

#  Program Mapping Design Principles:

\_\_\_\_\_ Covers entire program for full-time transfer-ready students
\_\_\_\_\_ Contains at least one program course in first semester, and three program courses in first year
\_\_\_\_\_ Determine the “right math” for the program (see handout)
\_\_\_\_\_ Ensure completion of transfer-level math and transfer-level English in the first academic year
\_\_\_\_\_ Integrate academic and student support milestones (co-curricular activities such as “see
 counselor,” “join club,” “find internship”)

\*Program maps can then be customized for each student to account for: prior credits, educational goals and personal interests, transfer destination and major or timeline to completion

# Program Mapping Instructions:

- Using the Program Mapping Design Principles outlined above, create one program map for each program in your department. For example, if you offer an AA degree and an AA-T degree, you would create one program map for each degree.

- Program maps are designed to integrate the major (AAT, AA, Certificate) requirements with GE requirements so that students can clearly see how to progress through towards graduation.

- Faculty are encouraged to identify GE courses that are aligned with program learning outcomes. Since counselors are critical in guiding students through pathways, they will advise program faculty on GE requirements and how to specifically fulfill those.

- On your course sequences, indicate:

• Courses that are sequential
• Courses that need a pre-requisite
• Courses that are required for major
• When major courses also satisfy GE requirements for each plan (A,B,C)
• Whenever applicable, fill in GE courses that may not be required for the degree
 you are mapping but are conducive to your major of study

- GE requirements should be filled in with the guidance of counselors as appropriate once your discipline mapping is complete

NAME OF PROGRAM OF STUDY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PROGRAM DESCRIPTION – Prepare a brief narrative about the program or area of interest (this may be the description that is provided in the course catalog). If possible, include the skills that students will develop (e.g., program learning outcomes).

CAREER OPPORTUNITIES – Provide detailed information about the kinds of jobs graduates from this program can secure, including job titles, sample job descriptions, and earnings information. Collaborate employers and local economic development organizations to collect this information. Also list jobs in this field that require further education beyond the given program. Describe the further education programs (with specific examples) that students could enter to pursue such jobs. For example, a certificate or associate degree program for teachers’ assistants would indicate that a bachelor’s degree is needed to become a full-fledged teacher and would identify specific bachelor’s programs.