

**Cal State East Bay Program Curriculum Map Template:**

Approved by EEC October, 2018

**MS in Special Education**

**Mild Moderate and Moderate Severe  
Concentration**

<b>Assessed ILOs</b>		<b>Sustainability ILO</b>	<b>Diversity ILO &amp; Social Justice ILO</b>	<b>Collaboration &amp; Teamwork ILO</b>	<b>Specialized Education ILO &amp; Social Justice ILO</b>	<b>Written &amp; Oral Communication ILO</b>	<b>Critical Thinking ILO</b>
<b>PLOs</b>	<b>R/E</b>	<b>PLO 1</b> Apply knowledge, skills and dispositions aligned with professional and licensure standards to implement universal design, evidence and research based programs to achieve equitable learning outcomes and environments for students across their lifespan.	<b>PLO 2</b> Demonstrate understanding of the impact of ethnic, cultural, socio-economic, linguistic diversity, ability status, gender, gender identification, sexual orientation, language, religion and geographic origin on the opportunities provided to and the learning of students.	<b>PLO 3</b> Work collaboratively with students, parents, teachers, stakeholders and professional colleagues to achieve positive, equitable, inclusive learning environments and outcomes.	<b>PLO 4</b> Develop and implement learning systems and environments based on assessment data that reflect and incorporate evidence and research based practices (ie. MTSS, UDL, Restorative Justice, differentiated learning) to achieve equitable and inclusive outcomes for students.	<b>PLO 5</b> Demonstrate critical thinking in reading, oral and written communications as evidenced by analysis and synthesis of research, professional materials and application to ethical, responsible, professional and inclusive practices,	<b>PLO 6</b> Develop reflective and critical thinking skills and the ability to view and implement content and practices that reflect a variety of positions and perspectives
<b>Course number and title</b>							
SPED 500 Teaching All Learners in Diverse Classrooms <a href="#">Prerequisite</a>	R	I	I	I	I	I	I
SPED 601 Educational Practices: Mild Moderate Disabilities	R	I, D	I, D	I	I, D	I	I
SPED 602 Educational Practices; Moderate Severe Disabilities	R	I, D	I, D	I	I, D	I	I
SPED 603 Collaboration and Transition	R	D, M		D, M, A	D		D, M
<b>Assessed ILOs</b>		<b>Sustainability ILO</b>	<b>Diversity ILO &amp; Social Justice ILO</b>	<b>Collaboration &amp; Teamwork ILO</b>	<b>Specialized Education ILO &amp; Social Justice ILO</b>	<b>Written &amp; Oral Communication ILO</b>	<b>Critical Thinking ILO</b>

PLOs	R/E	PLO 1 Apply knowledge, skills and dispositions aligned with professional and licensure standards to implement universal design, evidence and research based programs to achieve equitable learning outcomes and environments for students across their lifespan.	PLO 2 Demonstrate understanding of the impact of ethnic, cultural, socio-economic, linguistic diversity, ability status, gender, gender identification, sexual orientation, language, religion and geographic origin on the opportunities provided to and the learning of students.	PLO 3 Work collaboratively with students, parents, teachers, stakeholders and professional colleagues to achieve positive, equitable, inclusive learning environments and outcomes.	PLO 4 Develop and implement learning systems and environments based on assessment data that reflect and incorporate evidence and research based practices (ie. MTSS, UDL, Restorative Justice, PBIS, differentiated learning) to achieve equitable and inclusive outcomes for students.	PLO 5 Demonstrate critical thinking in reading, oral and written communications as evidenced by analysis and synthesis of research, professional materials and application to ethical, responsible, professional and inclusive practices,	PLO 6 Develop reflective and critical thinking skills and the ability to view and implement content and practices that reflect a variety of positions and perspectives
SPED 604 Positive Behavioral Supports and Mental Health	R	D	D	I, D	D, M, A	D	D
SPED 605 Communication and Technology	R	D	D	D	D	D	
SPED 606 Assessment: Mild Moderate Disabilities (Mild Moderate)	R	D	I, D		D, M	D	
SPED 607 Advanced Curriculum and Instruction: Mild Moderate Disabilities (Mild Moderate Disabilities Concentration)	R	D, M, A	D	D	M, A	D	D
SPED 608 Instruction and Behavioral Supports and Strategies: Moderate-Severe Disabilities (Moderate Severe Disabilities Concentration)	R	D	I, D	D	D, M		D
SPED 609 Advanced Assessment and Curriculum: Moderate Severe Disabilities	R	D, M, A	D	D	M, A		
SPED 610 Research and Professional Practices	R	D	D	D	D	M, A	M, A

SPED 693 Capstone Project	R	D	A	D	D	M, A	A
SPED 611 Fieldwork I: Mild Moderate Disabilities (Mild Moderate Disabilities Concentration)	R	D	D, M, A	I	D		
SPED 615 Fieldwork I: Moderate Severe Disabilities (Moderate Severe Disabilities Concentration)	R	D	D, M, A	I	D		

### Guidelines for Completing Program Curriculum Map

**Curriculum map:** A curriculum map is graphic illustration (typically a table or matrix) that shows where learning outcomes are fostered in a program. It is developed by program faculty to chart the relationship between the program outcomes (PLOs) and what is taught in the core required courses. It focuses attention on how what is being taught relates to stated outcomes and helps faculty create a program assessment plan that provides information of the attainment of learning outcomes at both the program and course level.

The curriculum mapping process helps determine any gaps or unintended repetitions by charting what is planned and what is actually occurring in individual courses and across the program as well as determine whether the program is addressing all learning outcomes in a balanced way, or whether there are gaps or an overemphasis on any particular learning outcome. The curriculum map also makes it easier for faculty to check the sequencing of courses throughout the program to assure students the opportunity to achieve mastery of the program's PLOs.

**PLOs:** Write out (or summarize) each program learning outcome.

**Assessed ILOs:** Identify the ILO to be assessed and the measurement rubric for each PLO that is aligned to an ILO. [Senate policy](#) calls for each program to align its PLOs to a minimum of two ILOs in individual courses and provide student work from a class assignment for secondary assessment of the aligned courses according to the ILO Long Term Assessment plan. ILOs should be on the same map as the PLOs and courses.

ILO	Measurement Rubrics
1. Communication	Written Communication, Oral Communication, Information Literacy
2. Thinking	Critical Thinking, Quantitative Reasoning
3. Diversity	Diversity, Social Justice
4. Sustainability	Sustainability, Social Responsibility
5. Collaboration	Collaboration and Teamwork, Leadership

**Course number and title:** Provide a course number and title for all required and elective courses.

**R/E:** Indicate if required (R) or elective (E) course

**I/D/M:** Indicate in which course(s) each PLO is **I** introduced, **D** developed, or **M** mastered in all required courses. In addition, indicate where each PLO will be **(A)** Assessed for mastery. All required courses must align with at least one PLO, and all PLOs must align with at least one required course. While assessment of course-level student learning occurs in all courses, for the purpose of providing students with feedback and evaluation, in courses where the PLO is mastered, the Committee on Academic Planning and Review (CAPR) requires that there will be assessment of that mastery for the purpose of program assessment. Mastery in a PLO may be assessed in one or in several courses.

**I** = Introduced

**D** = Developed and practiced with feedback

**M** = Demonstrated at the mastery level appropriate for graduation

**(A)** = Assessment of mastery (this will be included in your five-year assessment plan)

### Program Curriculum Map Example for Health for Sciences

*Example only: Not intended to be fully accurate*

ILOs		#3 DIVERSITY Diversity	#4 COLLABORATION Collaboration and teamwork		#1 THINKING Critical Thinking		#5 SUSTAINABILITY Sustainability
PLOs	<b>R/E</b>	<b>PLO 1</b> Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities.	<b>PLO 2</b> Work effectively on a team in health and health care.	<b>PLO 3</b> Act ethically and responsibly.	<b>PLO 4</b> Use critical thinking, knowledge, and expertise to address complex challenges in health and health care.	<b>PLO 5</b> Apply population perspectives in the health professions	<b>PLO 6</b> Apply knowledge of the role of the environment and of climate change in human health in ways that improve population health and sustainability.
<b>Course number and title</b>							
<b>100:</b> First Year Seminar in Health Sciences	R		I		I		
<b>110:</b> Health Systems and the Social Determinants of Health	R	I			I	I	I
<b>130:</b> Health Humanities	R	D		I			

<b>250:</b> Heath Law	R			D	D		D
<b>315:</b> Public Health	R		D		D	D	I
<b>330:</b> Epidemiology	R	D					
<b>300:</b> Environmental Health	R		D		D		D
<b>350:</b> Bioethics	R			D			
<b>400:</b> Health Policy Research and Analysis	R	D	D	D	D	D	D
<b>499:</b> CAPSTONE: Capstone in Health Sciences	R	M (A)	M (A)	M (A)	M (A)	M (A)	M (A)

### Reviewing a Curriculum Map

#### Complete

- Are all required courses in a program included in the curriculum map?
- Does every required course indicate the level of development (I, D, M)?
- Are there any gaps- important outcomes addressed by too few courses?

#### Aligned

- Do course student learning outcomes align with the program outcomes they are linked to?
- Does each program align to at least two ILOs? (May align to more)

#### Distributed

- Are any single courses trying to address too many of the program learning outcomes?
- Are the outcomes addressed (I,D,M) in a balanced way that makes sense for that program?
- Are any single courses addressing an outcome on too many levels?

#### Assessable

- Are the courses where mastery is assessed have an associated assessment measure that will allow programs to know if students have achieved that proficiency?