

Summer 2017 Curriculum Mapping Workgroup Recommendations

General Recommendations for departments to keep in mind as they start maps

1. These **are not required educational plans** for students, they are recommended maps.
2. Realize this is difficult and that **this is only a first draft**. There will be changes over time.
3. Keep a **student perspective** as you do this.
4. **Keep notes** on ideas for additions/changes to curriculum as they come up.
5. This is going to have curriculum **impacts down the line**, we need to realize that.
6. **Keep the end in mind** such that after completing a mapped program a student should either have direct entry into a job or they should be prepared for junior status at transfer institutions.
7. The **pathway is not a substitute for counseling**. Students will still need to get counseling advice. Different transfer institutions have different requirements.
8. Discipline faculty must **work with counseling** as they make the maps.

Phase Sequence Maps Recommendations

1. The phase sequence map will allow **part-time students** to follow the path at a slower pace. The first phase will include the completion of developmental education is phase one. The last phase will include any capstone courses, licensure examinations or culminating projects.
2. Think about your rationale for the sequence you propose and how the courses **build to meet** your PLOs.

Semester Sequence Maps

1. **Start with the simplest semester by semester** map possible. Assume 15 units per term and a student who does not need developmental education classes on your first draft.
2. Do this for the transfer degrees and AA/AS first and then try to **stack your certificates** into the maps so students can earn them on the way to the degrees. Creating tangible milestones within your larger program can help students succeed.
3. **If your department has internal courses that meet GE requirements**, consider placing them in the first year of study to allow students to meet GE needs as they are introduced to your program. This means that if a student changes their major later,

they will have at least completed courses that fulfill requirements and not taken units that do not advance them toward completion.

4. Add in **external General Education Recommendations**

- a. Include “highly recommended” GE courses outside your program or sets of courses applicable to the field if desirable. If you choose to specify a specific GE course, please provide a short rationale as to why you picked that specific course.
- b. If you don’t have highly recommended GE courses, then include the GE area only to your map. Use the current IGETC chart from the catalog for what GEs to recommend.
- c. For the first year, as many as possible of the classes on the map should allow students them to do multiple things since they are still deciding where to go. In other words, front load GE classes that overlap with your degree so if a student changes their mind and wants to pursue a different degree, they will have at least completed GE requirements.

5. Items to watch:

- a. Pay attention to courses that have **prerequisites** and that they are clearly identified and correctly sequenced.
- b. **Include a course from your program in the first term** to give students that provides them with a sense of the field and lets them get a taste for what the program will include in their future courses.
- c. **Include a Math and an English course in the first semester.** This is a general counseling recommendation that improves students’ transfer applications and outcomes.
- d. Look to see that in each term there a **balance** between theory and application courses.
- e. Look to see if there are terms too heavy in writing, math, critical thinking, or lab science. Try to **balance** these in a logical way for students.