EAB

Experiential Course Maps Workbook

A How-To Guide for Designing and Deploying Experiential Course Maps

4 Ways to Use This Resource

- Distribute to career services and/or student experience leaders to support map development
- Inventory co-curricular and experiential learning opportunities on-campus
- Identify programmes and departments struggling to scale well-aligned co-curricular opportunities
- Create coherent pathways through higher education for students

Professional and Academic Services Forum

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Start with best practices research

- Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- At the core of all we do
- Peer-tested best practices research
- Answers to the most pressing issues

Then hardwire those insights into your organization using our technology & services

Enrollment Management

Our **Enrollment Services** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members of the **Student Success Collaborative** use research, consulting, and an enterprise-wide student success management system to help students persist, graduate, and succeed.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1.2B+
Student interactions annually

1M+
Individuals on our student success management system

1,200+
Institutions we are proud to serve

1
Goal: Make education smarter

Beyond This Workbook

Supporting White Paper:

Integrating Academic and Career Development

Growing public concern about the return on investment (ROI) associated with higher education has created pressure for universities to assume greater responsibility for students' post-graduation outcomes.

Rather than attempting to radically reinvent curricula with immediate workforce demands in mind, a middle ground is needed between critics who assume traditional academic study is impractical and those who view university as an intellectual refuge from the job market. This false dichotomy between liberal education and career preparation is stymieing productive conversation on campus.

This study will help you incorporate meaningful career exploration and experiential learning into the academic curriculum and migrate from a "last stop" career service model to a continuous and reflective post-graduation planning approach. You will also learn how to reach at-risk and underserved student populations who often face barriers to accessing internships, co-ops, and other professional development. Available at www.eab.com.

Table of Contents

Beyond a Purely Academic Degree Plan

Adding Co-curricular Goals to Traditional Degree Maps

The first step toward supporting successful career outcomes for students is selecting modules aligned to a student's career goals. Despite the weight imparted upon this decision by tutors, academic departments, and the institution as a whole, undergraduates struggle to make well-informed, thoughtful decisions about both academic and professional trajectory pathing. To overcome this disconnect, institutions can develop and deploy experiential course maps.
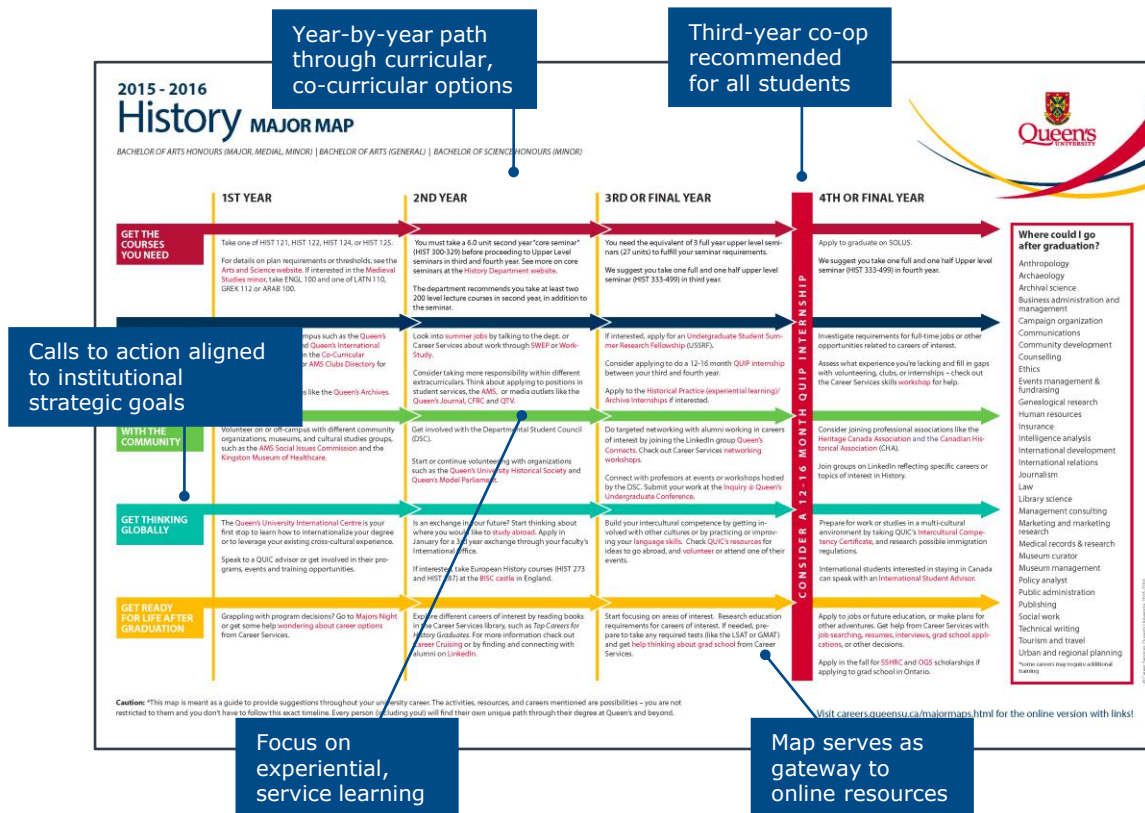
While degree plans are not a novel concept, they have traditionally focused solely on academic pathing. Institutions are now integrating a set of features that aid students as they consider their long-term professional ambitions.

Experiential course maps should alert students to both curricular and co-curricular programming, ensuring that they are aware of both academic and parallel non-academic enrichment opportunities. They should be organised around specific periods in an academic career to encourage participation in a diverse assortment of programming at specific times, like an internship before or during the final year.

Emphasising High-Demand Skills

Integrated Maps Emphasise the Value of Experiential Learning

Experiential course maps should also communicate a diverse set of potential career outcomes for each programme to communicate to students a broad scope of well-aligned potential career outcomes.

Types of career and industries students could pursue with their degree – focus on broad industry and career categories so as not to limit students

Where recent graduates are going both in terms of jobs and further study

Resources students can use to help them pursue careers
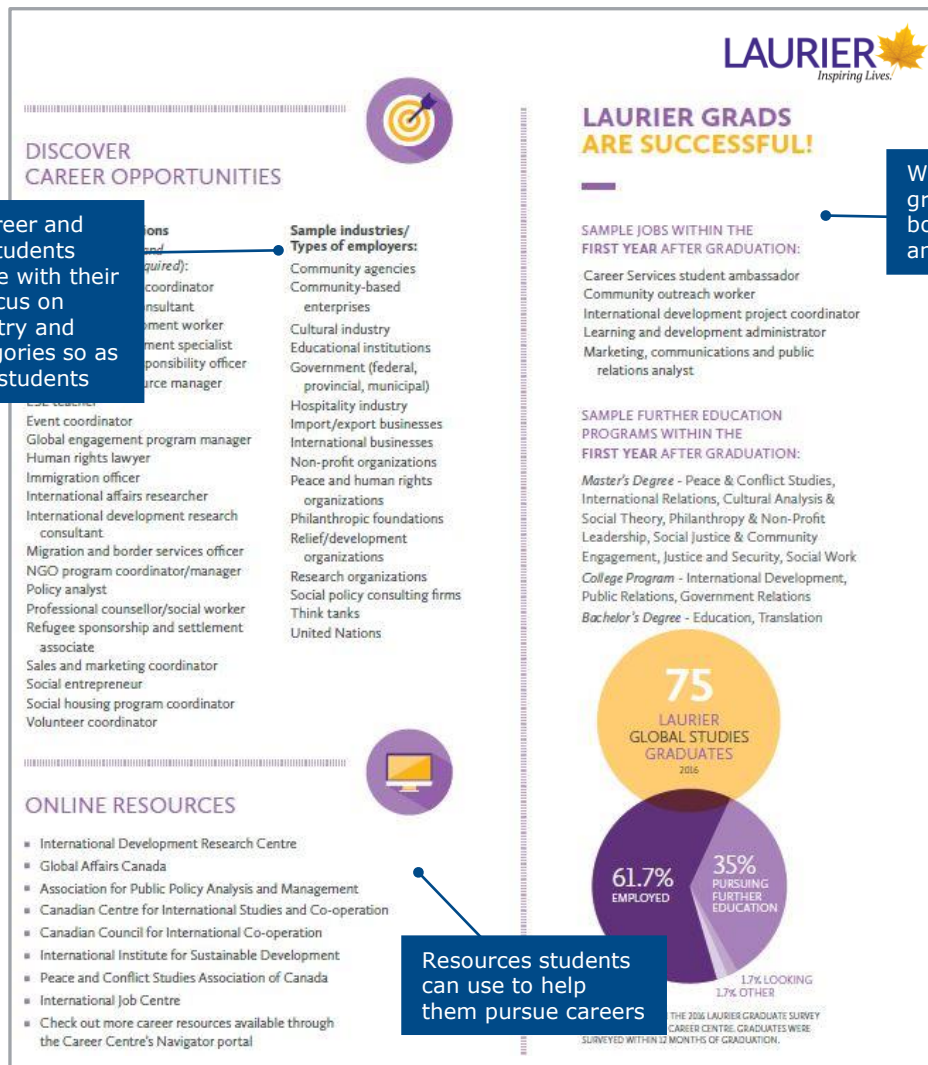
This workbook provides step-by-step guidance on how to develop, deploy, and maintain experiential course maps to support the student experience throughout a student's academic career and beyond.

For More Examples

See the *Compendium* on page 39 for more examples of experiential course maps.

How Institutions Use Experiential Course Maps

Understanding the Audiences for Course Maps

Who Can Use Experiential Course Maps?

Students: Self-Service

Students can use maps before meeting with a tutor to explore different modules that interest them and plan out their three-year course of study alongside relevant experiential learning options.

Academic Tutors: Guided Exploration

Tutors should use maps when they meet with students to discuss their plans for each academic year. Ensure academic and career advisors are familiar with a wide array of maps and how each individual student population may use them.

Academic Departments: Marketing & Recruitment

Provide copies of experiential course maps to each academic unit. Maps help academic staff demonstrate how students develop skills and experience, especially in programmes without an overt preprofessional focus.

Prospective Students: Finding the Right Fit

Experiential course maps help prospective students understand what their experience at your university will look like. Information on skills, career outcomes, and experiential learning help prospective students and their families see how different programmes at your university can lead to post-graduation success.

See *Tool 2* for information on the roles and responsibilities involved in developing experiential course maps.

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Experiential Course Map Implementation Timeline

- Use this resource at the beginning of the course map development process to set a timeline and communicate process milestones to staff, tutors, and campus leadership.

- This timeline is an example based on the typical course map development process as described by institutions that have created course maps. Specific dates, milestones, and important roles should be determined by each individual university.

Experiential Course Map Implementation Timeline

Plan the Map Process from Strategic Visioning through to Completion

Phase 1 *Plan and Prepare*	Phase 2 *Design and Build*	Phase 3 *Implement and Evaluate*

3 months — **7 months** — **Implementation Complete** (Approx. 9 Months)

Make Initial Planning Decisions • Create Draft Templates • Seek Departmental Feedback • Design Course Maps • Finalise • Distribute and Assess
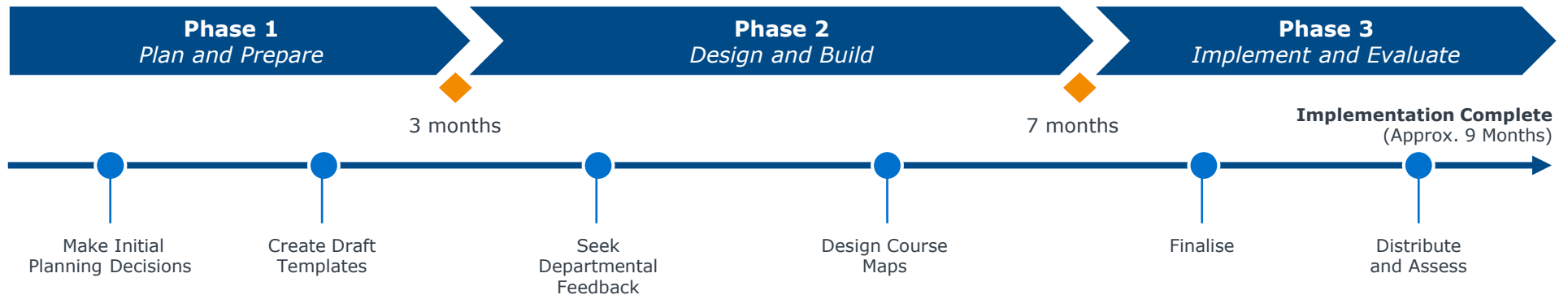
Activities:

- Select an implementation leader, implementation team, and steering committee
- Determine goals and audiences for experiential course maps, working with steering committee
- Set a timeline for map implementation
- Create an initial draft map template
- Build draft maps for each course of study

Activities:

- Work with a graphic designer to create a final course map template; the steering committee should approve the final template
- Request edits to draft course maps from academic and non-academic units *or* collect information using a feedback form
- Seek feedback from student focus groups
- Send maps to departments for sign off on academic content for each programme

Activities:

- Finalise and edit each course map
- Distribute maps to academic staff, academic tutors, admissions, career services, etc.
- Provide guidance on how academic and non-academic staff should use the maps with students
- Distribute maps to students in print and online form
- Steering committee and implementation leader develop a plan for updating and assessing course maps each year

Milestones:

Implementation team plans map process

Project staff create draft maps

Milestones:

Designer creates final map template

Departments provide academic information

Departments sign off on content

Milestones:

Team completes final maps

Committee develops an update plan

Source: EAB interviews and analysis.

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Phase 1: Plan and Prepare

Create Implementation Plan and Begin Drafting Experiential Course Maps

Make Initial Planning Decisions

Set the Strategic Vision for Course Maps
Month 1

- Set an implementation leader and steering committee
- Decide the intended audience(s) for course maps, such as prospective students, current students, and/or parents
- Determine the experience categories that will become the first column of the course maps
  see Tool 5
- Announce the project to the campus community
  see Tool 3
- Create a detailed implementation timeline

Who Is Involved

- Implementation Leader
- Steering Committee
- Project Champion, *e.g. Academic Registrar*

For more information on roles, see Tool 2 on Roles and Responsibilities

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Create Draft Templates

Gather Easily Available Information to Create Map Drafts
Months 2-3

- Project staff gather information from the curriculum catalogue, departmental webpages, the career centre, and student services. *Information can be stored in a shared document or spreadsheet before entering it into the course map template.*
- Determine sequence of recommended career development steps (e.g. submit resume to career services for review, complete a practice interview, meet with an alumni mentor, etc.)
- Use the course map template to create draft versions of each course's map
  see Tool 5

Who Is Involved

- Implementation Leader
- Project Staff

For more information on roles, see Tool 2 on Roles and Responsibilities

Source: EAB interviews and analysis.

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Phase 2: Design and Build

Confirm Content and Finalise Design for Experiential Course Maps

Seek Departmental Feedback

Collect Information from Campus Units
Months 4-7

- Contact academic and non-academic units for information on coursework, co-curricular activities and resources, and student outcomes that will populate maps

- Send draft maps to campus units and request that they add relevant experiences or edit based on departmental priorities
see Tool 6

- Alternatively, ask staff in relevant campus units to draft content for maps. *It is typically faster and simpler to draft content first and send it to units for review.*

- Populate the maps as staff return information

Who Is Involved

- Implementation Leader
- Project Staff
- Department Chairs
- Campus Leaders

For more information on roles, see Tool 2 on Roles and Responsibilities

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Design Course Maps

Customise Course Map Design
Months 4-7

- Graphic designer creates a course map template that meets institutional branding and style guidelines and complements the course map strategic vision
see Tool 5, the accompanying compendium of experiential course maps, and Navigating the Student Journey with an Experiential Course Map

- Meet with student focus groups to ensure their needs and opinions are captured in the design and content
see Tool 7

- Seek feedback from popular employers
see Tool 8

Who Is Involved

- Implementation Leader
- Steering Committee
- Graphic Designer

For more information on roles, see Tool 2 on Roles and Responsibilities

Source: EAB interviews and analysis.

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Phase 3: Implement and Evaluate

Release Course Maps and Plan for Future Updates

Finalise

Edit Course Maps for Polish and Consistency
Month 8

- Complete a final edit to ensure that each map is accurate and consistent

- Seek feedback on accessibility from Disability Services, Office of Diversity and Inclusion, and similar campus offices

- Seek final signoff on course maps from academic departments

Who Is Involved

- Implementation Leader
- Campus Leaders
- Project Staff

For more information on roles, see Tool 2 on Roles and Responsibilities

Distribute and Assess

Introduce Maps to Campus and Create Sustainability Plan
Months 8 and 9

- Announce the maps to campus, including instructions on how staff should use them with students and training for academic tutors

- Provide students with both electronic and paper maps

- Create a system for collecting and implementing yearly experiential course map edits from departments
See Tool 10

- Design a course map assessment plan

Who Is Involved

- Implementation Leader
- Steering Committee
- Project Staff

For more information on roles, see Tool 2 on Roles and Responsibilities

Experiential Course Map Implementation Tools

Tool 1: Experiential Course Map Workplan Template

Plan the Implementation Process

How to Use This Resource

Implementation leaders and steering committee plan key tasks and deadlines for developing experiential course maps.

Professional and Academic Services Forum

Phase 1: Plan and Prepare

Make Initial Planning Decisions

- Convene steering committee
- Decide the intended audience(s) for maps
- Determine the experience categories that will become the first column of the course maps
- Announce the project to the campus community
- Create a detailed implementation workplan and timeline

Create Draft Maps

- Project staff gather information from the curriculum catalogue, departmental webpages, the career centre, and student services
- Determine sequence of recommended career development steps
- Use the course map template to create draft versions of each course's map

Task	Owner	Time Frame	Status
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

Phase 2: Design and Build

Seek Departmental Feedback

- Contact academic and non-academic units for the content that will populate maps
- Send draft maps to campus units and request that they add relevant experiences or edit based on departmental priorities
- Alternatively, ask academic and non-academic staff in relevant campus units to draft content for maps

Design Course Maps

- Graphic designer creates a course map template that meets institutional branding and style guidelines
- Meet with student focus groups to ensure their needs and opinions are captured in the design and content
- Seek feedback from popular employers

Task	Owner	Time Frame	Status
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

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Phase 3: Implement and Evaluate

Finalise Course Maps

- Complete a final edit to ensure that each map is accurate and consistent
- Seek feedback on accessibility from Disability Services, Office of Diversity and Inclusion, and similar campus offices
- Seek final signoff on course maps from academic departments

Distribute and Assess

- Announce the maps to campus, including instructions on how staff should use them with students and training for academic tutors
- Distribute maps to students
- Create a system for annual course map updates
- Design a course map assessment plan

Task	Owner	Time Frame	Status
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

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Tool 2: Experiential Course Map Roles and Responsibilities

Core Roles in Experiential Course Map Development

Role	Responsibilities in the Experiential Course Map Process	Name of Campus Contact/Owner
Senior Sponsor *Typically a senior Academic Affairs Leader (e.g., Academic Registrar, Pro-Vice Chancellor of Education, Provost, Head of Academic Affairs etc.)*	• Set strategic vision and goals for project • Appoint implementation leader and convene steering committee • Communicate purpose and importance of experiential course maps to academic and non-academic staff • Provide funding for project staff and supplies • Approve final experiential course map template	
Steering Committee (optional) *Includes representatives from:* • *1-5 academic departments* • *Academic and career advising* • *The student body* • *Student services (multicultural offices, disability services, library, etc.)*	• Meet monthly during the experiential course map design process • Advise on high-level design and organisation of maps and guidelines for information to include • Ensure that each represented group understands how to use maps • Ensure that map content is relevant to all students and does not present access barriers to participation *Note: A steering committee is optional, but most institutions find the committee helps ensure that end users understand the purpose of course maps and are committed to their goals and design.*	
Implementation Leader *Typically a senior staff member in career services, but may also be:* • *Assistant/associate vice academic registrar* • *Advising director* • *Senior student experience staff member*	• Oversee project management for experiential course map development process • Facilitate meetings of steering committee and any focus group(s) • Set project timeline and key milestones • Liaise between implementation team, academic registrar, and other campus units involved in the project • Collect information to include in maps, or supervise staff responsible for this task and give final approval • Supervise staff working on maps	
Project Staff (optional) *Typically a student employee reporting to the implementation leader. For a sample position description, see Tool 4*	• Gather information for maps from academic and non-academic unit websites based on inclusion guidelines (see Tool 6) • Share experiential course map drafts with academic units for approval • Liaise with campus designers to finalise experiential course map template	
Department Chairs *(or a representative designated by each chair)*	• Review draft experiential course maps and provide edits and approval **or** • Add programme-specific information to a blank experiential course map template based on inclusion guidelines (see Tools 5 and 6)	
Designer *Typically from communications office, but may be any staff member with design experience*	• Finalise experiential course map template and ensure compliance with institutional branding and style guide	

Tool 2: Experiential Course Map Roles and Responsibilities

Additional Contributors to Experiential Course Map Development

Role	Responsibilities in the Experiential Course Map Process	Name of Campus Contact/Owner
Academic Tutors and Advisors	• Review experiential course maps for alignment with on-time graduation and student-facing language • Advise on additional milestones or experiences to include in maps • Be prepared to use maps in meetings with students	
Admissions	• Ensure maps are relevant to prospective students • Print and distribute maps for use in recruitment (e.g., with secondary school counselors and admissions staff)	
Student Focus Groups *(see Tool 7 for additional detail)*	• Provide feedback on usability and relevance of course maps (language, content, design) • Ensure maps are relevant to nontraditional students and other students from underrepresented groups	
Alumni Relations	• Provide data on alumni career and further study outcomes for maps	
Technical College Partners (e.g., Further Education Colleges, Community Colleges, Technical and Further Education Colleges)	• Ensure maps are relevant to transfers from partner colleges • Share maps with technical college students interested in transfer • Encourage technical college students to participate in experiential learning and career exploration	
Employers *(see Tool 8 for additional detail)*	• Advise on experiential course map content and timing of milestones • Share opportunities and activities to add to maps in relevant fields	

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Tool 3: Senior Sponsor Communication Template

Initial Announcement Email to Academic and Non-Academic Staff

Subject Heading: Announcing Course Map Initiative

Dear Campus Community,

[Welcome back to campus, or other introduction]

I am writing to introduce a new campus-wide initiative to support our efforts to integrate academic and career development and to support student degree planning.

[Name, role] and [Name, role] will be spearheading the development of experiential course maps for each course of study on campus. These maps will help prospective and current students explore course and career options and create a year-by-year plan to integrate curricular, co-curricular, and non-curricular experiences. They will include programme highlights, academic options, and opportunities to gain relevant experience. The maps will be available in print and on the website.

For reference, please see links from other universities who have created similar maps:

• Queen's University

• Southwest Baptist University

Over the course of this initiative, department chairs and other campus leaders will be expected to support map development by providing input and feedback to [Name] and [Name] as they work to develop the maps. I ask that you please work with them in a timely manner. Your responses will help ensure that this project stays on schedule and will be available for release by [expected release date]. The implementation team will be in touch in the coming weeks to solicit information from different units across campus.

Thank you in advance for your work supporting this project.

Sincerely,

[Name, Title]

Tool 4: Experiential Course Maps Student Assistant

Sample Position Description

Overview

This student worker position supports and augments the creation and implementation of experiential course maps. Experiential course maps are three-year undergraduate experience guides that highlight the optimal timing for experiential learning opportunities such as project-based courses, extracurricular activities, career preparation, study abroad, and undergraduate research.

This paid position requires 15-20 hours of time committed per week during the academic year and includes an option to extend work through the summer at 40 hours per week. In addition to supporting the creation of a resource that will benefit the entire student body, students in this role will cultivate professional skills and experience that will prepare them for a career after graduation.

Core Responsibilities

- Research experiential learning information on the university website
- Maintain an organised database of information to be used in building experiential course maps
- Connect with academic and nonacademic departments to confirm information included in maps
- Provide feedback on the design and layout of experiential course maps
- Support communication with student and employer focus groups
- Assist with ongoing experiential course map revisions

Position Structure and Compensation

- Selected via competitive application process through career services
- 12-month contract; 15-20 hours/week during the academic year; 40 hours/week during the summer (hours negotiable based on individual availability)
- Option to work for a second and third year to help with ongoing revision process
- Reports directly to experiential course map implementation project leader
- Compensation rate to be determined by project leader

Skills Developed

- Project management: support the management of information database
- Communication: liaise with multiple campus offices and share updates with project leadership team
- Time management: deliver diverse project components against a set timeline
- Software skills: assist communications and design teams with layout and drafting of maps
- Leadership: communicate importance and urgency of project to multiple groups at the institution

Source: EAB interviews and analysis.

Tool 5: Experiential Course Map Template

How to Use the Template

Use this template to draft and collect information for experiential course maps. Delete instructions and example text after reading and replace them with institution-specific information. If using the template directly, adjust colour schemes, fonts, and organisation to match your institution. Where possible, include web links to related resources.

Information to Include in the Course Map Cover Page

This cover page is designed to create a course map booklet when folded in half. Use the cover page to give a high-level overview of an academic programme, promote the programme to prospective students, and share information about alumni outcomes.

Get to Know [Programme]

Use this section to briefly describe the academic programme, its unique features, and why it is an appealing course of study for students.

Academic Options

List degree options available in the programme, including any specialisations, combined study options, or tracks.

Where Our Students Go

Use this section to share programme outcomes data, such as further education and careers pursued by alumni after graduation.

Develop Your Skills

Give 6-10 examples of employability skills students will gain by completing the academic programme.

Career Information

List potential job titles available to programme graduates. Include a diverse range of fields to show the variety of available options.

Information to Include in the Course Map Template

Use this template to begin cataloguing the information to include in experiential course maps. Many implementation teams choose to send the filled template to a programme chair or other departmental key contact for review.

Student Experience Categories

Identify 3-4 pillars of the student experience to use as categories for course map activities. Each category should be distinct, action-oriented, and aligned with institutional goals (e.g., connect with the community, broaden your perspective, think globally, explore leadership opportunities).

First Year

Outline first-year module requirements and early opportunities to explore the department and potential careers. Encourage students to interact with multiple offices and services at the institution (e.g., meet with a pastoral tutor, attend the student organisation fair, work with a writing tutor).

Middle Year(s)

Highlight academic milestones in the second year. Encourage students to pursue leadership roles and resume-building activities (e.g., consider a study abroad opportunity, complete an internship, apply for a fellowship, serve on the board of a student organisation).

Final Year

List activities that help students in their final year complete a degree on time and prepare for a first job or graduate programme (e.g., take qualifying exams for graduate school, visit career services for a resume review and interview practice, connect with alumni in your field of interest).

Academic Success and Career Development Checklists

Alongside the year-by-year plan, note steps that students can complete at any time to prepare for academic and career success.

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Tool 5: Experiential Course Map Template

<table>
<tr>
<td>
Editable Experiential Course Map Template

Use the editable PowerPoint file to start drafting the design and content for your institution's experiential course maps.

Click here to download the <u>Experiential Course Map Template</u>.
</td>
</tr>
</table>

Economics Bachelor's Degree | Experiential Course Map

DELETE AND PLACE INSTITUTIONAL LOGO HERE

	First Year	Middle Year(s)	Final Year
Student Experience Category			
Student Experience Category		*Delete After Reading: All the text in this template is editable. Use the italicised text as a guide to what information should be included, how to organise it, and how to frame it for students. The bottom row is meant to be an example and should be replaced with institution-specific information.*	
CULTIVATE Learning and Academic Excellence *Example*	• Review core module requirements and pick the best-fit thematic curriculum pathway • Review programme requirements with your academic tutor • Register for Introduction to History (HIST105)	• Apply for the Problem-Based Learning Fellowship programme • Consider completing elective modules in another field such as business, marketing, or computer science • Meet with an academic tutor to check progress to degree	• Work with an academic tutor to ensure you have no outstanding module requirements • Complete your final-year capstone project • Submit your capstone paper to the *EAB University Historical Review* or another journal for an opportunity to get published

Academic Success Checklist

Make note of key steps students should complete across their academic career to be successful

Examples:
☐ Discover library resources
☐ Book an appointment with your pastoral tutor
☐ Visit the writing and tutoring centre

Career Development Checklist

Make note of key steps students should complete across their academic career to be prepared for post-graduation success

Examples:
☐ Apply for on-campus jobs
☐ Join a student organisation
☐ Make an appointment with a career advisor

Tool 6: Experiential Course Map Inclusion Guidelines

Academic Content

Considerations for Information to Include

- **Encourage student choice**: avoid prescribing a specific module trajectory outside of degree requirements
- **Keep course information general:** only include specific module names and numbers for mandatory module or modules with an experiential learning component. Module offerings and module numbers can change over time, increasing the effort needed to update course 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 university experience.
- **Help students plan year by year:** for example, information in the "First Year" column should help students transition to the university and course of study.

Questions for Review and Feedback

- Are the core requirements of the academic programme noted, or is there a link to the catalogue?
- Are critical institutional (non-department- or programme-specific) academic requirements noted?
- Are there any academic institutional priorities that the maps should highlight?
- What are the academic decisions that students must make throughout their course 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 Modules
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Capstone Modules and Projects

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Tool 6: Experiential Course Map Inclusion Guidelines

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 university 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 programmes, study abroad programmes 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

Source: EAB interviews and analysis.

Tool 6: Experiential Course Map Inclusion Guidelines

Career Development Content

Considerations for Information to Include

This section should focus on opportunities to develop employability 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 university experience.
- **Help students plan year by year:** for example, information in the 'Final Year' column should be oriented toward students planning to start their careers or pursue further study.

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 programmes should students consider outside of their academic programme(s) to make them more competitive in the marketplace upon graduation? For example, consider recommending data analytics modules for humanities majors and business writing and oral presentation modules 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 postgraduate programmes?
- 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 Modules and Projects

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Tool 6: Experiential Course Map Inclusion Guidelines

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 university 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 bursaries 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 organisations 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 Modules and Projects

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Tool 6: Experiential Course Map Inclusion Guidelines

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

Considerations for Information to Include

Create a Compelling Programme Description

This section should give students a clear understanding of what it means to study the subject. This is an opportunity for programmes 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 course will acquire.
See the bank below for suggestions:

• Work within the dynamic of a group	• Leadership skills	• Think critically
	• Work within a time frame	• Communicate effectively
• Problem solve	• 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 Association of Graduate Careers Advisory Services (AGCAS), what kinds of careers, industries, and employers do graduates from each programme/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 study like certificates and postgraduate study)?
- What placements do students have 3-5 year after graduation?
- What types of additional education programmes do graduates of this programme 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.
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed?

Source: EAB interviews and analysis.

eab.com

Tool 6: Experiential Course Map Inclusion Guidelines

Sample Career Exploration List

Example Career Options to List on Experiential Course Map, History[1]

Career Options

- 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

Industries/Types of Employers

- chambers of commerce
- community development associations
- educational institutions
- financial institutions
- government
- heritage foundations
- historical societies
- insurance companies
- legal services
- market research firms
- media organisations
- municipalities
- museums/archives/libraries
- national parks
- non-profit organisations
- political parties
- publishing companies

Sample Further Study Programmes

- Master's degree: History, Museum Studies, Applied Politics, Library and Information Science.
- Training programme: Culture and Heritage Site Management, Human Resources, Early Childhood Development.
- Bachelor's degree: Education.
- LLM: Law.

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

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

eab.com

Tool 7: Student Focus Group Discussion Guide

Guiding Questions for Student Feedback on Experiential Course Maps

How to Use This Guide

Student focus groups provide feedback on the look and feel of maps from a student perspective. Include a diverse group of students in focus groups to ensure maps resonate with a wide variety of students.

General questions (discuss before looking at a sample course map):

- How did you choose your current programme?

- What resources did you use during the process of selecting a programme? Which were most and least helpful?

- Were there certain resources that you wish had existed, or that existed but were insufficient, that could have helped you select your programme?

- Have you decided on a post-graduation career? How did you choose? Is this different from what you expected when you started university?

- What career planning resources did you use on campus? Which were most and least helpful?

- Do you think your programme will be important in your career choice? Why or why not?

- How important are career outcomes for you when choosing a programme?

- What information do you remember from induction events on choosing your modules and making post-graduation plans? What information do you wish you had learned?

Module requirements section feedback:

- Are there modules we should add or remove?

- What modules help students explore the programme?

- What modules help students get hands-on, applied, or project-based opportunities?

- Are there any modules that students usually take too early or too late?

Tool 7: Student Focus Group Discussion Guide

Guiding Questions for Student Feedback on Experiential Course Maps

Career preparation section feedback:

- What should students be talking about with their tutors each year to help them plan and prepare for life post-graduation?

- When should students meet with career advisors and what should they discuss each year?

- Are there other on-campus support offices or services students should know about?

- How can students work with their programme-specific academic tutor to learn about opportunities after graduation?

- What should students do to build deeper connections with academic mentors that will help them when it comes time to ask for letters of recommendation, networking connections, etc.?

Hands-on experience section feedback:

- What types of volunteer opportunities should students seek out to explore this programme and be more competitive in the job market?

  – When is the optimal time to volunteer?

  – Where should students look for these opportunities?

  – Are there any quirks specific to this field about how students should prepare and apply for volunteering?

- When should students seek out undergraduate research opportunities?

  – What undergraduate research opportunities should students in this programme know about? How do they find them?

- When should students get their first internship?

- What are the most common internship opportunities that students should know about? Where should students in this programme look for internships?

- Do students in your programme need to get work experience in the summer after their first year? What kind of experiences are typical?

- Do most students in your programme follow the same career path? Is it common to go to continue with further study or get additional certifications before starting a career?

- What are the most common places to find jobs after graduation? Are there any field-specific tips they should know about how to create a resume and apply for jobs?

Tool 7: Student Focus Group Discussion Guide

Guiding Questions for Student Feedback on Experiential Course Maps

Global and multicultural experience section feedback:

• What kinds of multicultural opportunities should we include on the map?

• Which study abroad options should we add to the map? Are there opportunities abroad that students should specifically consider if they are interested in this programme or a related career path?

Ensuring maps are inclusive for all students:

• Which clubs and associations are most important for students to join who are coming from nontraditional backgrounds (first-in-family, international, mature learners, etc.) or who are part of an identity group that is underrepresented on campus?

• Are there networking groups specifically for students of colour, women, LGTBQ students, and/or students with disabilities in this programme?

• Did we recommend any activities on the map that certain groups of students won't be able to access; for example, activities where finances may make it hard for students to participate? How can we make these activities more accessible?

• Are there bursaries or fellowships in this programme for students with financial barriers to participating in experiential learning? What should students know before applying?

• What resources (websites, offices, people, meetings) are available for nontraditional students in this programme?

Tool 8: Employer Feedback Guide

Guiding Questions for Course Map Discussion with Partner Organisations

How to Use This Guide

Organisations that employ students and alumni can be a valuable source of feedback on experiential course map content. Use these questions, and share draft maps from relevant academic fields, to guide meetings with employers.

Programmes and Careers

- What are some examples of entry level job titles that your company might look to fill with recent university graduates?

- What are the most common academic programmes of recent grads who work at your organisation?

- How important is a student's academic programme when you decide to hire them?

  – Are hiring managers or recruiters given any guidance on which university programmes to look for on resumes?

- Are there any programmes you'd like to hire from, but you don't think graduates know to apply with your organisation?

  – For example, some companies hire Theatre graduates for their communication and presentation skills, but Theatre graduates may feel like they are only qualified for jobs in the arts. Can you think of any examples like that?

- Does your company only hire entry-level employees with postgraduate qualifications?

Hands-On Experience

- When hiring managers and recruiters review resumes, how many years of internship or volunteer experience during university are you looking for?

  – Should students start interning/volunteering their first year in university? If so, is this a need-to-have or nice-to-have qualification?

- Are there particular types of job experience that candidates must have in order to qualify for an entry-level position? What advice would you give to students on when and how to find those types of experience?

- We encourage students to take modules that have project-based or applied components, where they work in teams with a local business or nonprofit to help solve a problem. Should graduates list this type of experience on their resume when they apply for a job with your organisation?

- What types of extracurricular experiences are recruiters or hiring managers looking for on resumes? Should students focus on trying to take on a leadership role?

Tool 8: Employer Feedback Guide

Guiding Questions for Course Map Discussion with Partner Organisations

Skills and Knowledge

- What skills do graduates need to be successful in entry-level positions at your organisation?

- What are the skills that entry-level employees are most often missing?

  – How should they be developing these skills before they apply for a job? Alternatively, should applicants know that they can get on-the-job training in these areas?

- What types of skills, knowledge, or experiences would make an entry-level candidate really stand out?

- Are there types of classes students should be taking in college if they want to be prepared for a job with your organisation?

- Are there additional certifications or training that entry-level employees need to have? When should students start to think about getting these qualifications?

- Many of our students come from nontraditional backgrounds—they may be mature learners or the first in their family to attend university. What kinds of nontraditional life experiences are you looking for that might demonstrate the same skills as an internship?

Opportunities with This Organisation

- Do you host student internships? What year in university is the best time to intern?

- How do most students who intern at your organisation first hear about you?

- Are there qualifications students need for these internships?

- Do you have opportunities for job shadow, informational interviews, or other networking that students should know about as they are exploring careers?

  – When and how should they get in contact with you regarding these opportunities?

Feedback on Specific Maps

- Is this map in line with the qualifications someone would need to get an entry-level job with your organisation after graduation?

- Is there anything you would add or remove?

- Are there any items you would move earlier or later?

Tool 9: Senior Sponsor Communication Template

Experiential Course Map Completion and Rollout Announcement

Subject Heading: Launching Course Maps

Dear Campus Community,

I am pleased to announce the launch of our new experiential course maps. [Include a link to the course maps on your institution's website.]

Each map includes information about an academic programme by a student's year of study, while suggesting ways students can develop relevant skills, build networks, gain global perspectives and plan for further opportunities. [If your maps have different experience categories, include them here.]

After reviewing course maps of interest, each student is invited to craft a customised plan with their own milestones, engage with staff who can provide further advice and information, then review and refresh their customised plan each year. We invite staff to use these plans when helping students explore curricular and co-curricular opportunities. For more information about using the maps with students, please see the attached document.

This project was sponsored by [office(s)] and accomplished by a steering committee, staff assigned to the project, and many individuals from across the campus' academic and student service departments who provided content for each plan. Special thanks to the steering committee and staff assigned to the project who accomplished this large and complex initiative.

The programme plans are live and can be found at [link]. If you would like to have printed copies, please contact [include relevant information]. Thank you for your time and support in helping ensure [university name] was able to launch experiential course maps this academic year.

Sincerely,

[Name, Title]

For Academic Departments

Tool 10: Experiential Course Map Annual Review Form

Programme Name: _____   **Review Completed By:** _____

Date of Review: ____/ ____/ ____

Use this review form to report any experiential course map content that should be added, removed, or revised. Please note the information that should be changed, where it is located within the map, and what revisions should be made. Information that does not fit into the below categories should be detailed in the "other updates" section.

Questions to Consider:

Have any changes been made to academic module requirements?

Are there new experiential learning programmes/opportunities for students in this programme?

Are there new modules students from this programme should consider to round out their skill set?

Are alumni entering new career fields or areas of additional study?

First Year Content

Middle Year Content

Tool 10: Experiential Course Map Annual Review Form

Final Year Content

Career Outcomes Content

Other Updates:

Compendium of Experiential Course Maps

EAB first profiled Queen's University's experiential course maps in 2016. Since then, numerous institutions across the globe have implemented the practice. Below, explore different examples of experiential course maps.

- Fisk University

- North Dakota State University

- Southwest Baptist University

- St. Ambrose University

- University of California, Berkeley

- University of Texas, El Paso

- University of Toronto, Mississauga

- University of Utah

- University of Windsor

- Virginia Commonwealth University

- West Virginia University

- Wilfrid Laurier University