Guided Pathways @ SAC
Mapping Curriculum Design Team

Names of Team Members Present: Rochelle Zook, Merari Weber, Ana Meckes, Flo Luppani, Crystal Jenkins, Daniel Peraza

A. <u>Brainstorm</u>

What current practices related to MAPPING CURRICULUM are in place at SAC that can benefit/support GP?	How could this practice be adapted to assist students better or to assist more students?	Who needs to be involved to make this improvement (other SAC employees, collaboration with other design teams, etc.)?	What resources are needed to make this improvement (e.g., $$, staff, facilities)?
1. Mapping curriculum – group definition: pre-reqs, core requirements… planning it out (sequencing within each semester for availability) *Mapping is available in: - transfer programs through counseling -some faculty - athletics, Freshman X, transfer programs – with counselor - criminal justice, (AA – GE List/AAT) - CTE (nursing, fire tech, welding) -online business degree	-We need to map the classes that have to be taken by students, have a schedule the students have to take and make classes available so that they can complete it within a certain period of time.	Cross-discipline faculty, counselors, deans, chairs, individuals who schedule the classes, need one champion for each cluster (each semester this person advocates for the classes that are needed - we have an example of this through Distance Learning – Cherylee Kushida), need to survey students to find out when their schedule is free to take classes, and facilities.	Classroom space at all times, faculty (FT/PT), funding to cover all of the expenses, facilities, discipline counselors, technology, more efficient and less cumbersome electronic ed plan software program , service learning/internship opportunities attached to the programs, and others.

B. <u>Plan of Action</u>

1.   Which of the current practice(s) identified in your brainstorm activity will your design team be working to scale in the next 18 months?

Online degree pathway – with three different degrees – required orientation (every semester), get into a track, follow the track once you are in it.

There are escape clauses to allow students to make up classes if they fall behind. Distance Learning – cross-disciplined and they have an advocate.

2.	For those practices listed in B1 of the *Plan of Action*, which **specific** activities/events would be appropriate for these improvement(s)?

Activity / Event	What is the expected timeframe (from beginning to completion)?
We have to wait for the meta-majors for SAC.	
We can get an idea of meta-majors from Mt. SAC and other schools.	
Share the online degree pathway (scaffold their program to share what has worked in their program to the novice who may not be familiar with their program pathway).	

3.	What type of assistance/resources does your team need from the Guided Pathways Core Team or Faculty Coordinator? None we can identify right now.

4. Action Items:

We can CANVAS to communicate with each other – shell (requested by Merari – Vivian will get it for us on Monday☺)

Danny – schools and links

All of us – will choose a school and share out - meta majors and how they map

Get together to discuss that.

Hard science major – Plot out all major requirements by semester from beginning to end (Ana & Rochelle) – look at actual schedule and see where the issues are.