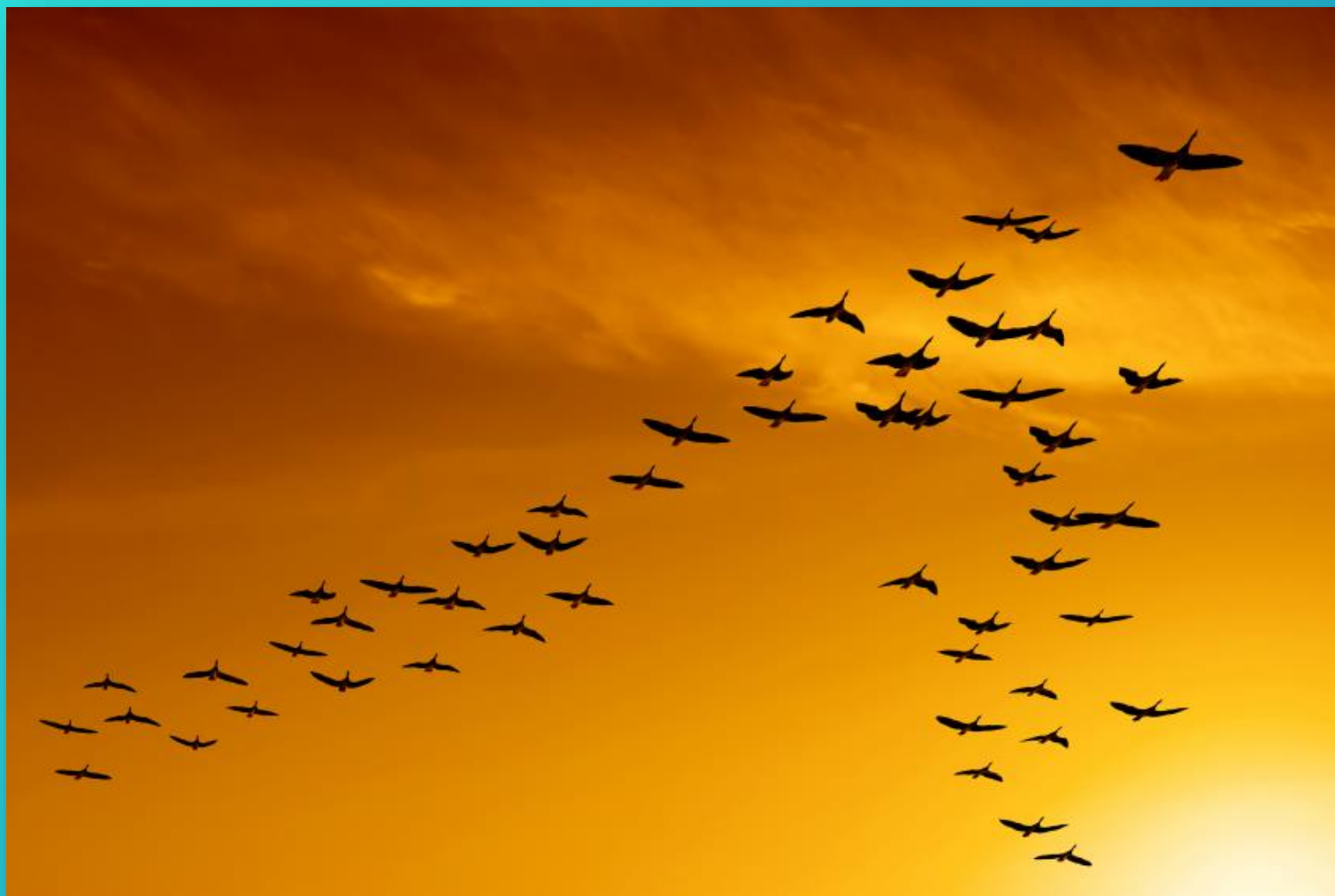


# Best Practices

1. Update maps annually to reflect what was taught.
2. Build in practice: introduce, reinforce, master.
3. Use curriculum maps to identify learning activities that produce program outcomes.
4. Allow faculty to teach to their strengths - 'hand off' particular outcomes to those best suited to task.
5. Trim to focus on highly-valued outcomes: less is more.
6. Set program priorities, everyone working together to increase student achievement of outcomes.
7. Communicate the curriculum map - distribute to all faculty and students.
8. Make explicit connections across courses for students for integrative learning.
9. Focus on student learning; they will be your peers in future.







Collaboration  
synergizes

Do curriculum  
mapping to  
improve learning

Questions?  
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