University System of Georgia

Fundamental Features of Program Maps

Overview

Program maps are term-by-term course guidance that define default, on-time pathways to degrees. They are distinct from programs of study listed in a catalog in several key ways. Perhaps foremost, program maps make recommendations for specific courses (or sets of courses) and when they should be taken, with requirements, milestones and expectations provided in one place in a format designed for student planning. Catalog listings provide general education and program requirements without recommendations and often list requirements, expectations and regulations in separate sections.

Program maps are a component of a comprehensive advising program and form the foundation for the development of personalized degree plans for students. Program maps are distinct from degree plans, which are personalized programs of study that each student builds based on their particular academic needs (including any advanced credit or learning support needs), interests (including minors or specific concentrations), and goals.

Program maps are critical tools for students to discover, generate and sustain momentum toward timely completion of postsecondary credentials. Well-designed program maps that are readily available, easy to find on an institution's website, and usable are valuable resources for prospective and current students, advisors and faculty.

All University System of Georgia institutions are expected to develop, publish, and regularly update program maps for all programs of study. This document provides guidance to institutions to support the effective implementation of program maps as tools for achieving improved and equitable completion of postsecondary credentials by students enrolled at USG institutions.

The Role of Program Maps in the Momentum Approach

The University System of Georgia's Momentum Year approach outlines the critical first year benchmarks that contribute to students attaining the momentum they need to earn a postsecondary credential. Research has demonstrated that students are more likely to earn a postsecondary credential when they:

- Start their college careers by making a purposeful choice of a focus area or program,
- Develop a productive academic mindset,
- Follow clearly sequenced program maps that include in the first year:
  - Core English and math
  - Nine credits in the student's academic focus area or major, and
  - A minimum of 30 credits.

Program maps can contribute to students making informed and purposeful program choices. Because students have unique academic, personal and career goals, program maps serve as starting points for students and advisors to work together to design personalized degree plans that account for credit for prior learning, and accommodate students' intended enrollment patterns and learning needs.

Program maps are essential tools that should be shared with all prospective and enrolled students, incorporated into academic advising and revised during the curricular review and revision process within academic

departments.

General Requirements for Program Maps

Recommended Course Sequences and Milestones

Program maps are at their core default sequences of courses that are a combination of current major program requirements and recommended general education/elective courses for a specific program of study and/or academic focus area. The recommended general education/elective courses on program maps are not the only courses students can take to fulfill general education requirements in a program of study. Recommended courses should be readily available to students and, in the judgment of faculty and advisors, complement the content and learning outcomes in a program of study. Students who follow the default sequence of courses on a program map will earn a postsecondary credential on time and with minimal or no excess credits. Program maps should include key milestones, including courses, prerequisites, expected or required grades, GPA expectations, deadlines for applying for graduation, etc., that students should complete or achieve to progress in their chosen program of study.

From Program Maps to Momentum Maps

Program maps provide students with the essential information to understand their path from enrollment to graduation. **Momentum Maps** expand on the essential guidance by providing a default map that includes both the essential curricular aspects of the Momentum Year as well as curricular and co-curricular guidance and milestones that reinforce Momentum principles. Program maps are designed so that students earn at least 30 credits in an academic year, with first year including both Area A1 English courses and a recommendation for the Area A2 mathematics course that is aligned with the program of study or focus area. Additionally, Program maps include three courses in the first year that are related to, or provide a representative "feel" for, the field of study or focus area.

Recommended course sequences on program maps should be specific to the program or focus area in order to facilitate student progression to a degree and structure student choice. **Momentum Maps** should include default choices that feature appropriate experiential learning and high impact practices that contribute to students deepening their program purpose and academic mindset. Milestones on **Momentum Maps** extend beyond key deadlines and credit hour checkpoints to highlight important opportunities and activities, such as pursuing study away or internships, applying to graduate schools, engaging with the chapter of discipline-oriented associations and clubs, as well as utilizing key campus services and supports.

Application and Use

Program maps are part of a larger toolkit of resources to assist students with understanding, achieving and sustaining academic momentum, considering career or future academic opportunities, and communicating other requirements and opportunities at the institution. Program maps should be shared with all students during their exploration of options at the institution as they choose a program of study or academic focus area. In addition, program maps should be continually referenced by advisors and students as they work together to design personalized degree plans, and can provide valuable information for institutions to anticipate course demand. Program maps are not a substitute for a personalized degree plan, but provide a foundation for the development of one as a part of the ongoing conversations between the student, advisors, and faculty.

Design Considerations

Program maps should have a consistent structure and design across all programs of study at an institution. Program maps for programs within a focus area should include similar if not the same set of courses in their first term(s) to facilitate student exploration without the risk of students completing courses that do not meet either requirements or recommendations for an aligned program map.

Maps should be easily understood by prospective and current students, as well as the broader community. They should include full course names, links to full course descriptions (in online settings), appropriate milestones by term, avoid academic jargon, acronyms, and undefined terms. They should be easily accessible on an institution's website in a predictable location. In addition to online versions, program maps should be available to the greatest extent possible in other formats, including printed formats and viewable on smartphones and other devices.

Program Maps Best Practices

- Program maps should be designed to ensure that students complete the Georgia Legislative requirements by the end of their sophomore year.
- Bachelor's degree institutions should ensure that all (or nearly all) of the General Education course requirements are included in the first two years on the program maps. This will facilitate ease of transfer for students coming from two-year institutions.
- Program maps may include milestones or notes for summer, but should not list required coursework for summer semester. Summer should provide opportunities for students to catch up or get ahead on their program maps, or explore cocurricular opportunities related to their academic goals.
- Two-semester science sequences should, whenever possible, start in fall and finish in adjacent spring terms.
- Program maps should "stack" as much as possible, with focus area maps (where offered) leading to associate degree program maps and/or to bachelor's program maps seamlessly, with courses placed in roughly the same sequence and terms.
- Institutions must ensure that courses on program maps are offered in the terms listed and with sufficient capacity to meet demand. For courses required or recommended for a program, indicate the frequency and term they are offered (every semester, fall and spring, fall or spring only, every other spring, etc.) to facilitate student planning.

Program Maps and Focus Areas

While most students will arrive on campus having chosen a program of study, some students who are uncertain of their academic intentions will select an academic focus area. For these students, it may be appropriate to provide a "best fit" program map from among the cluster of majors that are in a focus area. It may be helpful to craft first semester maps that intentionally explore a focus area in a manner that balances course demands and provides insight into the area as students discern their goals. For institutions with custom focus area maps, maps should indicate the programs aligned with the focus areas.

Development and Maintenance

Program maps should be revised during the curriculum review and approval process within each academic department and/or college. As program and curriculum changes are considered in the local governance processes, related program maps should be reviewed to ensure that courses included in the curriculum will be offered as indicated, with sufficient capacity to meet the demand from students who have the identified courses on their program maps. To be most effective, this process should be managed and monitored by a designated individual or department with sufficient authority to convene stakeholders to ensure program maps are current, consistently designed, and publicly available.

Program maps should be regularly "pressure-tested" to ensure that students can follow a default map, register for courses in the indicated terms, and graduate on time. Program maps should work to balance high-demand courses across the fall and spring semesters. This may require inter-departmental conversations about which courses (particularly courses in the General Education Curriculum) departments are recommending and when. Additionally, courses recommended in a specific term on a program map should be scheduled to avoid conflict with one another.

Examples of how Program Maps May Be Used

During a student's "inquiry" phase and college recruitment process, program maps

- May be shared with prospective students by admissions personnel.
- Can provide potential students with a clear sense of what is expected in various academic programs.
- Can be used as a tool to support student discernment of a purposeful choice, by organizing programs of study into focus areas on the institutional website and including hyperlinks for degree maps for each related program.

During the college application process, program maps:

- May be included in the tools and resources provided to help students with the selection of a program of study or academic focus area.
- Can be provided to students when they select their intended program of study for review and planning in advance of orientation and registration.
- Outline a first semester course of study for students who choose an academic focus area and highlight aligned programs of study.

During college orientation or registration process, program maps:

- Should be available to students before and during orientation or course registration.
- May be reviewed during an initial advising session and used to confirm the student's first semester schedule.
- Should be used as a part of the process to develop a personalized first year academic plan based on the program map that incorporates:
    - reconciliation of program map with credits for prior learning (AP, transfer, CLEP, etc.)
    - a student enrollment plan, with full time enrollment at 15 credits as the default.

As part of early alert system:

- Milestones on program maps (credits earned, milestone/pre-requisite courses/Area A completion, etc.) may be used to flag students who are not meeting milestones for outreach.
- Review of their program maps may allow students to see the implications on their time and progress to a degree if they don't meet grade requirements for courses on program maps or withdraw from courses.

Before every subsequent semester, program maps:

- Should be used by advisors and students to personalize degree plans and register for courses.
- Remind students of the impact on their time and progress to a degree if they don't take courses in the designated semester of their program map.
- Allow students to track their progress toward degree completion.

As part of course scheduling process, institutions should:

- Utilize program maps and enrollment data to make course demand projections to provide sufficient course and seat availability in each term.
- Use program maps to ensure that courses recommended for students on a map do not have conflicts that pose obstacles to student progression (e.g., linked courses, courses in sequences, prerequisite courses).

Program Maps Assessment Guide

Essential Elements

The following are baseline elements all program maps must include:

- ☐ Include 30 credits a year
- ☐ Includes recommended courses semester by semester
- ☐ Include English Composition I and II and an aligned math in the first academic year
- ☐ Include milestones
- ☐ Publicly available on institution's website
- ☐ List Legislative requirements

Element	Meets Program Map Minimum Standards	Exceeds Program Map Minimum Standards	Achieves Momentum Map Standards
Clear and consistently communicated program description	Basic description of the major and possible specializations within major	Description with articulation of learning outcomes/skills developed through major	Description with articulation of learning outcomes/skills developed through major and career opportunities for graduates
Course options are listed, with specific recommendations for courses to take, including aligned electives and courses outside the discipline, to help architect student choice.	Program maps list courses and indicate generic (e.g., Area C) courses	Program maps list some specific recommendations for courses (e.g., ANTH 1102 or SOCI 1101) in some areas, with others generic	Program maps list specific recommendations for courses across all areas.
Courses to meet Legislative Requirements are clearly identified and included in the first 30 hours.	Sometimes; in some program maps	Courses to meet Legislative Requirements are included, but not indicated on program maps	Courses to meet Legislative requirements are included and indicated on program maps
For bachelor's programs, General Education Requirements are completed within the first 2 years/60 credits	General Education requirements are distributed across the four years of the map	Some program maps include courses in general education in the third and/or fourth year	All program maps complete all general education requirements by the end of the second year/60 credits
A math course aligned with the program of study is recommended in the first 30 credits	A math course is included in the map, but no specific recommendation is made.	A specific math course aligned with the program of study is recommended in the map	A full math pathway is outlined on the map
Milestones are included on program maps	Program maps include basic process milestones (prerequisites, credit hours earned; GPA standards, deadlines for applying to graduate)	All program maps include procedural checkpoints and process/experience recommendations (e.g., visit with advisor/career services; investigate study away; apply for internships or undergraduate research)	All program maps include procedural and process milestones and co-curricular recommendations that follow a pathway.

Element	Meets Program Map Minimum Standards	Exceeds Program Map Minimum Standards	Achieves Momentum Map Standards
Program maps are accessible on the institution's website	Available – but embedded in departmental web sites	Available in a single location; linked to programs of study/departments/schools	Available within two clicks on our institutional website.
Program maps are reviewed and updated on a regular basis	Sometimes; for some programs	Program maps are reviewed and updated on an ad hoc basis	Program maps are reviewed and updated on a regular schedule
Program maps are incorporated in the curricular review process	After the completion of the curricular approval process	As a component of the curricular review and approval process	As an integrated element of regular curricular review
Program maps are shared with prospective students	Are available on institution web site	Links to maps are embedded in application process	Preliminary review of map is provided when student indicates major on program application
Program maps are consistently designed/presented	Maps have minimum/consistent elements across all maps, but formats may vary by major.	Maps are consistent within departments or schools, but not across the institution	All program maps follow the same format and design.

Program Map Examples follow

Program Map

Psychology (B.S.)

Psychologists study the human mind, exploring a variety of interesting questions that explain human behavior and responses. Psychologists do research and conduct studies, make observations, and help others understand and improve or modify their behaviors. Students in the psychology program at Valdosta State University focus on areas including learning, cognition, intelligence, motivation, emotion, perception, personality, mental disorders and the ways in which individual preferences are inherited or shaped by environment

What Can I Do with This Major?

Psychology students acquire critical thinking skills and a range of knowledge which prepares them for working in a number of fields, including:

- > Academic Counselor
- > Admissions Counselor
- > Behavioral Therapist
- > Case Manager
- > Child Development Specialist

A Major in Psychology prepares students to enter a range of fields including:
- Education (e.g., helps to develop study skills)
- Health care (e.g., habit control, compliance)
- Law (e.g., jury decision-making)
- Industry (e.g., advertising)
- Government (e.g., understanding the impact of social changes)

Some psychology majors will go on to graduate school for advanced degrees.

Year 1
Fall

Course Prefix & Number	Title	Area	Credits
ENGL 1101	English Composition I	A1	3
PHIL 1010	Critical Thinking	B, ^	2
BIOL 1103	Introductory Biology I w/lab	D	4
HIST 2112	United States History II	E, L	3
PSYC 1101*	Introduction to General Psychology (Must earn "C" or higher.)	F	3
	Semester Total:		15
	Cumulative Credits:		15

Milestones
- **Meet with an advisor**
- Complete first course in Area A1
- Complete Area A2 math
- Complete at least 15 credit hours
- Maintain at least a 2.0 grade point average
- Become familiar with the Library
- Visit the Tutoring Center
- Attend the Student Club Fair

Year 1
Spring

Course Prefix & Number	Title	Area	Credits
ENGL 1102	English Composition II	A1	3
MATH 1401	Elementary Statistics	A2	3
BIOL 1104	Introductory Biology II w/lab	D	4
POLS 1101	American Government	E, L	3
PSYC 2103*	Introduction to Human Development	F, ^	3
	Semester Total:		16
	Cumulative Credits:		31

Milestones
- Meet with an advisor
- Complete Area A requirements
- Complete Legislative requirements (POLS 1101 & HIST 2112)
- Declare major
- Accumulate at least 30 collegiate credit hours
- Maintain at least a 2.0 grade point average
- *Maintain at least a 2.3 grade point average in Area F Psychology courses

Year 1
Summer

Course Prefix & Number	Title	Area	Credits
	Semester Total:		0
	Cumulative Credits:		31

Milestones
- Accumulate at least 30 collegiate credit hours
- Maintain at least a 2.0 grade point average
- *Maintain at least a 2.3 grade point average in Area F Psychology courses

Year 2
Fall

Course Prefix & Number	Title	Area	Credits
ENGL 2130	American Literature	C	3
PSYC 1100	Introduction to Biological Psychology	D	3
SOCI 1101	Introduction to Sociology	E	3
PSYC 2107*	Introduction to Social Psychology	F	3
ANTH 1102	Introduction to Anthropology	F	3
	Semester Total:		15
	Cumulative Credits:		46

Milestones
- Complete Area D requirements
- Accumulate at least 45 collegiate credit hours
- Create or update your resume with a career advisor
- Take part in the Student Activities Fair
- Maintain at least a 2.0 grade point average
- *Maintain at least a 2.3 grade point average in Area F Psychology courses

Year 2
Spring

Course Prefix & Number	Title	Area	Credits
SCOM 1000	Human Communication	B	2
ART 1301	Art, Society, and Culture	C	3
GEOG 1101	Introduction to Human Geography	E	3
SPAN 1002	Elementary Spanish II	F	3
SOCI 1160	Introduction to Social Problems	F	3
	Semester Total:		14
	Cumulative Credits:		60

Milestones
- Complete all Core Curriculum requirements (A - E)
- Complete Area F requirements
- Accumulate at least 60 collegiate credit hours
- Investigate study abroad options
- Visit student success center
- Maintain at least a 2.0 grade point average
- *Permission of instructor required. Minimum grade of "C" required

Year 2
Summer

Course Prefix & Number	Title	Area	Credits
	Semester Total:		0
	Cumulative Credits:		60

Milestones
- Complete all Core Curriculum requirements (A - E)
- Complete Area F requirements
- Accumulate at least 60 collegiate credit hours
- Maintain at least a 2.0 grade point average
- Maintain at least a 2.0 grade point average in Area G and F courses

Program Map

Psychology (B.S.)

Year 3			
Fall			
Course Prefix & Number	Title	Area	Credits
PSYC 3510*	Introduction to Research Design and Data Analysis	G	4
PSYC 3570	Multicultural Issues in Psychology	G3	3
PSYC 3330	Mind and Brain	Ge	3
PSYC 3330	Mind and Brain	Ge	3
	Elective	H	3
	Semester Total:		16
	Cumulative Credits:		76

Milestones

Meet with an advisor
Meet with a career counselor
Accumulate at least 75 credit hours
Maintain at least a 2.0 grade point average
Maintain at least a 2.0 grade point average in Area G and F courses
*Minimum grade of "C" required

Year 3			
Spring			
Course Prefix & Number	Title	Area	Credits
PSYC 4802	Seminar - Group 2	G2,^	3
PSYC 4120	Learning	Ge	3
PSYC 4125	Learning Lab	H	1
PSYC 3530*	Advanced Researqch Design and Analysis-CTW	G	4
	Elective	H	3
	Elective	H	3
	Semester Total:		17
	Cumulative Credits:		93

Milestones

Meet with an advisor
Complete two required methodology courses: PSYC 3510 & 3530
Start investigating graduate schools.
Investigate Internship opportunities
Accumulate at least 90 collegiate credit hours
Maintain at least a 2.0 grade point average
Maintain at least a 2.0 grade point average in Area G and F courses

Year 3			
Summer			
Course Prefix & Number	Title	Area	Credits
	Semester Total:		0
	Cumulative Credits:		93

Milestones

Accumulate at least 90 collegiate credit hours
Maintain at least a 2.0 grade point average
Maintain at least a 2.0 grade point average in Area G and F courses

Year 4			
Fall			
Course Prefix & Number	Title	Area	Credits
PSYC 4220	Introduction to Behavior Modification	Ge	3
PSYC 4000	Lab Experience in Psychology	Ge,^	3
	Elective	H	3
	Elective	H	3
	Elective	H	3
	Semester Total:		15
	Cumulative Credits:		108

Milestones

Apply to graduate
Continue working with Career Advising
Accumulate at least 105 collegiate credit hours
Maintain at least a 2.0 grade point average
Maintain at least a 2.0 grade point average in Area G and F courses
Apply to graduate school.

Year 4			
Spring			
Course Prefix & Number	Title	Area	Credits
PSYC 3140	Psychopathology and Abnormal Psychology	G1	3
PSYC 4100	Cognitive Psychology	Ge	3
	Elective	H	3
	Elective	H	3
	Semester Total:		12
	Cumulative Credits:		120

Milestones

Accumulate at least 120 collegiate credit hours
Utilize Career Services and Alumni Association resources for your next steps
Maintain at least a 2.0 grade point average
Maintain at least a 2.0 grade point average in Area G and F courses
Graduate

Year 4			
Summer			
Course Prefix & Number	Title	Area	Credits
	Semester Total:		0
	Cumulative Credits:		120

Milestones

Recommended Area H Electives

Foreign Language courses above the 1002 level
Additional Psychology courses, including PSYC 3901 Study Abroad in Psychology
Additional Anthropology courses
Additional Biology courses
Chemistry courses
DATA 1501 Introduction to Data Science
Additional Mathematics courses
Physics Courses

Area Key

A1	Communication Skills
A2	Quantitative Skills
B	Institutional Options
C	Humanities/Fine Arts, and Ethics
D	Natural Sciences, Mathematics, and Technology
E	Social Sciences
F	Lower-Division Major Requirements
G	Upper Division Courses in the Discipline
H	Free Electives
Other R	High Impact Practice Course
L	Georgia Legislative Requirement
^	High Impact Practice Course

This program map is designed as an example for current and prospective students. Your program map may be different depending on your full-time or part-time status, dual-enrollment credits, AP, IB, or Cambridge credits, and Corequisite Learning Support requirements. This sample program map is designed for full-time students planning to complete an associate degree in 4 semesters (2 years) and starting college with no earned credits and no Corequisite Learning Support requirements. You and your advisor will create a personalized program map for your college journey.

Courses on this program map are **recommended** courses for this program of study. However, other courses may be used to satisfy program requirements.

Program Map

Associate of Science (Psychology Pathway)

Psychologists study the human mind, exploring a variety of interesting questions that explain human behavior and responses. Psychologists do research and conduct studies, make observations, and help others understand and improve or modify their behaviors. Students in the psychology program at Valdosta State University focus on areas including learning, cognition, intelligence, motivation, emotion, perception, personality, mental disorders and the ways in which individual preferences are inherited or shaped by environment

What Can I Do with This Major?

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- Education (e.g., helps to develop study skills)
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- Law (e.g., jury decision-making)
- Industry (e.g., advertising)
- Government (e.g., understanding the impact of social changes)

Some psychology majors will go on to graduate school for advanced degrees.

Year 1
Fall

Course Prefix & Number	Title	Area	Credits
ENGL 1101	English Composition I	A1	3
PHIL 1010	Critical Thinking	B, ^	2
BIOL 1103	Introductory Biology I w/lab	D	4
HIST 2112	United States History II	E, L	3
PSYC 1101*	Introduction to General Psychology (Must earn "C" or higher.)	F	3
	Semester Total:		15
	Cumulative Credits:		15

Milestones

Meet with an advisor
Complete first course in Area A1
Complete Area A2 math
Complete at least 15 credit hours
Maintain at least a 2.0 grade point average
Become familiar with the Library
Visit the Tutoring Center
Attend the Student Club Fair

Year 1
Spring

Course Prefix & Number	Title	Area	Credits
ENGL 1102	English Composition II	A1	3
MATH 1401	Elementary Statistics	A2	3
BIOL 1104	Introductory Biology II w/lab	D	4
POLS 1101	American Government	E, L	3
PSYC 2103*	Introduction to Human Development	F, ^	3
	Semester Total:		16
	Cumulative Credits:		31

Milestones

Meet with an advisor
Complete Area A requirements
Complete Legislative requirements (POLS 1101 & HIST 2112)
Declare major
Accumulate at least 30 collegiate credit hours
Maintain at least a 2.0 grade point average
*Maintain at least a 2.3 grade point average in Area F Psychology courses

Year 1
Summer

Course Prefix & Number	Title	Area	Credits
	Semester Total:		0
	Cumulative Credits:		31

Milestones

Accumulate at least 30 collegiate credit hours
Maintain at least a 2.0 grade point average
*Maintain at least a 2.3 grade point average in Area F Psychology courses

Year 2
Fall

Course Prefix & Number	Title	Area	Credits
ENGL 2130	American Literature	C	3
PSYC 1100	Introduction to Biological Psychology	D	3
SOCI 1101	Introduction to Sociology	E	3
PSYC 2107*	Introduction to Social Psychology	F	3
ANTH 1102	Introduction to Anthropology	F	3
	Semester Total:		15
	Cumulative Credits:		46

Milestones

Complete Area D requirements
Accumulate at least 45 collegiate credit hours
Create or update your resume with a career advisor
Take part in the Student Activities Fair
Maintain at least a 2.0 grade point average
*Maintain at least a 2.3 grade point average in Area F Psychology courses

Year 2
Spring

Course Prefix & Number	Title	Area	Credits
SCOM 1000	Human Communication	B	2
ART 1301	Art, Society, and Culture	C	3
GEOG 1101	Introduction to Human Geography	E	3
SPAN 1002	Elementary Spanish II	F	3
SOCI 1160	Introduction to Social Problems	F	3
	Semester Total:		14
	Cumulative Credits:		60

Milestones

Complete all Core Curriculum requirements (A - E)
Complete Area F requirements
Accumulate at least 60 collegiate credit hours
Investigate study abroad options
Visit student success center
Maintain at least a 2.0 grade point average
*Permission of instructor required. Minimum grade of "C" required

Year 2
Summer

Course Prefix & Number	Title	Area	Credits
	Semester Total:		0
	Cumulative Credits:		60

Milestones

Complete all Core Curriculum requirements (A - E)
Complete Area F requirements
Accumulate at least 60 collegiate credit hours
Maintain at least a 2.0 grade point average
Maintain at least a 2.0 grade point average in Area G and F courses

Program Map

Associate of Science (Psychology Pathway)

Recommended Area H Electives

- Foreign Language courses above the 1002 level
- Additional Psychology courses, including PSYC 3901 Study Abroad in Psychology
- Additional Anthropology courses
- Additional Biology courses
- Chemistry courses
- DATA 1501 Introduction to Data Science
- Additional Mathematics courses
- Physics Courses

Area Key

A1	Communication Skills
A2	Quantitative Skills
B	Institutional Options
C	Humanities/Fine Arts, and Ethics
D	Natural Sciences, Mathematics, and Technology
E	Social Sciences
F	Lower-Division Major Requirements

Other R	High Impact Practice Course
L	Georgia Legislative Requirement
^	High Impact Practice Course

This program map is designed as an example for current and prospective students. Your program map may be different depending on your full-time or part-time status, dual-enrollment credits, AP, IB, or Cambridge credits, and Corequisite Learning Support requirements. This sample program map is designed for full-time students planning to complete an associate degree in 4 semesters (2 years) and starting college with no earned credits and no Corequisite Learning Support requirements. You and your advisor will create a personalized program map for your college journey.

Courses on this program map are **recommended** courses for this program of study. However, other courses may be used to satisfy program requirements.

Focus Area Map: **Health Sciences**

This first semester map is designed as an example for current and prospective students. Your focus area map may be different depending on your full-time or part-time status, dual-enrollment credits, AP, IB, or Cambridge credits, and Corequisite Learning Support requirements. This sample map is designed for full-time students planning to complete a bachelor degree in 8 semesters (4 years) and starting college with no earned credits and no Corequisite Learning Support requirements. You and your advisor will create a personalized program map for subsequent semesters of your college journey.

Courses on this program map are recommended courses for this program of study. However, other courses may be used to satisfy program requirements.

First Semester Program Map for the Health Sciences Academic Focus Area			
Year 1			
Term 1			
Course Prefix & Number	Title	Area	Credits
ENGL 1101	English Composition I	A1	3
MATH 1001	Quantitative Reasoning	A2	3
CHEM 1151	Survey of Chemistry I w/lab or Principles of Biology w/lab	D	4
PHIL 1010	Critical Thinking	B, ^	2
HIST 2112	United States History II	E, L	3
	Semester Total:		15

Milestones

Complete first course in Area A1
Complete Area A2 math
Meet with an advisor
Complete career exploration inventory
Identify a program of study
Complete at least 15 credit hours
Maintain at least a 2.0 grade point average
Pre-nursing students should maintain at least a 3.0 grade point average to be competitive for admission.

Legend/Key

Areas:
A1 - Communication Outcomes
A2 - Quantitative Outcomes
B - Institutional Options
C - Humanities, Fine Arts, and Ethics
D - Natural Science, Mathematics, and Technology
E - Social Sciences
F - Lower-Division Major Requirements

Other Requirements:
L - Georgia Legislative Requirements
^ - High Impact Practice Course

Related Majors:
- Dental Hygiene
- Health Information Management
- Medical Technology
- Nursing
- Occupational Therapy
- Public Health
- Radiological Sciences
- Respiratory Therapy

Focus Area Map: **Humanities**

This first semester map is designed as an example for current and prospective students. Your focus area map may be different depending on your full-time or part-time status, dual-enrollment credits, AP, IB, or Cambridge credits, and Corequisite Learning Support requirements. This sample map is designed for full-time students planning to complete a bachelor degree in 8 semesters (4 years) and starting college with no earned credits and no Corequisite Learning Support requirements. You and your advisor will create a personalized program map for subsequent semesters of your college journey.

Courses on this program map are recommended courses for this program of study. However, other courses may be used to satisfy program requirements.

First Semester Program Map for the Humanities Academic Focus Area			
Year 1			
Term 1			
Course Prefix & Number	Title	Area	Credits
ENGL 1101	English Composition I	A1	3
MATH 1001	Quantitative Reasoning	A2	3
PHIL 2010	Introduction to Philosophy	C, F	3
BIOL 1011	Introductory Biology I w/lab	D	4
HIST 2111	United States History I	E, L	3
	Semester Total:		16
Milestones			
Complete first course in Area A1			
Complete Area A2 math			
Meet with an advisor			
Complete career exploration inventory			
Identify a program of study			
Complete at least 15 credit hours			
Maintain at least a 2.0 grade point average			

Legend/Key

Areas:
A1 - Communication Outcomes
A2 - Quantitative Outcomes
B - Institutional Options
C - Humanities, Fine Arts, and Ethics
D - Natural Science, Mathematics, and Technology
E - Social Sciences
F - Lower-Division Major Requirements

Other Requirements:
L - Georgia Legislative Requirements
^ - High Impact Practice Course

Related Majors:
- Communication
- English
- Journalism/Mass Communications
- Philosophy
- Religious Studies
- Technical and Professional Communication

Focus Area Map: Social Sciences

This first semester map is designed as an example for current and prospective students. Your focus area map may be different depending on your full-time or part-time status, dual-enrollment credits, AP, IB, or Cambridge credits, and Corequisite Learning Support requirements. This sample map is designed for full-time students planning to complete a bachelor degree in 8 semesters (4 years) and starting college with no earned credits and no Corequisite Learning Support requirements. You and your advisor will create a personalized program map for subsequent semesters of your college journey.

Courses on this program map are recommended courses for this program of study. However, other courses may be used to satisfy program requirements.

First Semester Program Map for the Social Sciences Academic Focus Area			
Year 1			
Term 1			
Course Prefix & Number	Title	Area	Credits
ENGL 1101	English Composition I	A1	3
MATH 1401	Elementary Statistics	A2	3
BIOL 1011	Introductory Biology I w/lab	D	4
PSYC 1101	Introduction to General Psychology	E, F	3
HIST 2112	United States History II	E, L	3
	Semester Total:		16
Milestones			
Complete first course in Area A1			
Complete Area A2 math			
Meet with an advisor			
Complete career exploration inventory			
Identify a program of study			
Complete at least 15 credit hours			
Maintain at least a 2.0 grade point average			

Legend/Key

Areas:
A1 - Communication Outcomes
A2 - Quantitative Outcomes
B - Institutional Options
C - Humanities, Fine Arts, and Ethics
D - Natural Science, Mathematics, and Technology
E - Social Sciences
F - Lower-Division Major Requirements

Other Requirements:
L - Georgia Legislative Requirements
^ - High Impact Practice Course

Related Majors:
- Anthropology
- Criminal Justice
- Geography
- History
- International Studies
- Political Science
- Psychology
- Sociology
- Social Work
- Urban Life