

MFT Program Policy on Curriculum Mapping

Policy Availability

This policy is available to the public via the [MFT Homepage](#) > [Accreditation](#) > [Policies and Handbook](#).

Policy Overview

This policy describes how the MFT Program evaluates its Curriculum Map.

Purpose of Curriculum Mapping

Curriculum mapping is done for the purpose of aligning the MFT Program's curriculum with the foundational curricular areas, various aspects of accreditation, licensure, and professional competencies. Through curriculum mapping, faculty systematically examine how program goals and Student Learning Outcomes (SLOs) are distributed across courses and how instructional practices support student learning.

Curriculum mapping may be utilized to do the following:

- review alignment between the outcome-based educational plan and the curriculum map
- update program goals and student learning outcomes in relation to accreditation foundational curricular areas
- provide a visual document of the distribution of student learning outcomes across the curriculum
- reveal gaps in the curriculum
- revise courses
- improve instruction
- explore sequencing
- identify the learning opportunities (e.g., assessment measures/course assignments) that produce the program's learning outcomes
- explore/discuss the curriculum
- carve an educational path in which everyone is working together toward common outcomes, thus increasing the likelihood that students will meet or exceed expectations

Ultimately, the curriculum map serves as a central document demonstrating how the program prepares students to meet professional competencies and licensing expectations.

Timeline for Evaluating the MFT Program Curriculum Map

As outlined in the [Master Schedule of Surveys and Evaluations](#), the MFT faculty conducts a systematic, data-informed, and collaborative evaluation of the Curriculum Map during the program's self-study and re-accreditation cycle.

Data Sources

MFT Program faculty use multiple sources of data to evaluate the effectiveness of the curriculum and identify areas for improvement:

Category	Data Source	Purpose in Curriculum Map Evaluation
Direct Measures of Student Learning	Course assignments/projects/exams	Evaluate student mastery of course and program learning outcomes through graded performance.
	Practica evaluations	Assess students' clinical competence and professional development in supervised clinical settings.
	Aggregated SLO and target (student performance) data	Measure the extent to which students meet established targets for Student Learning Outcomes.
	Comprehensive Exam II licensure exam pass rate	Evaluate students' readiness for professional licensure and overall program effectiveness.
	Licensure outcomes	Provide evidence of graduates' success in meeting professional credentialing requirements.
	Supervisor evaluations	Assess student performance and competency development in clinical practice.
Indirect Measures of Student Learning	Why VSU Survey	Gather student perceptions regarding their educational experience and program effectiveness.
	SOIs (Student Opinion of Instruction)	Collect student feedback on instructional quality and course delivery.
	Student evaluations of faculty supervisors	Obtain student feedback regarding the effectiveness of clinical supervision.
Program Documentation / Structural Evidence	COAMFTE foundational curricular areas	Ensure curriculum alignment with accreditation standards and required curricular domains.
	Current program curriculum map	Provide a visual representation of how courses align with program goals and Student Learning Outcomes.
	Course syllabi	Document course learning outcomes, instructional practices, and assessment measures used to achieve program goals.
	Relevant faculty and community meeting minutes	Record faculty discussions, decisions, and stakeholder input related to curriculum review and program improvement.
	Other relevant sources	Include additional documentation used to support curriculum evaluation and improvement efforts.

1. Preparation and Data Review

Curriculum map evaluation is conducted collaboratively by program faculty. The following steps outline the process used during faculty review sessions. Faculty gather and review relevant data sources prior to the evaluation meeting, including:

- current curriculum map
- course syllabi
- SLO performance data
- practicum and supervisor evaluations
- licensure exam results
- student feedback (SOIs and surveys)
- program documentation and meeting minutes.

This data provides evidence regarding student learning, course effectiveness, and overall program outcomes.

2. Review of Outcome Alignment

Faculty examine the curriculum map to determine whether:

- program goals and Student Learning Outcomes align with COAMFTE foundational curricular areas
- each SLO is addressed in appropriate courses
- learning opportunities supporting each outcome are clearly identified.

Faculty confirm that course assignments and assessments adequately measure the intended learning outcomes.

3. Review of Developmental Learning Levels

Faculty review the developmental levels:

- Introduction
- Development
- Proficiency

Faculty verify that learning progresses logically across the curriculum and that students have sufficient opportunities to practice and demonstrate competence prior to graduation.

4. Identification of Curriculum Gaps or Redundancies

Faculty evaluate the map to determine whether:

- important competencies are missing or underrepresented
- outcomes are overrepresented in certain courses
- learning experiences are appropriately distributed across the curriculum.

This review may reveal gaps, redundancies, or sequencing concerns.

5: Course-Level Discussion and Reflection

Faculty discuss the strengths and weaknesses of their courses using multiple sources of evidence, including:

- student feedback from SOIs
- student performance on assessments
- Target and SLO data
- practicum and supervisor evaluations
- faculty reflection on teaching effectiveness.

Faculty may also exchange ideas regarding instructional strategies, assignments, and assessment methods that support student learning.

6. Evaluation of Course Sequencing and Integration

Faculty examine whether the curriculum supports an effective developmental sequence. During this step, faculty consider whether:

- earlier courses appropriately introduce key concepts
- later courses build upon previously learned material
- students are able to integrate knowledge across courses.

Faculty also discuss strategies for helping students make connections between courses.

7. Identification of Action Steps

When areas needing improvement are identified, faculty:

- determine appropriate revisions
- develop specific action steps
- assign responsibility for implementation
- establish a timeline for completion.

Possible actions may include revising course assignments, adjusting course sequencing, updating SLO targets, or modifying teaching practices.

8. Documentation of Curriculum Changes

All revisions resulting from curriculum mapping are documented through:

- updates to the curriculum map
- revised course syllabi
- faculty meeting minutes
- program assessment records.

These documents provide evidence of continuous program improvement.

Finish

The final result of curriculum mapping will be the generation of a curriculum map that aligns the COAMFTE Foundational Curricular Areas with courses and their program goals, student learning outcomes, relevant teaching and learning practices, state of Georgia licensing regulations, related core competencies, code of ethics standards, practice domains defined by AMFTRB, and that includes a brief description of how

each course contributes to the accomplishment of identified program goals and student learning outcomes.

