

Cal State East Bay
Curriculum Map for MS in Counseling EPSY

ILOs		3 Diversity	2 Thinking	5 Collaboration	4 Sustainability	1 Communication
PLOs	Only include course if required = R	PLO 1 Understanding and responding to the Impact of Diversity on Development	PLO 2 Critical Thinking (Data-Based Decision Making)	PLO 3 Collaboration/ Consultation	PLO 4 Legal Professional/ Ethical Practice	PLO 2 Critical Thinking (Data-Based Decision Making)
Course number, name						
EPSY 630 Law, Ethics, & Professional Issues (3)	R		D		I	
EPSY 636 Counseling Theories (3)	R	D				I
EPSY 637 Multicultural Counseling (3)	R	I				I
EPSY 638 Psychopathology (3)	R		D			
EPSY 641 Child and Youth Psychotherapy (3 units)	R			I D	I D	

EPSY 643 Family Therapy (3)	R	D			ID	D
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EPSY 647 Psychopharmacology (3)	R		D	D		
EPSY 650 Group Counseling Theory and Practice (3)	R	D	I	D		M

EPSY 651 Research Methods for Evidenced Based Practice and Advocacy (3)	R	M	M	M	M	
Capstone: EPSY 693: a, b, or c		A	A	A	A	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)

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?