Cal State East Bay
Curriculum Map for <u>Educational Technology</u> Program

ILOs		# Diversity	# Thinking critically and creatively	# Collaboration	#Thinking and Reasoning #Communication	#Thinking and Reasoning #Commun Ication # Sustainability: act responsibly
PLOs	**R/E**	**PLO 1** Tell the importance and assess the needs of technology to enhance teaching and to support diverse student's learning.	**PLO 2** Identify and investigate educational technology theories and instructional design principles to generate new ideas, projects, and materials.	**PLO 3** Create and develop effective instructional or e-learning materials by choosing and applying appropriate tools and design theories individually and collaboratively.	**PLO 4** Gather, use, and analyze data, bibliographic and other resources of materials extensively and critically.	**PLO 5** Write and present scholarly findings and projects independently.
Course number, name						
EDUI610: Web as an interactive Edu tool	R	I	I	I		
EDUI620: Learning Theories Design of E-learn Environ	R		D	D		
EDUI630: Math, Science, & Tech:	R		D	D		

Course						
EDUI640: Research in EdTech	R		D		D	D
EDUI650: Mobile apps development for educators	E	I	D	D		
EDUI660: Digital Graphics	E	D	D	D		
EDUI670: Principles of Instructional Design	E		D	D		
EDUI680: Current Technologies	E		D	D		
EDUI693: capstone Project	R	M(A)	M(A)	M(A)	M(A)	M(A)

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.

ILOs: Identify the broad ILO 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

PLOs: Write out (or summarize) each program learning outcome.
Course number, name: Provide a course number and name for all required courses.
R: Indicate if course required (R)
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 course will be included in your five-year curricular assessment plan)

Program Curriculum Map Example for Health 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	R/E	PLO 1 Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities.	PLO 2 Work effectively on a team in health and health care.	PLO 3 Act ethically and responsibly.	PLO 4 Use critical thinking, knowledge, and expertise to address complex challenges in health and health care.	PLO 5 Apply population perspectives in the health professions	PLO 6 Apply knowledge of the role of the environment and of climate change in human health in ways that improve population health and sustainability.
Course number and name							
100: First Year Seminar in Health Sciences	R		I		I		
110: Health Systems and the Social Determinants of Health	R	I			I	I	I
130: Health Humanities	R	D		I			
250: Heath Law	R			D	D		D
315: Public Health	R		D		D	D	I
330: Epidemiology	R	D					
300: Environmental Health	R		D		D		D
350: Bioethics	R			D			
400: Health Policy Research and Analysis	R	D	D	D	D	D	D
499: 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 gap (i.e., important outcomes) addressed by too few course?

Aligned
- ❏ Do student learning outcomes (outcomes in a course) 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?