



INDIANA *for* COMMISSION
HIGHER EDUCATION

Degree Map Guidance for Indiana's Public Colleges and Universities

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INTRODUCTION

Indiana's economy needs college graduates. By the year 2025, nearly two-thirds of jobs will require a degree or quality workforce credential. Sadly, only one-third of Hoosier adults have reached this level of educational attainment. Indiana has set a Big Goal that 60 percent of Hoosier adults obtain a degree or credential by the year 2025 to meet the needs of the economy and to increase the income and opportunities afforded to Hoosiers. To meet that goal, more high school students must continue their education after graduation and more working adults need to come back to school. But the aspiration is not enough. For every 10 students who enter the doors of an Indiana college, only 5 will graduate. Only half of those who do graduate finish on-time. This low completion rate represents a huge missed opportunity for our state. To meet the Big Goal, Indiana must pursue every option to help students who aspire to a college degree graduate, and do so in shorter time and at a lower cost.

The stakes are high for all students. An additional year of college can cost a Hoosier student nearly \$50,000 in extra tuition, lost wages and related costs. For students whose dreams are supported by state financial aid programs, on-time graduation is even more critical because this aid is limited to four years. And for any student who incurs debt to finance a college degree, failure to graduate represents a worst-case scenario: debt and no degree.

To improve our state's graduation rates, students, colleges and the State must embrace a shared responsibility in higher education. Students must make the commitment to enroll in classes at the *on-time* pace of 15 credits per semester and follow through by completing the courses in which they enroll. The 2013 Indiana General Assembly set this as the standard for financial aid recipients, requiring them to complete 30 credits per calendar year to stay eligible for the standard financial aid award.¹ To reinforce this signal for all students, the Commission has partnered with Indiana's public and private colleges and universities to send the signal to all students through a "15-to-Finish" public awareness campaign that explains the benefit of enrolling in 15 credits each semester and completing milestone courses early.

At the same time, universities must provide students with the tools necessary to graduate on-time and at a lower cost. To meet this challenge, Indiana colleges have cut back program requirements to fit within the limits of 60 credits for an associate degree and 120 for a bachelor's degree. They worked together to create a guaranteed-transfer general education core and will soon have guaranteed transfer of a 2-year degree to 4-year institutions. Many have implemented their own student incentives such as tuition freezes for on-time graduates and graduation bonuses.² However, some students continue to report that they do not have a clear path to graduation and that advising, if available, does not always steer them in the right direction.

¹ A discounted award is available for financial aid recipients that complete between 24-29 credits per year.

² Purdue University froze tuition for the next two academic years at its West Lafayette campus; Indiana University is freezing tuition for upperclassmen who are on track for on-time graduation; Ball State University and Vincennes University offer some type of graduation bonus, and Indiana University-Kokomo offers a reduced tuition rate; Indiana University and the University of Southern Indiana offer reduced summer tuition to help students stay on track for on-time or early graduation.

One strategy that has proven successful in addressing these challenges is the implementation of degree maps – a semester-by-semester list of courses a student must take to graduate on-time. Georgia State University combined degree maps with a new model of proactive advising and increased their graduation rates by more than 20 percentage points over ten years. At Florida State University, the implementation of degree maps increased graduation rates 12 percent and closed the achievement gap of low-income and underrepresented students.³ Florida also found that degree maps helped the bottom line; they invested roughly \$2 million in the program, while the increased retention rates brought in tuition that was \$8 million above historical averages. Other schools have used degree maps to better plan course offerings and classroom space and used them to plan faculty schedules and sabbaticals.

Recognizing the promise of this practice, Governor Pence and the Commission for Higher Education strongly urged the Indiana General Assembly to pass House Enrolled Act 1348-2013 which established, for the first time, a requirement that public colleges provide degree maps to all new full-time students.⁴ It also provides a course-scheduling guarantee to these students; if a course on a student’s degree map for a particular semester is not offered or is full, the institution must provide the course for free in a future semester unless it provides a revised degree map. The Act directs the Indiana Commission for Higher Education to work in consultation with state educational institutions to provide guidance for establishing degree maps, including:

1. Procedures for establishing a degree map, including requirements for adjusting a degree map when a student changes his/her major;
2. Requirements and guidance for colleges to determine when the college must offer a course at no cost to the student; and
3. Any other provisions the Commission determines are necessary.

The purpose of this document is to provide said guidance, in accordance with the Act. This guidance has been developed with input and direction from fifteen university representatives, spanning various functions of administration and with representation from each of the public institutions. The guidance has been developed with an eye toward embracing the work done by colleges and universities prior to the establishment of this new mandate. It will provide some guidance that is required and some guidance that is optional. It will explain what the Commission sees as necessities for any degree map offered by public colleges, and will provide guidance for handling “special circumstances (e.g. transfer, major changes, and students who do not declare majors when they initially enroll). It will also outline how institutions should handle the scheduling and free course provisions. The final important component of the document will outline how technology can and should be used to produce and distribute degree maps.

A FEW DEFINITIONS

A few terms will be used throughout this document and need to be first defined. The guidance that follows will explain which of these are required and which are suggested.

³ Complete College America. *Guided Pathways to Success*.

⁴ New refers to first-time full-time students. The Act can be viewed in its entirety at <http://www.in.gov/legislative/bills/2013/HE/HE1348.1.html>.

According to the statute, a **“Degree map”** refers to a student reference developed by a state educational institution under guidelines developed by the commission under IC 21-12-14-1 that provides an academic term by academic term sequence of course options that will allow a full-time student to complete:

(1) a baccalaureate degree within four (4) academic years; or

(2) an associate degree within two (2) academic years;

in the student's intended field of study. The reference must specify the expected date that the student will earn a baccalaureate degree or an associate degree and the academic requirements that a student should complete each academic year to timely earn a degree.

“Student,” when used in this document in relation to the degree map, refers to a full-time student that is eligible to receive a degree map.

“Two- and Four- Years” in the context of on-time graduation refers to the number of terms that constitutes two or four academic years.

An **“Interest Area”** as used in this document refers to a broad category of majors and is suggested in the guidance. For instance, a Social Sciences Interest Area might encompass majors such as anthropology, psychology, sociology and economics while a STEM Interest Area would cover biology, chemistry, mathematics and engineering, among others. It is suggested that a single institution have 10 or fewer Interest Areas from which incoming freshman would choose. The institution should determine which interest areas are most appropriate given its degree offerings.

A **“Milestone Course”** is one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program. There may also be milestone “action items” that a student should complete, such as applying for graduation during senior year.

A **“General Education Requirement”** is a requirement that students must complete one course from a particular list, but the student is able to select the course they will take to fulfill the requirement. By contrast, an **“Elective”** is a slot on a degree map that can be satisfied by any course in the course catalog.

A **“Resident Student”** who is entitled to receive a degree map refers to an Indiana resident, not a student living on-campus.

PROCEDURES FOR GIVING STUDENTS A DEGREE MAP

To be the most impactful for students, a degree map must be both *relevant* and *prevalent* throughout a student's time on campus. To be relevant, the map needs to be dynamic as student's circumstances change, whether the student changes course of study, changes majors, or transfers to a new school. To be prevalent, it should be a key guidepost for a student's progress through the degree program. As such, it should be discussed with advisors, professors, and other individuals who help guide student choice and be readily available to students when they are making course-scheduling decisions.

Required Procedures

Degree maps must be offered to all students at public institutions beginning with first-time full-time students first entering in AY 14-15. The Commission wants to allow for as much freedom as possible in how maps are conveyed to students. Institutions may select the template, formatting and mode of delivery that best meets the needs of their students. In terms of requirements, institutions must provide a degree map to students upon entry and update the student's degree map when student circumstances change (see section entitled HANDLING SPECIAL CIRCUMSTANCES for more). This will be a multi-step process. First, the institution should select an "entry point" to give students a standard degree map, assuming no credit at entry or remedial needs. This could be when the student is admitted to the university, upon matriculation, at orientation, or during registration. Then, during the first semester the student should meet with an academic advisor, at which point a customized degree map will be given. It is the responsibility of students to ensure that the university has been notified of AP and dual credit or received a transfer transcript (if applicable) in a timely manner. With the customized degree map, universities may employ messaging to encourage students to shape their own unique educational experience in consultation with an advisor.

In future semesters, institutions must present the student with their customized degree maps or degree audits at each semester registration or integrate it into the registration process. While various strategies could be employed, the intent is that students have their up-to-date degree map made *readily available* to them during registration without the students having to request or locate it ahead of time. Universities are not required to put a hold on students' records to comply with this procedure, but are instead encouraged to integrate the map data more seamlessly into the registration process.

Suggested Procedures

The Commission has suggestions for institutions to consider, in addition to the required guidance above. It would be helpful to have students either declare a major or select an Interest Area upon entering the institution to help guide the development of the degree map. The use of Interest Areas is meant to allow students to make a choice about their educational path even if they are not ready to select a major, providing a middle ground between having declared a major and having remained entirely exploratory. A significant portion of the student population changes majors during their academic career. Colorado State University, for example, calculated that on average 37% of incoming new undergraduates change their major at least once and that each change in major increases the time to graduation by about a half a semester.⁵ The use of Interest Areas can help students make a broader choice and perhaps avoid selecting a major early without adequate experience or information, which would then lead to a later change in major.

This will work best if students have an opportunity to reflect on their options; it is suggested that the institution provide overviews of Interest Areas at the time of entry and allow students to take an interest inventory or use other exploratory tools to help determine an Interest

⁵ <http://www.ir.colostate.edu/pdf/briefs/Major-Changes-and-Persistence-Patterns.pdf>

Area. This would provide students with more direction, and ultimately would serve the interests of the institution in seeing students make wise educational choices. As a practical matter, the use of Interest Areas can inform the creation of a degree map for a student who has yet to declare a major; students will be more likely to take courses that align with their interests, making them more likely to persist and less likely to take courses that will not count toward graduation.

While degree maps are required only for resident students who first enter college in AY 2014-15 or after, we suggest making degree mapping a standard practice for all students, including non-residents and transfer students.

ELEMENTS OF THE DEGREE MAP

Required Procedures

It is in the area of content that the Commission will be most prescriptive with respect to the degree maps. Institutions should feel free to make additions to the required items, if they feel that these additions will have a positive impact on student success. Many of the required elements focus on the intent of the legislation: providing a clear path for students to graduate on-time and helping state financial aid recipients stay on track to meet credit completion requirements. Others are designed specifically with the goal of a “student-friendly” degree map in mind. Each of the elements listed in this section are required. For more detail on which are required for the standard map, customized map, or both, please see Appendix A.

“On-Time Completion” Elements

The INTRODUCTION to this document detailed a number of policies and practices designed to signal to students a standard of 30 credits per year for on-time completion. These include the financial aid credit completion requirements, the 15-to-Finish Campaign and the various institutional policies that reward on-time completion. It is important that the degree map reinforce the “30 credit per year” standard (or in some cases, requirement) and incorporate other related messages as well. Each map should have a 15-to-finish icon or banner somewhere on the map. It should also clearly mention that 30 credit hours is the benchmark for full financial aid eligibility. The map must tell students that if they follow the map and find a course unavailable, they may be eligible to take that course free of charge in a future semester (more on the details of this later in the document). Finally, the semester-by-semester list of courses should sum to no fewer than 30 credits by the end of the first year, 60 by the end of the second, and 90 by the end of the third.⁶

⁶ There may be limited exceptions to this requirement. Specifically, a small number of programs comprising courses that are not all 3-credit hours courses may have been designed for 29 credits in the first year (with 31 in a future year) to meet the standard 120 credit hour expectation. In this case, it is permissible to map fewer than 30/60/90 credits *for students not receiving state financial aid*. All students who receive state financial aid must have maps that enable them to meet the 30/60/90 benchmarks tied to their aid eligibility.

“Student-Friendly” Elements

The easiest way to guarantee on-time graduation would be for the degree map to list a *single* course for each particular requirement. That ease, however, must be balanced against the desire and ability of students to shape their own educational experience. Therefore, the map should be a list of *specific courses* for each slot on the map that can only be satisfied by a particular course. For general education requirements, a university may either list 1-3 options on the map itself or link to or attach a list of options provided the link/attachment contains only courses that comply with that particular requirement (as opposed to linking to something more general like a course catalog). Additional suggestions for the link/list are included under “Suggested Procedures.”

To meet the test of relevance, *customized* degree maps should also contain other components which account for a student’s previously earned credits. The customized map, done during first semester, must incorporate a student’s dual credit and/or advanced placement work and show it as completed; students should not feel confused as to whether or not their previous work will count toward their degree. For transfer students, the map must incorporate any transferred coursework accepted by the new institution, as on-time completion will ultimately be based on when the student initially enrolled at the first institution. (There are some exceptions in the case of transfer that allow for a degree map to extend beyond 2 or 4 years. Please see the section entitled HANDLING SPECIAL CIRCUMSTANCES for more.)

Institutions should ensure student-friendly degree maps through a number of other seemingly minor considerations. Reducing the number of (or, better yet, avoiding entirely) acronyms, superfluous information and codes (other than course names like A101) would go far in providing students with an easy-to-understand, streamlined map. Information should be provided about the major or Interest Area a student has chosen, including the type of work that a student is expected to be prepared for upon graduation, to allow students to consider the program requirements in the context of return on investment. Institutions could employ various strategies, including placing text directly on the map or directing students to a career center website. (The Commission’s reports on Return of Investment could be referenced if the institution wishes.) Milestone courses, as described above and defined by the institution, should also be clearly identified on the map. Finally, pursuant to the new law, the degree map must list the expected graduation date (assuming continuous enrollment).

Suggested Procedures

Many of the existing degree maps point students to a list of options, or use generic terms such as “mathematics requirement” that imply an array of choices. This approach fails to address a key challenge. Students presented with extensive choices without adequate information about the options may experience paralysis or make poor decisions. A report done by the Commission and Public Agenda found that some students themselves voiced a preference for more specific guidance. While schools have varying degrees of complexity or options in their requirements, there are many cases where students could be overwhelmed and would benefit from additional guidance. Many state institutions have expansive lists of courses spanning many departments that satisfy general

education requirements. A student might be faced with hundreds of courses from which they pick one or two to fulfill such a requirement.

To overcome these challenges and give students more advice through the degree map, it is suggested that institutions list 1-3 suggested courses for each general education requirement or optional course. Two successful strategies have been employed by other institutions to provide these suggestions. Both are data-driven and evidence-based. This is critical; the alternative to using data to develop suggestions is to make university-level policy choices which would create additional competition among the departments and faculty and not necessarily provide the best chance for student success. Note that the suggested courses could be student-facing (on the map) or advisor-facing in an internal system that would enable advisors to more efficiently work with students to develop customized maps.

The first approach to course suggestion is predictive analytics, which employs models that use students' past performance, selected major and other factors to determine courses in which they have the highest probability of success. (Austin Peay University has developed a model that predicts with over 90 percent accuracy whether a student will pass or fail a course.)

The other solution is to rely on transcript analysis of what students in a particular major *tend to take* for each elective. Many departments already convey to their students that there are preferred electives. Whether students tend to make a particular choice because it is strongly advised, because it is the most efficient path forward, or because particular types of students prefer particular types of courses, transcript analysis can provide an evidence-based "best path" for students within a major or departments.

If these strategies are not employed and colleges choose instead to rely on linked lists, we strongly suggest that the list contain the following information to help students make informed choices about which elective to take:

- The link/attachment clearly indicates the pre-requisites that are required for each course so that the student can easily check if the pre-requisites are mapped for a prior semester
- The list enables students to understand which courses fulfill multiple requirements
- The list indicates which courses are part of the core transfer library

HANDLING SPECIAL CIRCUMSTANCES

Required Procedures

Institutions may inquire as to how to handle degree maps where there are special circumstances. Those circumstances may include students who do not declare a major or Interest Area when they initially enroll; students who change a major or Interest Area at some point after initial enrollment; students who transfer from one institution to another; and students who are in need of remedial coursework (especially relevant to two-year institutions). One way to handle some of these issues is by *partially completing* the degree map when a student initially enrolls; this is a particularly useful strategy in the case of students who do not select a major or Interest Area.

Four-Year Institutions

Students who have selected a major should have a full map complete with specific courses. Students who have not selected a major should have the first 30 credit hours mapped, based on the general education core, and then receive a full map when they have selected a major at or before the 30-credit mark. If a student has selected an Interest Area, the map should likewise extend only 30 credits until a major is selected, but the courses within those 30 credits should be more customized to the student's academic goals.

Two-Year Institutions

Students who have selected a major should have a full map complete with specific courses. Students who have not selected a major should have the first 15 credit hours mapped, based on the general education core, and then receive a full map when they have selected a major at or before the 15-credit mark. If a student has selected an Interest Area, the map should likewise extend only 15 credits until a major is selected, but the courses within those 15 credits should be more customized to the student's academic goals.

The statute requires institutions to give on-time degree maps to students. However, in certain cases students may have made decisions during their academic path that make it unlikely for them to graduate on-time through no fault of the institution. In such cases, as the institution updates the customized map it is permissible for the map to be an *extended-time* map. Any student meeting the following conditions *must still have a degree map* but the map may extend beyond the two- or four-year time horizons. However, every effort should be made to ensure on-time graduation whenever possible. Even if a student has an extended-time map, that student is still eligible for the "free course guarantee" discussed in the next section for the courses as mapped on their extended-time map. In addition, institutions should work with students who express a desire to graduate on-time despite these circumstances, including academic and financial aid counseling where appropriate, to provide them with a map for on-time completion.

Circumstances that allow an extended-time map to be used include:

- Students who change their majors within the same Interest Area after earning 60 credits
- Student who change their majors into a different Interest Area after earning 30 credits
- Students who fail to obtain entry into a competitive-admission major or school
- Students who are enrolled in Commission-approved programs that exceed 60 or 120 credits
- Students who have declared double-majors or minors that extend their program requirements beyond 60 or 120 credits
- Students who transfer to another institution after earning 60 credit hours
- Students who shift academic focus or pathway as they transfer from a two-year institution to a four-year institution
- Students who are identified as needing more than six credits of developmental or remedial coursework. This coursework includes credit-bearing courses that a student is directed to take to prepare for a particular major that are not part of that major's degree requirements.

- Students who are not meeting Satisfactory Academic Progress or are not in good academic standing with the institution overall
- Students who fail to adhere to the degree map by not completing 30 credits in an academic year due to course withdrawals or incompletes
- Students in the military who have scheduled deployments or other special circumstances, though *every effort should be made* to develop a path to graduation within two or four years' worth of terms, even if the student does not enroll in consecutive terms.

One issue that should *not* be reason for an extended-time map is remediation (except in extreme cases). Remediation has been a persistent problem for universities, secondary schools, the Commission, and most importantly, for students. While remediation creates additional burdens on students in terms of courses to take, new approaches should help alleviate the number of remedial credits students must earn before enrolling in college-level work. Institutions should strive to find ways for students with moderate developmental needs to graduate on-time and to make clear to students the implications of remedial work on their expected graduation date. Therefore, for a student who needs remediation, the customized degree map must include those remedial classes.⁷ If the student's remediation needs are six or fewer credit hours, the map should still provide for on-time completion. Summer sessions may be mapped to make this possible. Schools that opt to use a co-requisite approach to remediation should find this to be an easy situation to accommodate.

COURSE SCHEDULING AND AVAILABILITY

Required Procedures

HEA 1348-2013 contains a provision requiring institutions to provide (at no cost to the student) any course on a student's map for which the student cannot enroll (because it is full, offered only at the same time as another mapped class, or is simply not offered). **Please note that the free course guarantee is written into the law and the Commission has no authority to alter that directive.** The guarantee applies to students that have complied with their degree maps. If a course is not available for a student (whether it is full, offered only at the same time as another mapped class or is simply not offered), the institution faces a choice: either it can provide a new map to the student, or provide the course free of charge to the student in the next available semester. The ideal solution would be to avoid this situation altogether by proactively ensuring that courses listed on degree maps are available to students. This is supported by the legislation which states that schools "shall ensure that courses necessary for the student to comply with the student's degree map are available for the student during the academic term in which the student is required to complete the particular course." In the following section we present suggested procedures with that goal in mind. In the event that the course is not available, the student is entitled to the free course.

⁷ Note also that the remedial coursework, pursuant to CHE policy, should be completed at the 2-year institutions. This may require coordination between schools for the purpose of degree maps.

To determine that a student is entitled to the “free course guarantee,” the university should verify the following:

- The student has followed his or her degree map in each prior semester, meaning the student completed the prescribed courses or satisfied the prescribed electives in the semester they were mapped.
- The student is unable to register for a course mapped for the current semester because it is not offered, offered only at the same time as another mapped course, or is full. Note that the course is considered full only if *all sections* of the course are full, not just the student’s preferred time slot. If an online version is available to the student, the course is considered available to that student even if he or she prefers a different modality. For general education requirements with multiple options, all sections of eligible options must be full, not just the student’s preferred choice.
- The student attempted to register for the course during the *typical* registration period (sometimes called priority registration). Universities may set policies that exclude *late registrants* from the free course guarantee provided that *late registrant* is clearly defined and the policy is made publicly available on the university’s website.
- The student has not received a revised degree map that maps the unavailable course in a future semester without altering the graduation date.
- The student is within 150 percent of the standard time to complete the degree (two or four years).

Universities should develop a simple and transparent process for students to follow to claim the free course guarantee. Universities should track the free courses given in a particular year by student and course number. The Commission may request that information for policy analysis or to investigate a student complaint.

Suggested Procedures

The “free course” provision poses some fiscal challenges for institutions, but also provides some incentive for institutions to re-think their current approaches to scheduling and existing course offerings. It provides an opportunity for institutions to think strategically about whether a course should really be included on a map, particularly if it is not regularly offered or experiences low enrollments (which prompt cancellation). Institutions can, and probably should, use the degree maps as a means of thinking more broadly about what courses to offer and when to offer them.

The strongest strategy to ensure course availability would be to automatically enroll students in their map classes (and provide them with instructions for opting out) and base course offerings around the assumption that most students will follow their maps. Note that this approach would require some consent or streamlined registration from these students since registration is a contract between the student and the institution and results in a financial liability for the student. This approach is supported by research⁸ showing that establishing a desirable outcome as the

⁸ For example, Thaler, Richard H. and Cass R. Sustein, 2008. *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New Haven, CT: Yale University Press.

default selection increases the tendency of people to make that choice. In this case, the desirable outcome is that students stick to their maps, creating predictability for the student and the school and increasing on-time graduation rates.

A more moderate strategy would be to more fully integrate the degree map into the registration process through use of defaults. Specifically, when students log in for registration, the courses listed on their degree map could be pre-populated as the suggested selections for the semester. These students could be afforded the ability to change the section of the course or pick a different course, with the latter flagging a warning that the student has deviated from the map, if this occurs. This integration and use of defaults would increase the likelihood that students adhere to their degree maps, again creating predictability for the purpose of course scheduling.

Another suggestion that has been successfully employed by some of our universities is to offer a “rain check” or priority registration for the next semester. We suggest this as an additional student benefit (supplementing, not replacing the free course). This is particularly important for students near the end of their academic sequence, for whom a free course in a future semester may still extend graduation time and add cost to the degree even if the course itself is free.

WHAT TECHNOLOGY IS REQUIRED?

In this area, the Commission wants to allow for the most flexibility for schools and their vendors to promote innovative approaches to dealing with the technological challenges. After conducting a survey of public institutions, many already have programs in place to handle most of the requirements of a degree map. Specifically, schools have degree audit programs which currently function in many ways like degree maps: they list specific courses or course options, are organized by semester, and sometimes reflect dual credit and advanced placement coursework.

Universities are responsible for making decisions of what technology to use to produce a degree map. Presumably, existing degree audit software and related, interactive planning software, is a logical place for institutions to start, but certainly are not the only available platform that a university could select. Universities should begin working with their information technology offices to generate a sample degree map. Sample degree maps must be sent to the Commission by April 2014 for verification that the maps conform to this guidance.

As degree maps become an established fact, and as we gain more experience with their functionality, the institutions and the Commission need to consider ways in which the technology platforms underlying the degree maps can evolve in more coordinated and integrated ways in the future, so that a more seamless experience for students can be achieved. This will make it easier for high school students to explore potential majors at different institutions and to understand how dual credit courses will apply to different programs. It will also allow college students to consider transfer opportunities, ease the transition from one institution to another after they have actually transferred, and remain on their degree map.

CONCLUSION

New full-time undergraduate students attending public institutions must be presented with degree maps beginning in the 2014-2015 academic year. This guidance should provide institutions with a path forward to developing and refining degree maps to meet the specifications of HEA 1348-2013 and existing Commission policy.

APPENDIX A

Requirement	Standard Map	Customized Map
Description of specific Program Major OR broad Major Interest Area	required	required
Description of expected employment opportunities OR link to relevant career	required	required
Expected on-time graduation date	not required	required
Specific required courses listed by semester	required	required
List or link to list of possible general education courses and electives	required	required
Milestone courses and action steps clearly identified by semester	required	required
Minimum of 30 credits per year*	required	required
Incorporate 15-to-Finish message	required	not required
Notice of financial aid credit completion requirements and FAFSA application	required	required
Dual credit, AP, and remediation included	not required	required
Streamlined content (no codes, acronyms, superfluous information)	required	required

*with limited exceptions