

American Jewish University Curriculum Map Mapping Courses to Program Learning Outcomes (PLOs)

Program: Master of Arts in Education (MAEd)

A course to program curriculum map is a graphic that illustrates how courses in a program's curriculum contribute to the overall learning outcomes of that program. It can visually indicate where specific learning takes place and the level of engagement within the structure of the program.

A course to program curriculum map is useful for a variety of reasons and can provide your program with the following information:

- It can identify courses where specific PLOs are likely to be achieved, as well as courses that are not related to any PLOs.
- It can identify courses that include an assignment that might be used as an embedded program level assessment tool.
- It can identify gaps in curriculum. For instance, through curriculum mapping faculty may realize that a PLO may not be addressed properly and may only be mapping to a few courses.
- It may lead faculty to address a need for sequencing courses within the curriculum or to modify the existing sequences of courses.
- It can identify how different courses serve different purposes in achieving student learning within a program.

List each course in your program on the next page in the left hand column. For each course, determine which Program Learning Outcome (PLO) that course aligns to, that is where the specific PLO is likely to be achieved. Then map how well each course teaches and assesses each PLO based on the following 3 dimensions (Introduced, Developed, and Mastered). You can list more than one of these dimensions for each PLO/course alignment as appropriate.

I = Introduced; D = Developed; M = Mastered *see detailed description below

The goals of aligning courses to PLOs are:

- To highlight the relationship between the core required courses to the PLOs because these are the courses that provide the program's foundational educational experience for students in your discipline.
- To identify a particular course's contribution to a PLO.
- To describe the level of student knowledge and skills obtained in a particular required course, in the context of student's acquisition of PLOs based on levels determined (introduced, developed, mastered).
- Ensure students have been introduced to all PLOs, have had formative feedback and opportunities for practice and development, and are assessed concerning successful student learning mastery for each PLO prior to graduation.

*Introduced (I):

- Students just begin to learn about an idea or concept
- First/second introduction to that concept, typically through lecture
- Students are able to identify or discuss some aspects of the concept

Developed (D):

- Student begin to practice or apply concept(s), including real-world scenarios and applications
- Students are building on concepts and topics
- Students make work more hands-on with skills in labs, or they embed concepts into projects and activities

Mastered (M):

- Level of mastery appropriate for graduation
- Students have ability to synthesize and evaluate information, and demonstrate or teach a topic successfully
- Students will be confident in their skills on the job, in entry level positions and be successful professionally
- Where learning can be explicitly measured for assessment purposes

**Courses to Program Learning Outcomes (PLOs):
MAEd Program**

MAEd Courses	PLO 1 Students will be able to articulate their own vision for Jewish education.	PLO 2 Students will be able utilize the tools of planning, teaching and assessment as a cycle that continually enhances their professional practice, including articulating a rationale for their choices.	PLO 3 Students will be able to manage institutional infrastructure and resources as an instructional and/or administrative leader.	PLO 4 Students will be able to utilize the tools of reflective practice and self-study.	PLO 5 Students will be able to teach Jewish values, vocabulary, texts and traditions to Jewish learners, making methodological choices that are attentive to the diverse needs of learners (developmental, religiously sensitive, and engaging multiple intelligences and learning styles).
Sociology of Education (EDU 510)	I				
Educational Psychology (EDU 515)	I	I			I
Philosophy of Education (EDU 520)	D, M		D,M		D,M
Teaching and Learning I (EDU 530)		I, D		I	I
Teaching and Learning II (EDU 532)		D,M			I,D
Teaching and Learning III (EDU 534)		I,D,M		I	D,M
Reflective Practice I (EDU 546)		I		I	I
Reflective Practice II (EDU 547)		I,D		I,D	I,D
Reflective Practice III (EDU 548)		D,M		D,M	D,M
Reflective Practice IV (EDU 549)		D,M		D,M	D,M
Education Administration I (EDU 550)	I		I,D		

Education Administration II (EDU 551)	D,M		D,M		
Practicum in Experiential Ed (elective) (EDU 565)		D			D
Teaching Jewish Holidays (EDJ 570)		D			D,M
Approaching God and Prayer (EDJ 572)		D			D,M
Teaching Jewish History and Israel (EDJ 574)		D			D,M
Teaching the Bible: Chumash (EDJ 576)		D			D,M
Teaching with Rabbinic Texts (EDJ 578)		D			D,M
Judaic Elective (ZSRS course)					M
Teaching Fieldwork I (EDU 538)		I		I	I
Teaching Fieldwork II (EDU 540)		I,D		I,D	I,D
Teaching Fieldwork III (EDU 542)		D		D	D
Teaching Fieldwork IV (EDU 544)		M		M	M
Administrative Fieldwork I (EDU 552)		I,D	D		
Administrative Fieldwork II (EDU 553)		M	M		