Cal State East Bay Program Curriculum Map Guidelines and Template
Approved by EEC October, 2018; approved by CAPR 3-21-19; example updated 2024

Purposes of Program Curriculum Map

Curriculum map: A curriculum map is a planning tool that aligns instruction with program outcomes and assessment. The map is typically a table or matrix developed by faculty charting the sequence of core required courses mapped to the program learning outcomes (PLOs). Progression of instruction through the outcomes are identified as introduced (I), developed (D), and mastery (M). Demonstration of mastery indicates that this is the level of learning a program would expect of their graduates. It is in these courses that assessment of student learning is normally conducted.

Benefits

Curriculum mapping 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 to check the logical sequencing of courses throughout the program to assure students the opportunity to achieve mastery of the program's PLOs.

Guidelines for Completing Program Curriculum Map

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
5. Collaboration	Collaboration and Teamwork, Leadership

Course number and title: Provide a course number and title for all required courses. (In some instances elective courses are included

R/E: Indicate if required (R) or elective (E) course. Normally only required courses are included, but there are exceptions

I/D/M: Indicate in which course(s) each PLO is **I** introduced, **D** developed, or **M** mastered in <u>all</u> 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 Public Health
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 # and title							
100: First Year Seminar in Public Health	R		I		I		
110: Introduction to Health Systems and Social Determinants of Health	R	I			I	I	I
130: Health Humanities	R	D		I			
250: Health Behavior and Health Education Theory	R			D	D		D
300: Environmental Health	R		D		D		D

Course	R/E	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
315: Public Health	R		D		D	D	I
330: Epidemiology	R	D					
355: Bioethics	R			M (A)			M (A)
400: Health Policy Research and Analysis	R	M (A)	D	D	D	D	D
499: CAPSTONE: Capstone in Public Health	R		M (A)		M (A)	M (A)	

Reviewing a Curriculum Map

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)

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?

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?

Curriculum Map Template *(Can be copied and used)*

Assessed ILOs							
PLOs	R/E	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Course number and title							
XXX							
XXX XXX							

XXX							
XXX							
XXX							
XXX							
XXX							
XXX							
XXX							