Course Sequencing and Program Mapping 2018 Curriculum Institute Riverside, California



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Overview

- ❖What is a Program Map?
- *How does course sequencing inform the Program Map?
- Five Design Principles for Developing Program Maps
- The Role of Curriculum
- Discussion

Program Maps Defined

*Educational program: defined in title 5, section 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

Program Map

- A progression of courses to complete the program; may be termby-term or unit based
- Provides a clear understanding of award requirements
- Serves as a planning document to assist students in completing the required courses
- Successful program mapping is all about identifying the needs of **your** students and **your** college and then developing effective maps to meet those needs.

Program Maps and Course Sequencing form the core of Guided Pathways



Sample Program Map

- Advising Notes
 - clarify elective choices
 - Identify milestones
- Courses needed to achieve certificates and the degree are shown within the program map (C2, C4 and D)

Accounting Specialist, Austin City College

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Economics ECON 2302 - Principles of Microeconomics BOS 1305 - Business Computer Applications BOS 1305 - Business Computer Applications ACCT 2301 - Principles of Accounting -	Economics Economics Sconomics Economics Size			0	for College Success	3	students can choose a speech course from the Component
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How does Course Sequencing Inform the Program Map?

Well....how about Accreditation, for starters?

- Standard II.A.5: The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.
- Standard II.A.6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Course Sequencing is essential in Developing Program Maps

- The most comprehensive program map in the world is useless if the student can't follow it
- Effective Course Sequencing
 - Clarifies the linear progression of core courses in the program
 - Is mindful of relationships between courses in related areas
 - Workload issues
 - e.g. is Organic Chemistry + Cell/Molecular Biology + Calculus + GE elective really feasible?
 - Possible synergy between courses
 - e.g. Organic Chemistry and Cell/Molecular Biology taken together can reinforce learning in both courses
 - gives the student a reasonable expectation that the courses identified on the map for a particular term will be available to the student on days/times that don't conflict with other courses
 - Includes electives and GE

- 1. "Reverse Engineering" start with the outcome
 - Review the program outline and align with outcomes
 - Transfer how well does the program facilitate transfer to major feeder schools?
 - AD-Ts: do existing GE offerings allow for rapid completion of degree requirements?
 - CTE how well is the program aligned with the local labor market? Does the program prepare the student for immediate employment in the field?
 - Programs with both degrees and certificates
 - can students earn certificates along the way that improve job opportunities while they pursue the higher-level degree?

- 2. In-depth analysis of courses & course sequencing
 - Can the curriculum be streamlined?
 - Are prerequisites reasonable and validated?
 - What GE courses best support the program?

- 3. Develop a clear understanding of your students
 - Demographics, goals, post-college placement
 - Data, data and more data
 - Answers may dismay but continue on anyway!
 - Retrospective analyses before (and after) mapping
 - Success/retention who leaves and when?
 - Course-taking behavior
 - Common and/or popular GE courses why are they taking those and not others?
 - "swirlers," moving between nearby colleges to complete requirements?

- 4. Engage the college community in the discussion
 - Students
 - Curriculum and Articulation officers
 - Counselors
 - *Faculty in related or prerequisite disciplines (e.g. Math for Accounting)
 - **❖**GE Faculty
 - Administration
 - Classified staff associated with the program
 - Where appropriate, include the larger community
 - Local employers
 - University partners

- 5. Align faculty ideal with student reality
 - How many students actually followed the map?
 - If they didn't follow the map, were there common bottlenecks or stepping-off points?
 - What process do you have in place to make changes?

Key Considerations

- Maximize the use of "stackable" certifications
- Where applicable, develop "bridges" to facilitate movement between programs
 - e.g. common core courses for programs in related disciplines
- Encourage exploration and innovation!

Tough Questions - Scheduling

- Effective course sequencing requires that courses be scheduled on days/times that allow students to follow the map
 - So... who bites the bullet on scheduling?
 - How do you plan to have this discussion at your college?

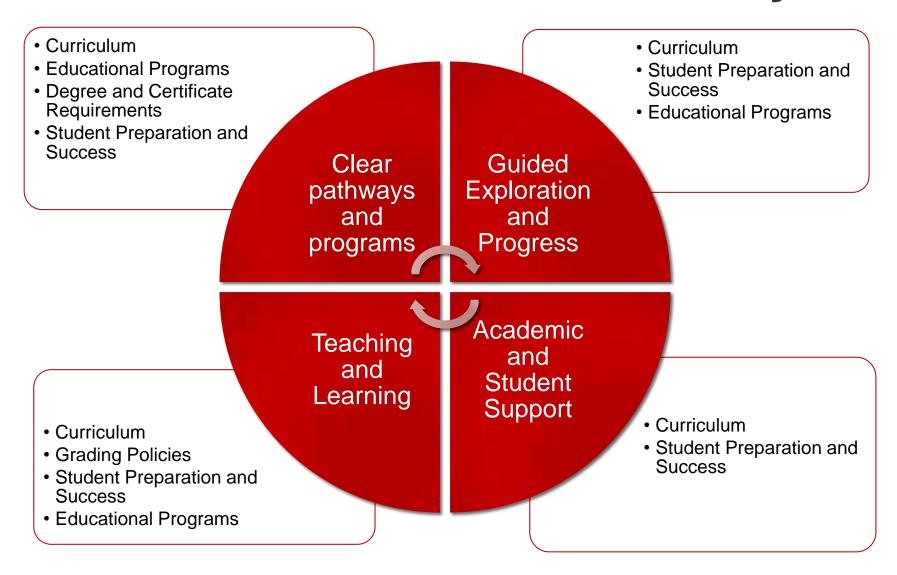
Tough Questions - Part-time Students

- Most program maps are designed for full-time students
 - but 60-70% of our students are part-time students
 - Prior to 2017 weren't even included in federal reporting (e.g. IPEDS)
 - Removing college-level barriers to enrollment is not sufficient
 - To close equity gaps, we must serve our students where we find them
- Could benefit most from program maps and course sequencing that maximizes their limited time
- Program maps need to be developed specifically for the part-time student
 - Targeted course sequencing
 - Advising specific to their needs

Where does curriculum fit into all this?

- Everywhere!
- The curriculum committee is the one group that is probably going to know more about what everybody else is doing
- New courses and revisions of existing courses will require expertise
 - Changes to prerequisites, addition of supplemental instruction, etc.
- Coordination with articulation
- Coordination/liaison with Senate, instructional support office, local governing board

The 10+1 and Guided Pathways



Resources

- https://www.caguidedpathways.org/resources/
- https://aacu.org/diversitydemocracy/2017/fall/bailey
- Data and Suggestions for Part-time students
 - https://go.civitaslearning.com/community-insights
 - https://www.insidehighered.com/views/2018/04/30/helping-parttime-students-complete-college-opinion

THANK YOU!

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