

DVC Guided Pathways Curriculum Mapping Processes

Visual Program Map Process

Designate a note-taker to record any issues, concerns, or actions that need to be addressed.

1. Write your program title on the upper left
2. Discuss any specialized Entry Requirements (you may not have any) and the Intended Roles that students will be prepared for after completing the program, write them down in the respective arrows
3. Read the PLOs out loud to the group and tape them on the upper right hand side
4. Write the prefix, course number, and title of each course within the program on post-it notes

Use one color for program requirements

Use another color for program electives

Use another for courses outside the program but still connected to the program

5. Place your post-its on your program map

Courses designed for EARLIER in program go closer to ENTRY arrow

Courses designed for LATER in program go closer to INTENDED ROLES arrow

Group courses into:

Sequences (connected by direct lines). Name your sequences in PENCIL.

Theme clusters of related courses—themes should relate to PLOs. Name your themes in PENCIL

6. If any of your courses meet IGETC requirements, add a “shadow” post-it in COLOR and write the GE that the course meets in the shadow.

Try to place these “GE” courses EARLY in your program, so students will have “checked off” a GE even if they switch educational goals.

7. Discuss how your courses connect with to your PLOs—where are students gaining skills and practice that enable them to demonstrate each PLO? Which courses are the best to use as barometers of student progress towards each PLO?

Give those “barometer” courses a “shadow” post-it in COLOR, with the PLO number written on the shadow.

8. Does your program have an integrated experience or capstone course? If so, place it next to INTENDED ROLES. Probably it needs a PLO shadow post-it too.
9. What, if any, issues have emerged as a result of this process? Are there any changes that need to be made in the program structure, requirements/electives, or PLOs? If there are issues, write them down.

10. If you are confident of your post-it placement, tape down the post-its and indicate your sequences, themed clusters, and course relationships in pen.

If your program needs another draft or discussion to reconcile any issues, that is totally OK and expected. Tape down your post-its anyways.

Deliver your final map to Kris or Becky.

Program Phases Map Process

Find the template for the process and information on how to upload the completed file at:

<http://www.dvc.edu/about/governance/committees/gps/index.html>

1. Using the Visual Program Map that your team just created, discuss the beginning, middle and end phases of your program.
2. Fill in the template to show how a student should move through your program. Include all program requirements and electives.
3. When you are ready to submit it, find the template and directions for submission on the GP Implementation webpage.

Program Sequences Map Process

Find the template for the process and information on how to upload the completed file at:

<http://www.dvc.edu/about/governance/committees/gps/index.html>

1. Using information from your Visual Program Map and Program Phases, fill out the Program Sequence template
2. Four-semester (or two year) sequence of courses showing how students can complete degree or certificate or transfer objectives. Designed for full-time students who are at college level in ENGL and MATH (15 units per semester)
3. Includes spaces for GE courses—either with specific recommendations or left open to student choice.
4. Recommendations:
 - Include English and/or Math requirements in the first year and ideally first semester
 - GE courses placed early on so students switching educational objectives don't have excess units