

TRANSFER PATHWAY CURRICULUM DEVELOPMENT

DESCRIPTION:

IECC currently has curriculum pathways established for CTE programs, but not for transfer programs. Once the pathways map has been finalized (Edgren), IECC must develop a formal curriculum for identified transfer pathways. The curriculum should be written in such a way that it narrows choice but provides sufficient flexibility for students transferring to different 4-year institutions. Faculty will have the opportunity to review and make recommendations on the curriculum at a later date. General goals for this work include:

- Consistent first-semester experience for all pathways in the same meta-major
- A short-list of general education and free electives that support the student's program of study
- A short list of "major specific" courses required of the student
- The sequence in which courses should be taken (i.e. first semester, second semester, etc.)

ALIGNMENT:

Strategic Pillar 1.1	Reorganize as a Guided Pathways institution
Strategic Pillar 1.2	Improve access to educational offerings
Strategic Pillar 1.5	Adopt data-driven decision making
Strategic Pillar 3.1	Manage student enrollment
Strategic Pillar 3.2	Improve state and technology services
Strategic Pillar 4.3	Strengthen relationships with K-12 and homeschool partners

RATIONALE:

We believe that mapping our program pathways will bring several advantages for both the student and the organization:

- Facilitates prospective student program discovery.
- Aids in student understanding of career/transfer options.
- Enables better course-taking decisions for students:
 - Better track progress toward degree/timeliness of degree completion.
 - Ensures courses taken (general education & elective based) all complement the student's selected program of study.
 - Clarifies which semester courses will be available.
 - Increases the likelihood of successful course transfer from IECC to four-year partners.
- Allows IECC to better align curriculum to learning outcome objectives at the course, program, and institution levels.
- Streamlines advising appointments allowing for advisors to engage in more appreciative/ intrusive advising practices.
- Aids administration in developing effective and efficient master course schedules.
- Reduces errors and human calculation time involved in final certification of degrees.

TARGET:

This committee should include representation from the Council of Deans, the Office of Admissions and Records, Compliance, and the Academic Advising.

TIMELINE OF STRATEGIES:

The committee will establish a target for completion during its first meetings in the Fall 2022 term.