Assignment 2

Program Map Template

INSTRUCTIONS: This mapping template is not intended to be student-facing but instead a working document for the programs and departments at the institution. Since many people (students, faculty, counselors, and external stakeholders) will access the program maps, we recommend having a consistent format for all programs at the institution. This template outlines the essential elements for program maps. Revise as needed this to fit your institution. Good examples of program maps can be found on the websites of the following institutions:

- St. Petersburg College
- Alamo Colleges
- Community College of Philadelphia
- Northeast Wisconsin Technical College

Maps serve as the default template for a full-program education plan that each student should be required to develop (with an advisor) and follow -- and that students and college personnel will use to track their progress toward completion. Advisors will help students customize their plans based on the maps. We recommend creating default maps for key groups of students served by your institution. For example:

> Full-time college-ready
> Part-time college-ready
> Full-time with remediation needs
> Part-time with remediation needs

For the default maps, we recommend defining full-time as 15 credits (since this will allow completion in 4 semesters) and part-time as 8 credits. Again, each student will customize his or her map, but we recommend starting with a recommended default map.

NAME OF PROGRAM OF STUDY:

EXPECTED CERTIFICATE/DEGREE (Total Number of Units):

PROGRAM DESCRIPTION: Prepare a brief narrative about the program or area of interest. If possible, include the skills and competencies that students will develop (e.g., student learning outcomes and program 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 (pointing to the transfer information below).

This planning tool was adapted for the SUNY Guided Pathways from a template that was developed by the
Community College Research Center and the American Association of Community Colleges' Pathways Project

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PROGRAM REQUIREMENTS: List the specific courses by name and code for each academic term. Specify which courses are required and which courses are electives. If known, add which terms the courses are offered as well as lists of a) recommended general education core courses relevant to the program, b) recommended electives and c) pre-requisite courses in the sequence.

FIRST SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➢ Critical courses (use a symbol to identify) ➢ Minimum GPA requirements ➢ Applied learning (e.g., internships, field work, clinical placements, etc.) ➢ Transfer application preparation ➢ Financial aid activities	
Total		**15**		

SECOND SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➢ Critical courses (use a symbol to identify) ➢ Minimum GPA requirements ➢ Applied learning (e.g., internships, field work, clinical placements, etc.) ➢ Transfer application preparation ➢ Financial aid activities	-
Total		**15**		

THIRD SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➢ Critical courses (use a symbol to identify) ➢ Minimum GPA requirements ➢ Applied learning (e.g., internships, field work, clinical placements, etc.) ➢ Transfer application preparation ➢ Financial aid activities	-
Total		**15**		

FOURTH SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
			➢ Critical courses (use a symbol to identify) ➢ Minimum GPA requirements ➢ Applied learning (e.g., internships, field work, clinical placements, etc.) ➢ Transfer application preparation ➢ Financial aid activities	-
Total		**15**		

TRANSFER PATHS AND REQUIREMENTS

- Transfer program options
- Common requirements; university and program-specific requirements.
- Sample junior and senior course sequence

ONCE COMPLETED, THE PROGRAM MAPS FOR STUDENTS/ADVISORS SHOULD ANSWER THE FOLLOWING QUESTIONS:

- What are my career options? Are there careers in this region? How much will I make?
- What general education courses are recommended?
- What elective courses are recommended?
- What are the critical courses that students need to complete successfully in order to be successful in the program?
- What is the mathematics requirement ("the right math") for the program of study?
- What courses should I take and when?
- Are there selective admissions requirements for the program? If so, what are they and how can I best prepare for admission?
- Will I have opportunities to do applied/ work-based learning or service learning?
- How long will it take to complete the program? Full-time? Part-time?
- How much will it cost to complete the program?
- What are the financial aid options?
- Will my credits transfer? Apply? At which institutions in the state?

Please submit at least two program map drafts, one transfer and one CTE, to Julie Mills at Monroe Community College at jmills17@monroecc.edu by June 11, 2018.