



Who Should Read

Major Map Steering Committee

Department Chairs

Non-Academic Unit Leaders

Tool 6: Experiential Major Map Inclusion Guidelines

Guiding Questions and Information to Include in Maps for Academic and Non-Academic Units

How to Use This Resource

Share this guide with academic and non-academic unit representatives to help them review drafted experiential major maps and decide on information to include.

Tool 6: Experiential Major Map Inclusion Guidelines

Academic Content

Considerations for Information to Include



- **Encourage student choice:** avoid prescribing a specific course trajectory outside of what is required in the major
- **Keep course information general:** only include specific course names and numbers for mandatory courses or courses with an experiential learning component. Course offerings and course numbers can change over time, increasing the effort needed to update major maps each year.
- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, information in the “First Year” column should help students transition to the university and major.

Questions for Review and Feedback



- Are the core requirements of the academic program noted, or is there a link to the catalog?
- Are critical institutional (non-department- or program-specific) academic requirements noted? This generally includes general education or core requirements.
- Are there any academic institutional priorities that the maps should highlight?
- What are the academic decisions that students must make throughout their major trajectory?
- Are relevant experiential learning opportunities detailed?
- Are support services available to students included?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed in the map?

High Impact Practices to Consider



- First-Year Experiences
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Capstone Courses and Projects

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Co-Curricular Content

Considerations for Information to Include



This section should focus on networking opportunities with communities on- and off-campus, leadership opportunities, and pursuing interests that relate to potential career paths.

- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, information in the “First Year” column should help students transition to the university and encourage exploration.

Questions for Review and Feedback



- What, if any, co-curricular requirements does the institution have (think internships, study abroad, service learning, leadership experiences, etc.)?
- What co-curricular opportunities does the department provide to students directly (e.g. they do not have to go to another unit to participate)?
- Are there any co-curricular opportunities that are not presently available to students at the institution (whether through shared service units or the departments) that should be available (e.g., specific fellowships or research opportunities, cooperative or internship programs, study abroad programs or externships)?
- What leadership roles should students consider?
- Are there any additional important links that should be included in the map?
- Is there any incorrect or outdated information currently listed in the map?

▶ High Impact Practices to Consider

- Common Intellectual Experiences
- Learning Communities
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships

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Career Development Content

Considerations for Information to Include



This section should focus on opportunities to develop career-relevant skills and build a resume or curriculum vitae. Highlight moments in the student lifecycle when students should reach out to career development staff for guidance.

- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, information in the “Fourth Year” column should be oriented toward students planning to start their careers or pursue further education.

Questions for Review and Feedback



- Are relevant experiential learning and career development opportunities included?
- What are the steps students should take to support their career success?
- When should students consider participating in an internship?
- What courses or co-curricular programs should students consider outside of their academic program(s) to make them more competitive in the marketplace upon graduation? For example, consider recommending data analytics courses for humanities majors and business writing and oral presentation courses for engineers.
- Are there any institutional priorities related to career development that the maps should highlight?
- What support does the institution offer for preparing students for graduate school?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed in the map?

High Impact Practices to Consider

- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

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Global Experience Content

Considerations for Information to Include



This section highlights opportunities that students have for developing as global citizens.

- **Consider experiences that do not require travel:** for students who do not study abroad, include other opportunities that connect students with diverse communities and encourage a global mindset.
- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, most students do not study abroad in the first year but could explore global and multicultural experiences in the campus community

Questions for Review and Feedback



- What study abroad opportunities does the institution offer?
- What scholarships and support services exist for encouraging students to study abroad?
- Are there any short-term study abroad experiences?
- Other than study abroad, what other opportunities do students have to connect with diverse communities?
- Are there any institutional priorities related to global experiences that the maps should highlight?
- What cultural organizations or events does the institution offer?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed in the map?

▶ High Impact Practices to Consider

- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

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Information to Include on the Front and Back of Experiential Major Maps

Considerations for Information to Include



Create a Compelling Program Description

This section should give students a clear understanding of what it means to study the subject. This is an opportunity for programs to highlight interesting things about their department.

Include Skills that Employers are Looking For

See the bank below for suggestions:

- | | | |
|----------------------------------|--------------------------|---|
| • Written and oral communication | • Problem-solving | • Functional knowledge specific to the discipline (e.g. business principles, international development, self-directed learning) |
| • Analytical abilities | • Leadership | |
| • Critical thinking | • Teamwork/Collaboration | |
| • Professionalism | • Time management | |

Include Skills Graduates Will Gain

Include any skills that graduates of the institution and the major will acquire. See the bank below for suggestions:

- | | | |
|--------------------------------------|-------------------------------|---------------------------|
| • Work within the dynamic of a group | • Leadership skills | • Think critically |
| • Problem solve | • Work within a time frame | • Communicate effectively |
| | • Engage with global contexts | • Responsible citizens |

Showcase Alumni Outcomes Data

If departments do not have this information, Alumni Relations and Career Development should have relevant data.

Questions for Feedback and Review



- What skills are all students expected to have mastered by the time of graduation?
- Using institutional research and surveys, as well as outside resources like the National Association of Colleges and Employers (NACE), what kinds of careers, industries, and employers do graduates from each program/academic unit pursue? Be as broad as possible to allow students to consider a wide variety of career paths.
- What are the first destinations of graduates one year out (include further education like certificates and graduate study)?
- What placements do students have 3-5 year after graduation?
- What types of additional education programs do graduates of this program pursue (e.g. certificates, licenses, master's, doctoral)? Be as broad as possible to help students see a variety of different paths open to them.
- What minors, double majors, or courses should students consider to develop additional skills sets outside this program of study?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed?

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Sample Career Exploration List

Example Career Options to List on Experiential Major Map, History Major¹

Career Options	Industries/Types of Employers	Sample Further Education Programs
<ul style="list-style-type: none">• advertising & promotions manager• arts administrator• communications specialist• cultural tour guide• curator diversity officer• foreign service officer• fundraiser• immigration officer• journalist• lawyer• lobbyist• management consultant• market research analyst• political aide• postsecondary education administrator• project manager• public policy analyst• public relations specialist• publishing sales representative• social media specialist• social policy researcher• teacher• technical writer• tourism consultant	<ul style="list-style-type: none">• chambers of commerce• community development associations• educational institutions• financial institutions• government• heritage foundations• historical societies• insurance companies• legal services• market research firms• media organizations• municipalities• museums/archives/libraries• national parks• non-profit organizations• political parties• publishing companies	<ul style="list-style-type: none">• Master's degree: History, Museum Studies, Applied Politics, Library and Information Science.• College program: Culture and Heritage Site Management, Human Resources, Early Childhood Development.• Bachelor's degree: Education.• JD: Law.

1) Example based on Wilfrid Laurier University's History Experience Guide: <https://students.wlu.ca/programs/arts/history/careers.html>.

Source: "History Careers," Wilfrid Laurier University; EAB interviews and analysis.