

Purpose

This provides your college or high school teams with a reference of things to consider when engaged in the mapping process. The collection of considerations below come from experience working with several high school and college teams active in the mapping process. It is important to have the same understanding of the language used and the parameters each institution is restricted by.

Calendar & Schedule

For the **high school**, it is helpful to bring copies of your **school calendar** and **bell schedule**. Schools have early release days and late start mornings. Trying to explain the intricacies of the high school bell schedule is necessary yet tedious. Having it on paper allows for the communication of your school's timing parameters while not taking up significant mapping time.

For the college, also provide copies of your calendar that show the **term's start and end dates**. It is helpful to clarify the length of your terms (quarters, semesters, winter sessions, etc). It is important not to assume an understanding of another institutions calendar. Asking questions for clarification is always a necessary step in the process so never hesitate to do so.

Early College Credit

When coming together for the mapping process it is essential to have any current or in progress documents referring to early college credit arrangements between the high school and college. For reference, have a copy of your **Memorandum of Understanding (MOU)** for any articulated or non-CCAP dual enrollment courses as well as any **CCAP Agreements**. Helpful hint, colleges often use the term "unit" while high schools use the term "credit". Make sure there is an understanding that they are different because a college unit is the equivalent of a certain number of high school credits. The number differs from site to site.

Define Pathway

Pathways reflect a number of different focuses, sequences and requirements. CTE pathways at the high school usually have a sequence defined by Perkins compliance. This is just a helpful consideration to understand why some classes are essential to the high school course offerings. It is also helpful to have quick access to the certificate sequences offered at the college to continue a shared understanding of programs.

