Reimagining our Model to Focus on Student Completion:
The Guided Pathways Approach

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NATIONAL CENTER FOR INQUIRY & IMPROVEMENT

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Redesign for Completion:
A Guided Pathways Overview

Lost in a Maze

GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D) , 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

Unfulfilled Expectations

Sources: NCES and NSC.
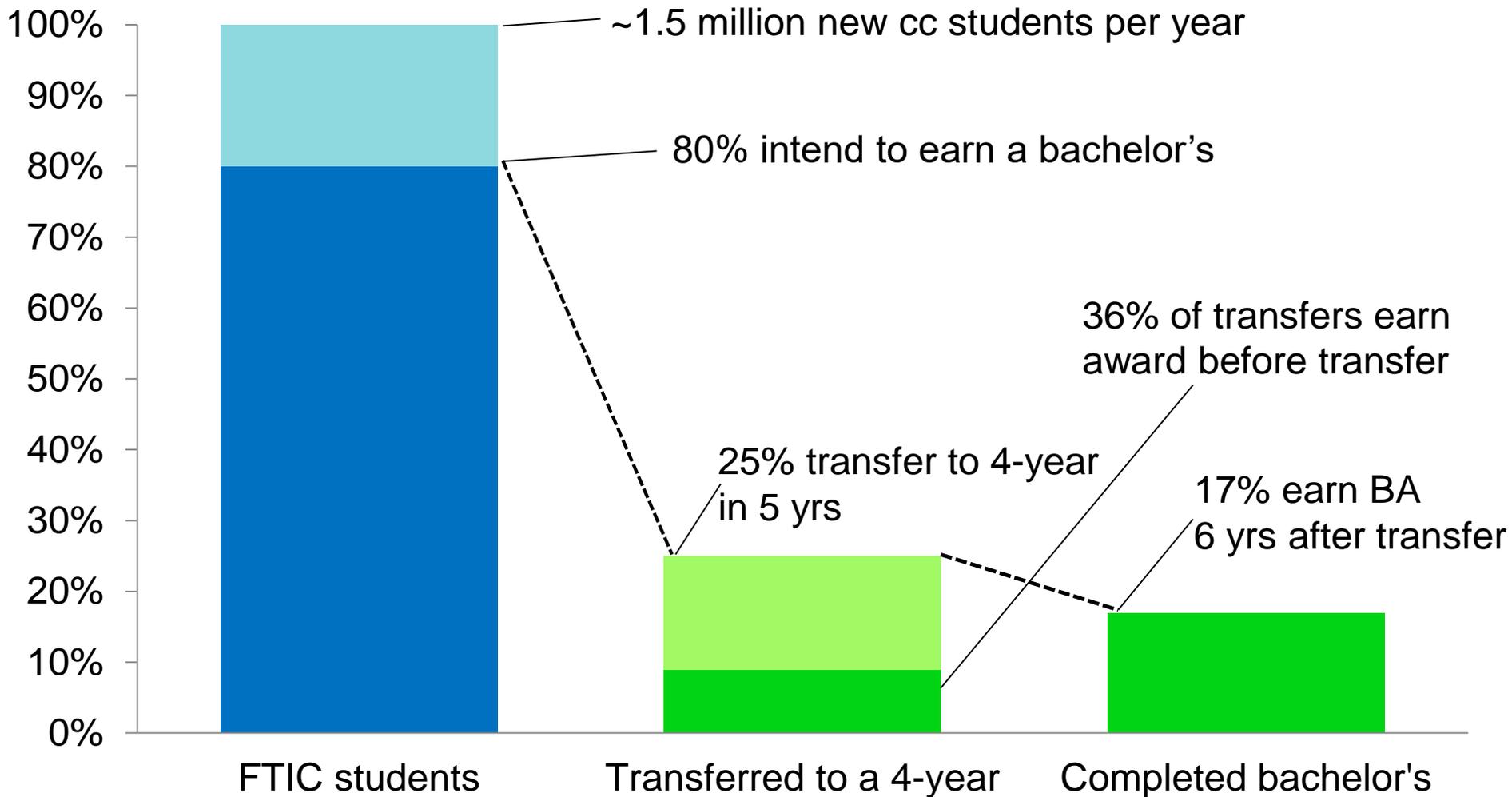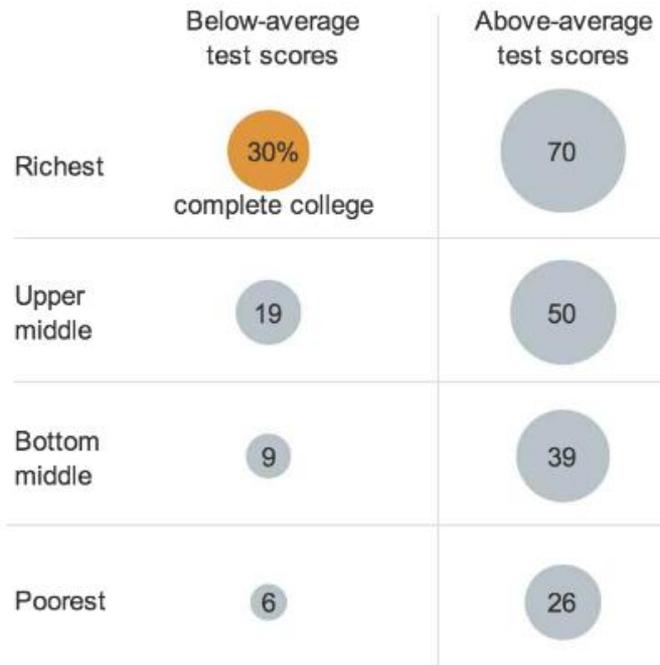
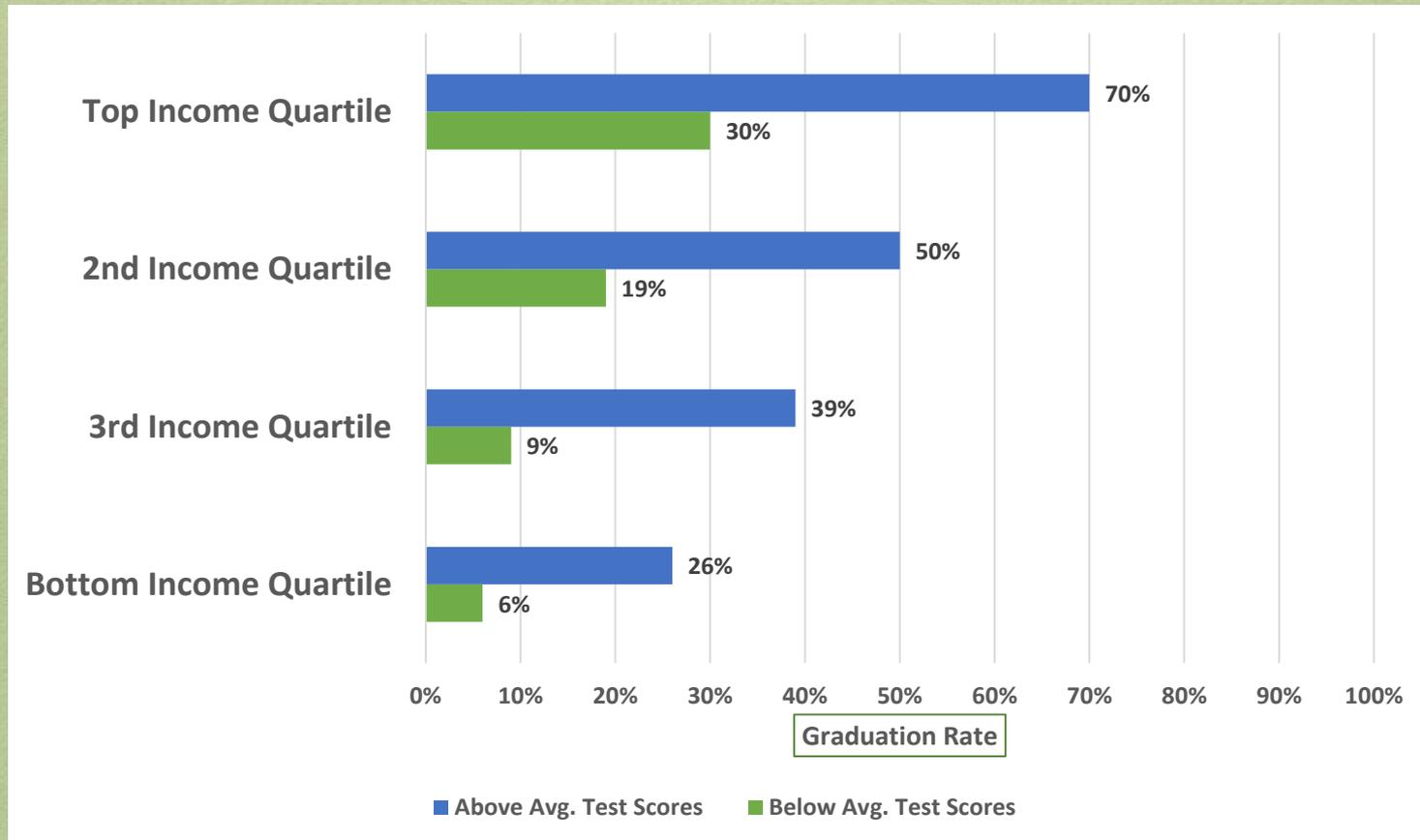# Untapped Potential

Graduation Rates
by Family Income
and Test Scores

College graduation rates by
family income and test scores

	Below-average test scores	Above-average test scores
Richest	30% complete college	70
Upper middle	19	50
Bottom middle	9	39
Poorest	6	26

Lumina
FOUNDATION

Untapped Potential: Graduation Rates by Income & Test Scores

Top Income Quartile
- Above Avg. Test Scores: 70%
- Below Avg. Test Scores: 30%

2nd Income Quartile
- Above Avg. Test Scores: 50%
- Below Avg. Test Scores: 19%

3rd Income Quartile
- Above Avg. Test Scores: 39%
- Below Avg. Test Scores: 9%

Bottom Income Quartile
- Above Avg. Test Scores: 26%
- Below Avg. Test Scores: 6%

Graduation Rate

■ Above Avg. Test Scores   ■ Below Avg. Test Scores

Cafeteria College

- Paths to student end goals unclear

- Limited upfront career / academic exploration

- Intake process diverts students

- Students' progress not monitored

- Learning outcomes not clearly defined and assessed across programs

Guided Pathways College

❑ Clear roadmaps to student end goals

❑ Intake redesigned as an on-ramp to POS

❑ Students' progress tracked, with frequent feedback and support as needed

❑ Learning outcomes and assessments aligned across each program

Guided Pathways at Scale

Universities	Community Colleges
▪ Florida State	▪ Queensborough (CUNY)
▪ Univ. of Central Florida	▪ Santa Fe College (FL)
▪ Georgia State	▪ Guttman College(CUNY)
▪ Arizona State	▪ City Colleges of Chicago
▪ TN State Universities	▪ TN community colleges
▪ Florida International U.	▪ Miami Dade College
	▪ Indian River CC

New Business Environment

- Performance funding

- State funding cuts → Tuition increases

- Per FTE federal financial aid declining

- High school population declining

- Dev ed enrollment drop

- Increased competition (public 4-years, privates, on-line providers)

New CC Business Model

- ❑ Focus on programs, not courses

- ❑ Ensure programs lead to student goals

- ❑ Recruit students into programs

- ❑ Monitor/support progress toward program completion

- ❑ Build regional "talent supply chains" in fields of economic importance

New Students Want to Know:

- What are my career options?

- What are the education paths to those careers?

- What will I need to take?

- How long will it take and how much will it cost?

- How much financial aid can I get?

- Will my credits transfer?

Four Big Ideas for Redesign

1. Mapping Paths to Student End Goals

2. Helping Students Get on a Path

3. Keeping Students on a Path

4. Ensuring that Students are Learning

*Based on the work of Davis Jenkins & Rob Johnstone

Clarifying Curricular Paths

1. Are our programs well-designed to prepare students to enter further education and employment in fields of importance to our region?

2. How clearly are programs mapped for our students – especially to the common transfer institutions?

3. Do students know what courses they should take in what sequence?

4. Are the courses critical for success in each program clearly identified?

Helping Students Get on a Path

1. What do we do to help new students choose a program of study?

2. Do we integrate the exploration of career options as part of their onboarding experience?

3. How well do we help students succeed in gatekeeper courses not only in Math or English but in the main program areas (e.g. A&P, ACTG 101)?

4. Do we ensure that required math courses are aligned with the students field of study?

5. What do we do for students unlikely to get into limited access programs such as nursing?

Keeping the Students on Path

1. Do students know exactly how far along they are in their programs – and what they have left to do to complete?

2. How effective are we in ensuring that students are following their plans and staying on track?

3. Are we able to identify when students are at risk of falling of their path? How effective are we at intervening when this happens?

4. Do we ensure that students can take the courses they need when they need them?

Ensuring that Students Are Learning

1. Are learning outcomes clearly defined for each of our <u>programs</u>, including pre-transfer?

2. Are learning outcomes aligned with requirements for success in further education and employment outcomes (by program)?

3. Do faculty assess whether students are building skills across their program?

4. Do faculty use results of learning outcomes to improve the effectiveness of instruction?

Pathway **Models** Compared

Self-Directed (Status Quo)	Guided Pathways
Optional career / college planning	Required plans, exploratory majors
Paths unclear, too many choices	Default, full-program maps
Students not building skills across curriculum	SLOs aligned with end-goal requirements
Assessment used to sort students	Assessment used to diagnose areas where support needed
Pre-requisite remediation focused on Algebra & English composition	Integrated, contextualized academic support for program "gateway" courses
Students' progress not monitored, limited feedback	Proactive progress tracking, feedback, support

Georgia State University – A Reason for Optimism
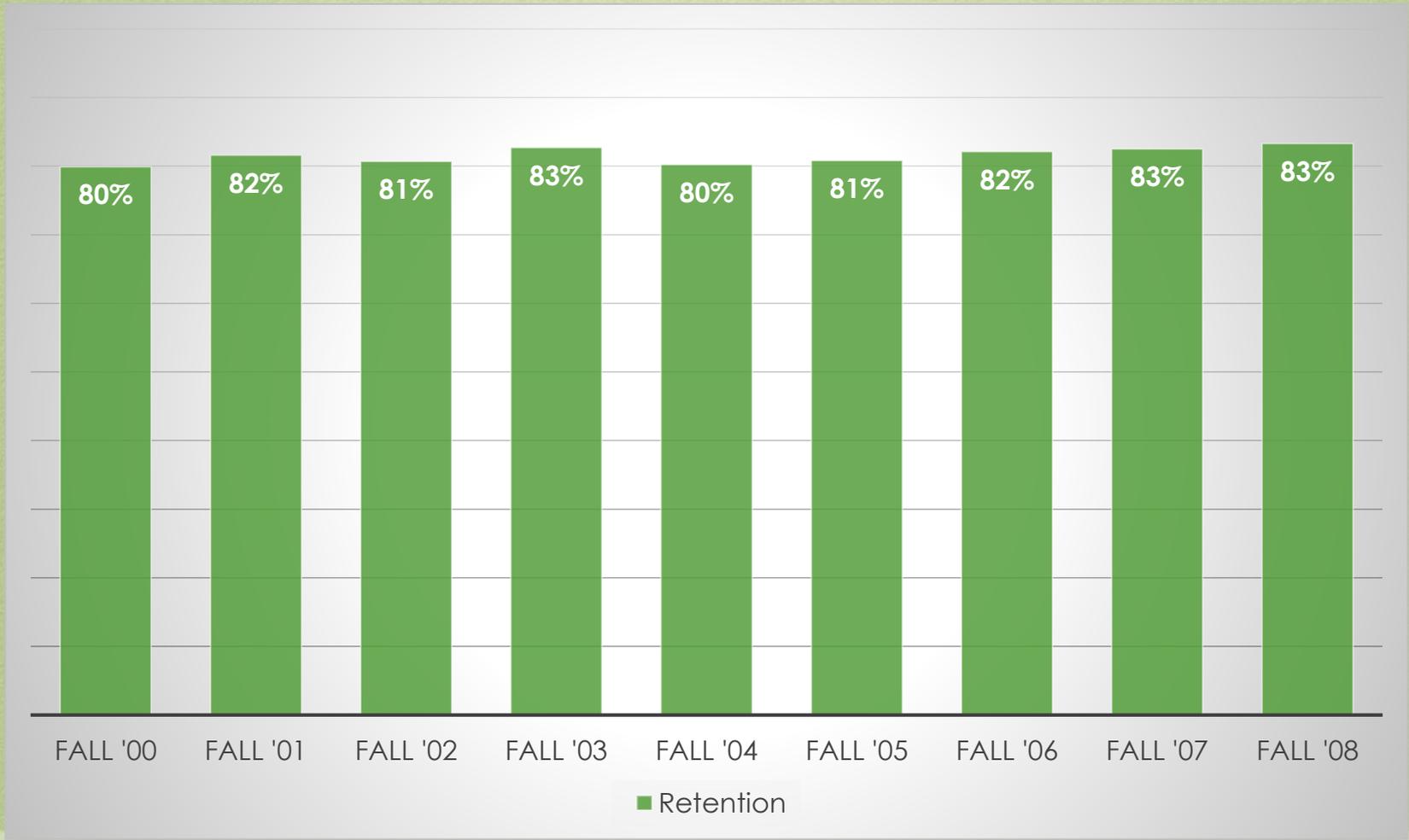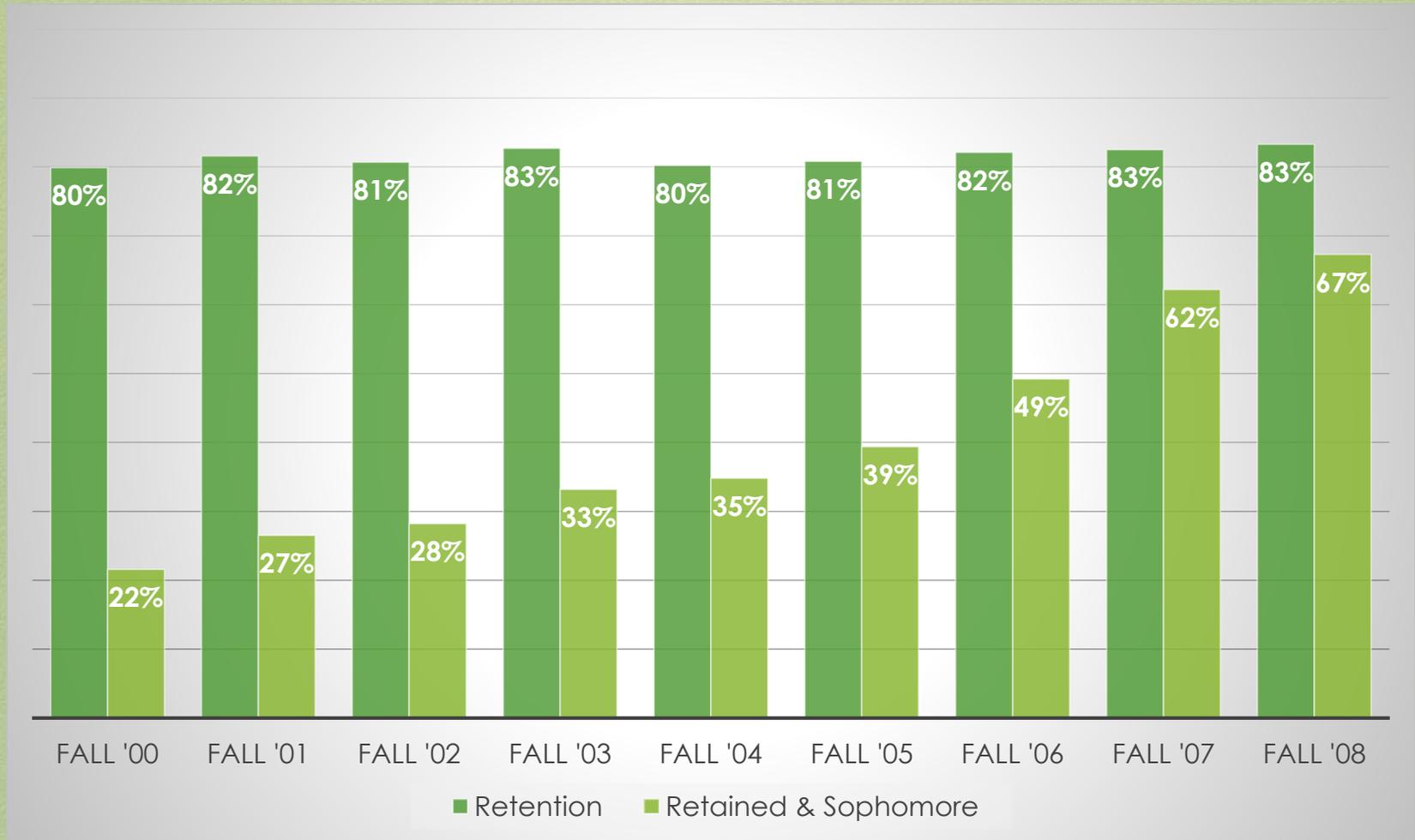
A Mystery…

- **The graduation rate at Georgia State University was 31% in the early 2000s**
    - **Not unusual for an urban, regional 4-year state university**

- **As they evolved their culture of inquiry, they asked a range of questions designed to identify factors they could work on changing to move the needle and improve this outcome**

- **So they looked at a common metric – Fall-to-Fall retention, but didn't stop there…**

First Year to Second Year Retention, Georgia State University

	FALL '00	FALL '01	FALL '02	FALL '03	FALL '04	FALL '05	FALL '06	FALL '07	FALL '08
Retention	80%	82%	81%	83%	80%	81%	82%	83%	83%

First Year Retention & Sophomore Status Rates - Georgia State University

GSU Graduation Rates by Race & Ethnicity

56.3%

54.8%

50.4%

31.6%

25.6%

22%

White

African American

Hispanic

■ Ten Years Ago ■ Today

60

45

30

15
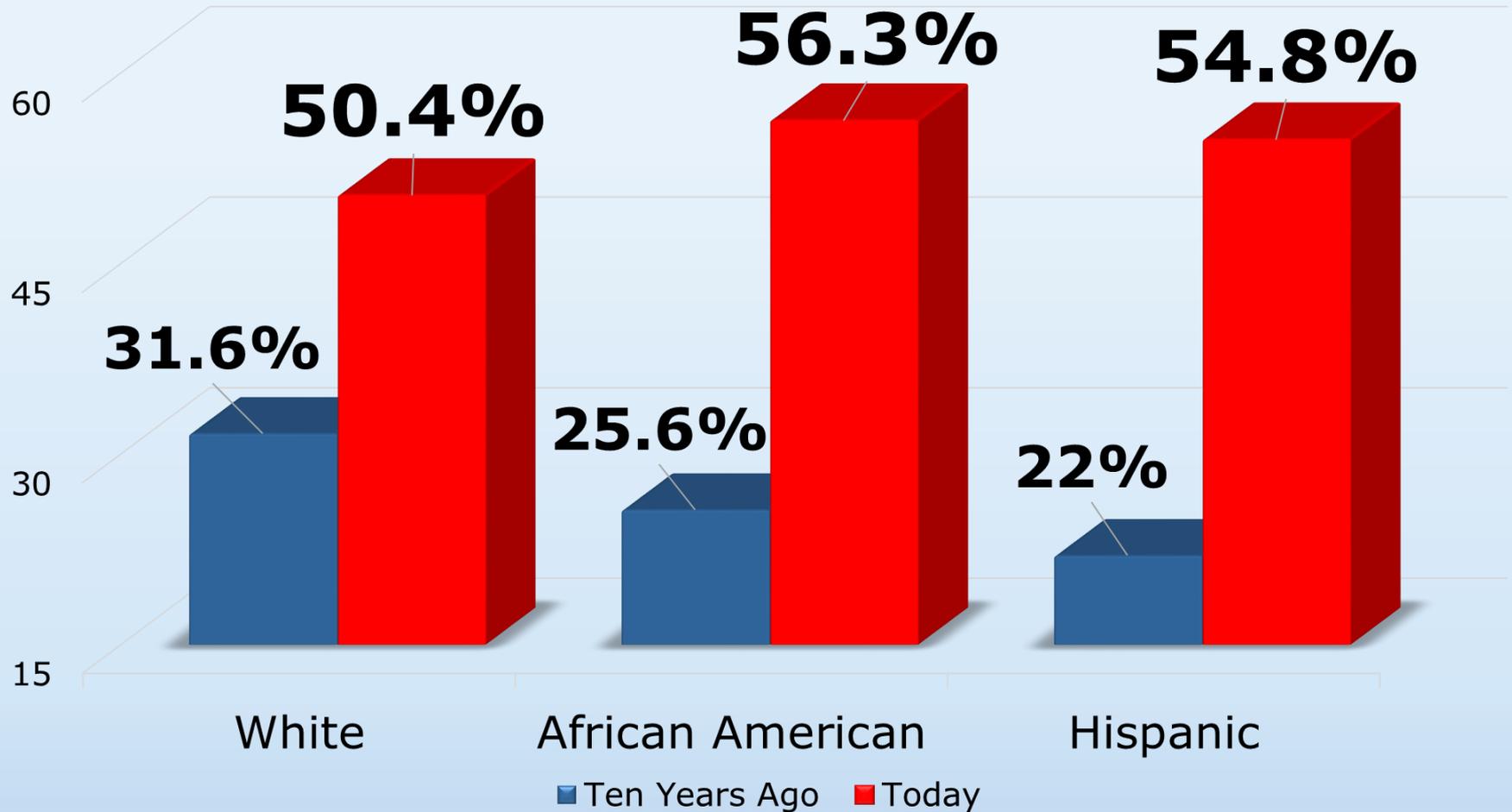
Team Activity:
Institutional Case Study for Guided Pathways at Scale

National Center for Inquiry & Improvement

Team Activity…

- **Instructions: With your college team, develop a "case statement," answering the following question:**
  - ✓ **What is the evidence and the experience of our and other colleges with student success efforts that convince us it is both urgent and important to commit to work as challenging and transformational as implementing guided pathways at scale, for all of our students?**

- **Suggested length: 1 page**

- **Won't finish today – might start bulleting ideas / elements that would go into the case statement**

Demystifying Guided Pathways:
Exploring Ten Commonly Asked Questions about Implementing Pathways

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Demystifying Guided Pathways Paper

- Released November 2015 by NCII

- Companion to excellent CCRC Book

- Available at http://www.inquiry2improvement.com/publications-resources

- Designed to address questions NCII, CCRC, JFF, and Public Agenda have heard in hundreds of guided pathways sessions with faculty, student services professionals and administrators

- Not the defining word – just food for thought!

Top 10 FAQs - Redesigning for Completion

Q1 - Isn't college a meritocracy, where the strong / smart succeed, and the weak / underprepared / unmotivated don't succeed?

- Model of higher education relatively unchanged

- Income quartile and college graduation rates of similarly high-achieving students

- Haven't tested the limits of potential changes such as guided pathways – CUNY, Georgia State data

Top 10 FAQs - Redesigning for Completion

Q2 – Isn't "free choice" the cornerstone of American higher education?

- **Behavioral economics and social psychology research on number of choices and rationality**

- **Existence of degree audit programs**

- **Choice architecture / career interest areas – Queensborough, City College Chicago, ASU, Lorain**

- **Picking courses vs. picking programs**

Top 10 FAQs - Redesigning for Completion

Q3 – Won't we sacrifice quality when we move to guided pathways?

- **Foothill's Four C's as a model for GE / liberal arts outcomes**

- **Assessment paradigms challenged to establish current quality**

- **Employer feedback surveys suggest issues exist**

- **10 to 14 GE courses under both models**

- **Random assignment of GE package vs. "fit"**

Top 10 FAQs - Redesigning for Completion

Q4 – Won't we lose the heart of a liberal arts education when we make students' journeys more structured?

- **Argument that liberal arts outcomes more impt. now**

- **10 to 14 GE Courses break down into areas – business, natural science, humanities, social sciences, mathematics, English**

- **Same number of humanities (or any other area) under guided pathways vs. cafeteria model**

- **Program faculty identify GE electives for best alignment for students in their programs**

Top 10 FAQs - Redesigning for Completion

Q5 – Won't faculty lose control over what is taught in their discipline?

- **Faculty control already shifting with transfer pathways and articulation agreements**

- **Ownership over what is taught in programs vs. individual courses**

- **Faculty teaching preferences vs. ensuring courses will be applicable / keep students on path**

Top 10 FAQs - Redesigning for Completion

Q6 – Won't we lose enrollment at our college if we decrease swirl with increased structure or by making things mandatory?

- CC enrollments largely down since 2011-12

- No drops at MDC, GTCC & others implementing guided pathways / mandatory features

- Changes can only be opposed by current students

- Potential to increase units / student significantly

Top 10 FAQs - Redesigning for Completion

Q7 – Isn't all of this "hand-holding" going to create graduates that can't navigate the workplace / real world?

- Value of systems that those who work in higher education have trouble navigating

- Complexity dissuades students – especially students of color / first time in college students – that data shows us could succeed under right conditions

- Potential to exacerbate race, class and income equality – issues of social capital

Top 10 FAQs - Redesigning for Completion

Q8 – Don't students benefit when they "find themselves" by what looks like wandering to an observer?

- Most students don't want to wander – research studies by RP (CA), Public Agenda (IN), and CBD

- Works for some who can afford to – not as often for low-income students and FTIC

- Taking courses as way of finding oneself inefficient

- Those who "found themselves" tend to be us

Top 10 FAQs - Redesigning for Completion

Q9 – How can students be expected to make career decisions at age 18? and Q10 – Don't students change careers 4 to 7 times – why then guided pathways?

- **Common coursework leading into multiple options**

- **GP provides more clarity on career selection**

- **GP can focus attention on GE skills that will help students navigate careers and career changes**

- **Most importantly, let's get students into and prepared for <u>careers</u> vs. dropping out and taking <u>jobs</u> by getting them to complete / transfer at higher rates**

Conclusion

- **Guided pathways can be a strong lever for helping more students complete college and enter the workforce and achieve family security, personal growth and professional advancement.**

- **Excitement about the next five years**

- **Can envision a future where this movement transforms our system of higher education improving hundreds of thousands of lives**
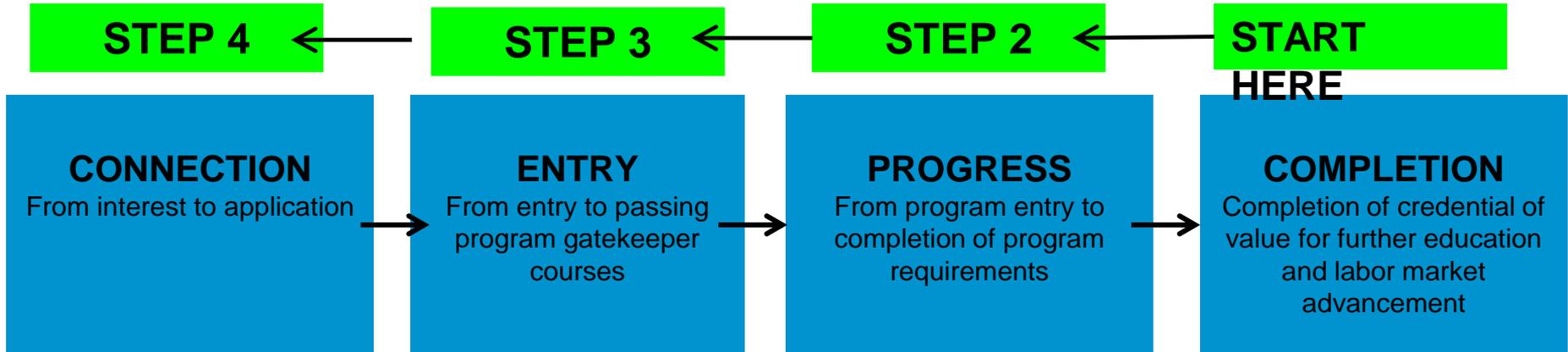
Final Thoughts

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GPS Design Principles

✓ Give students a clear roadmap to end goals

✓ Simplify their choices

✓ Help new students choose and successfully enter a program of study

✓ Monitor their progress, giving frequent feedback and support as needed

✓ Empower faculty and staff to lead the redesign process

Start with the End in Mind

STEP 4 ←	STEP 3 ←	STEP 2 ←	START HERE
CONNECTION From interest to application	**ENTRY** From entry to passing program gatekeeper courses	**PROGRESS** From program entry to completion of program requirements	**COMPLETION** Completion of credential of value for further education and labor market advancement

- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

- Require exploratory or "meta-majors" for undecided students
- Integrate basic skills instruction with program gatekeeper courses

- Clearly map out program paths
- Rethink advising around maps
- Use "eAdvising" to monitor student progress, provide feedback and support as needed

- Align program outcomes with requirements for success in further education and the labor market

Find Out More

- **NCII & CCRC websites:**

  www.inquiry2improvement.com & ccrc.tc.columbia.edu

- **Dr. Davis Jenkins, Sr. Research Fellow, CCRC**

  davisjenkins@gmail.com

- **Dr. Rob Johnstone, Founder & President, NCII**

  rob@inquiry2improvement.com

Appendix A:
Examples of Colleges Redesigning for Completion

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Arizona State University

undergraduate degrees

interest

Architecture & Construction

Arts

Business

Communication & Media

Computing & Mathematics
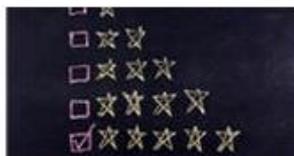
Cool Majors

Education & Teaching

Engineering & Technology

Entrepreneurship

Exploratory

Health & Wellness

Humanities

Interdisciplinary Studies

Law & Justice

Psychology

STEM

Science

Social and Behavioral Sciences

Sustainability

2 earn two degrees at the same time
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undergraduate degrees

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Cool Majors

Do you want to be part of the next big thing? ASU develops innovative, interdisciplinary degrees that address the needs of employers.

Degree

Major (Concentration) ⊕	Degree ⊕	Major Map	Campus/Location ⊕	Online	College/School ⊕	Compare up to 3		
Accountancy ACCELERATED	BS	Major Map	Tempe, West		W. P. Carey School of Business	☐ compare	☐ save	Request Info / Appl
Aerospace Engineering (Autonomous Vehicle Systems) ACCELERATED	BSE	Major Map	Tempe		Ira A. Fulton Schools of Engineering	☐ compare	☐ save	Request Info / Appl
Applied Biological Sciences (Applied Biological Sciences)	BS	Major Map	Polytechnic WUE		School of Letters and Sciences	☐ compare	☐ save	Request Info / Appl
Applied Biological Sciences (Sustainable Horticulture)	BS	Major Map	Polytechnic WUE		School of Letters and Sciences	☐ compare	☐ save	Request Info / Appl
Applied Computer Science	BS	Major Map	Polytechnic WUE		College of Technology and Innovation	☐ compare	☐ save	Request Info / Appl
Applied Computing	BS	Major Map	West WUE		New College of Interdisciplinary Arts and Sciences	☐ compare	☐ save	Request Info / Appl
Applied Mathematics	BS	Major Map	West WUE		New College of Interdisciplinary Arts and Sciences	☐ compare	☐ save	Request Info / Appl
Applied Science	BAS	Major Map	Polytechnic WUE		College of Technology and Innovation	☐ compare	☐ save	Request Info / Appl
Applied Science ACCELERATED	BAS	Major Map	West WUE		New College of Interdisciplinary Arts and Sciences	☐ compare	☐ save	Request Info / Appl
Applied Science (Software and Computing Systems)	BAS	Major Map	Polytechnic WUE		College of Technology and Innovation	☐ compare	☐ save	Request Info / Appl
Art (Intermedia)	BFA	Major Map	Tempe		Herberger Institute for Design and the Arts	☑ compare	☐ save	Request Info / Appl
Biochemistry	BS	Major Map	Tempe		College of Liberal Arts and Sciences	☐ compare	☐ save	Request Info / Appl
Biochemistry	BA	Major Map	Tempe		College of Liberal Arts and Sciences	☐ compare	☐ save	Request Info / Appl
Biological Sciences ACCELERATED	BS	Major Map	Tempe		College of Liberal Arts and Sciences	☐ compare	☐ save	Request Info / Appl

undergraduate degrees

| by location | by online | by interest | by college | by a-z | by keyword | 🔍 |

Accountancy, BS

View the required courses:

**2014 - 2015 Major Map
Archives**

W. P. Carey School of Business

Study at: Tempe campus, West campus

BAACCBS

Program Description

🖨 Print   ✉ Email

The School of Accountancy's undergraduate program offers two tracks during the senior year. The accounting track is followed by most students and is designed to provide a rich educational experience. The accounting master's internship is the track designed for our most highly qualified students who wish to commit to the MAcc program or the MTax program during the second semester of the junior year. The internship provides a particularly rich and individualized educational experience during the senior year. It includes a number of distinct advantages for students:

- a full-time paid internship for credit
- early consideration for scholarships and graduate assistantships
- waiver of the GMAT requirement for admission to the MAcc or MTax program

Additional Program Fee: Yes

Second Language Requirement: No

First Required Math Course: MAT 210 - Brief Calculus.

Program Math Intensity: ▮▮▯ Moderate

Accountancy at the W. P. Carey School   ⏴ ⓘ

▶

0:00 / 2:22   YouTube

future students

Apply Now

Request Info

accelerated

this degree is also available with an accelerated graduate degree

see details

Accelerated Degrees

This degree is also offered as an accelerated degree with:

Accountancy (MACC)

Taxation (MTax)

Acceptance to the graduate program requires a separate application. Eligible students will be advised in their junior and senior years by their

Career Opportunities

The major in accountancy includes the essential academic preparation for students who are:

- planning to pursue a graduate degree or attend law school
- pursuing professional careers in public, corporate and governmental accounting
- seeking positions in consulting, or planning to operate a business
- seeking positions in personal financial planning and portfolio analysis

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (2010-2011) states, "Employment of accountants and auditors is expected to grow by 22 percent between 2008 and 2018, which is much faster than the average for all occupations. Job opportunities should be favorable; accountants and auditors who have a professional certification, especially CPAs, should have the best prospects."

Example Careers: Students who complete this degree program may be prepared for the following careers. Advanced degrees or certifications may be required for academic or clinical positions. Career examples include but are not limited to the following:

	*growth	*median salary
Accountants ⚙Bright Outlook	21.65%	$63,550
Auditors ⚙	21.65%	$63,550
Budget Analysts	15.09%	$69,280
Business Intelligence Analysts ⚙		$81,140
Business Teachers, Postsecondary	15.12%	$73,660
Credit Analysts	15.02%	$61,080
Financial Analysts🍃Green ⚙	19.81%	$76,950
Financial Examiners	41.16%	$75,800
Financial Managers, Branch or Department ⚙	7.65%	$109,740
Tax Examiners and Collectors, and Revenue Agents	13.03%	$50,440
Treasurers and Controllers ⚙	7.65%	$109,740

* Data obtained from the Occupational Information Network (O*NET) under sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

Financial Examiners

✔ Potential job titles in this career

Credit Union Examiner, Examining Officer, Principal Examiner, Supervisory Examiner

* Additional schooling, certification, or degrees maybe be required for some of the potential careers that are listed.

❓ What will I do?

- Review balance sheets, operating income and expense accounts, and loan documentation to confirm institution assets and liabilities.
- Direct and participate in formal and informal meetings with bank directors, trustees, senior management, counsels, outside accountants and consultants to gather information and discuss findings.
- Review audit reports of internal and external auditors to monitor adequacy of scope of reports or to discover specific weaknesses in internal routines.
- Train other examiners in the financial examination process.
- Review and analyze new, proposed, or revised laws, regulations, policies, and procedures to interpret their meaning and determine their impact.
- Examine the minutes of meetings of directors, stockholders and committees to investigate the specific authority extended at various levels of management.
- Confer with officials of real estate, securities, or financial institution industries to exchange views and discuss issues or pending cases.
- Establish guidelines for procedures and policies that comply with new and revised regulations and direct their implementation.
- Evaluate data processing applications for institutions under examination to develop recommendations for coordinating existing systems with examination procedures.
- Verify and inspect cash reserves, assigned collateral, and bank-owned securities to check internal control procedures.

$ Employment Trends

Location	Pay Period	2012				
		10%	25%	Median%	75%	90%
United States	Hourly	$20.79	$27.12	$36.44	$51.36	$67.59
	Yearly	$43,240	$56,420	$75,800	$106,820	$140,580
Arizona	Hourly	$20.31	$23.07	$31.40	$43.33	$56.41
	Yearly	$42,230	$47,980	$65,300	$90,130	$117,330

Employment (2010) - 29,300 employees

Projected growth (2010 - 2020) - Growing faster than average

Projected job openings (2010 - 2020) - 14,100

* Data obtained from the Occupational Information Network (O*NET) under sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

ASU ARIZONA STATE UNIVERSITY

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ASU's Academic Programs: **Undergraduate Degrees: Search Results: accounting**

undergraduate degrees

by location **by online** **by interest** **by college** **by a-z** by keyword 🔍

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Search Results: accounting

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second language
- ○ required
- ○ not required
- ○ no preference

additional details
- ○ accelerated programs
- ○ concurrent programs
- ○ new programs

clear refine criteria

Go

Major (Concentration) ⊕	Degree ⊕	Major Map	Campus/ Location ⊕	Online	College/School ⊕	Compare up to 3		
Accountancy ACCELERATED ●	BS	Major Map	Tempe, West		W. P. Carey School of Business	☐ compare	☐ save	Request Info
Finance	BS	Major Map	Tempe		W. P. Carey School of Business	☐ compare	☐ save	Request Info

● Direct Match

Search:
Undergraduate Minors & Certificates
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Admission | Advisors | Catalog | Changing your Major | Cost & Finances | Course Descriptions and Schedule | Transfer | Visit

All ASU graduate and undergraduate academic programs are fully accredited by the North Central Higher Learning Commission. Many programs also have additional accreditation through specialized accrediting agencies. More Information

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ASU's Academic Programs: **Undergraduate Degrees: Accountancy**

undergraduate degrees

| by location | by online | by interest | by college | by a-z | by keyword 🔍 |

2014 - 2015 Major Map
Accountancy, BS

W. P. Carey School of Business

Tempe campus, West campus

BAACCBS

🖨 Print   ✉ Email   📄 Save

Term 1 0 - 16 Credit Hours Critical course signified by ◆	**Hours**	**Minimum Grade**	**Notes**
◆ CIS 105: Computer Applications and Information Technology (CS)	3	C	• An SAT, ACT, Accuplacer, or TOEFL score determines placement into first-year composition courses
ACC 101: Accountancy LEAP Program	1		
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
MAT 210: Brief Calculus (MA)	3-4	C	• ASU Math Placement Exam score determines placement in Mathematics course
Historical Awareness (H)	3		• ASU 101 or College specific equivalent First Year Seminar required of all freshman students.
Humanities, Arts and Design (HU)	3		
◆ Minimum 2.00 GPA ASU Cumulative.			• See academic advisor for appropriate Student Success course requirement if not a first-time freshman.
Term hours subtotal:	16-17		

future students

Apply Now

Request Info

Term 2	17 - 32 Credit Hours Critical course signified by ◆	Hours	Minimum Grade	Notes
◆	ACC 232: Financial Accounting I	3	C	
◆	ECN 211: Macroeconomic Principles (SB) OR ECN 212: Microeconomic Principles (SB)	3	C	
◆	MAT 211: Mathematics for Business Analysis	3-4	C	
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
	Natural Science - Quantitative (SQ)	4		
◆	Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
◆	Minimum 2.00 GPA ASU Cumulative.			
	Term hours subtotal:	16-17		

Term 3	33 - 48 Credit Hours Critical course signified by ◆	Hours	Minimum Grade	Notes
◆	ACC 242: Managerial Accounting I	3	C	
◆	ECN 211: Macroeconomic Principles (SB) OR ECN 212: Microeconomic Principles (SB)	3	C	
◆	ECN 221: Business Statistics (CS)	3	C	
	COM 230: Small Group Communication (SB)	3		
	Natural Science - General (SG) OR Natural Science - Quantitative (SQ)	4		
◆	Minimum 2.00 GPA ASU Cumulative.			
	Complete Mathematics (MA) requirement.			
	Term hours subtotal:	16		

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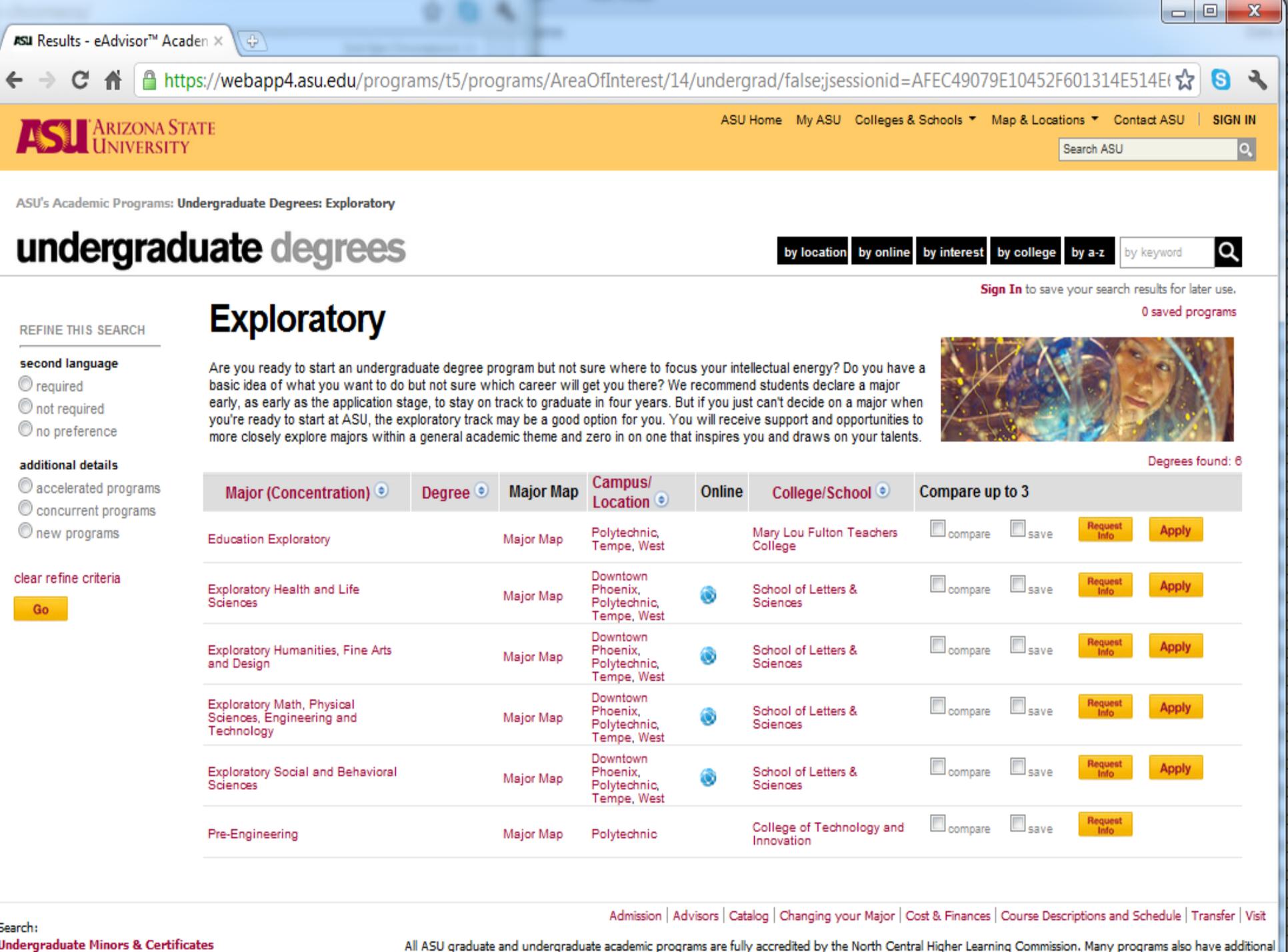
ASU's Academic Programs: **Undergraduate Degrees: Exploratory**

undergraduate degrees

by location | by online | by interest | by college | by a-z | by keyword

Sign In to save your search results for later use.

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Exploratory

Are you ready to start an undergraduate degree program but not sure where to focus your intellectual energy? Do you have a basic idea of what you want to do but not sure which career will get you there? We recommend students declare a major early, as early as the application stage, to stay on track to graduate in four years. But if you just can't decide on a major when you're ready to start at ASU, the exploratory track may be a good option for you. You will receive support and opportunities to more closely explore majors within a general academic theme and zero in on one that inspires you and draws on your talents.

REFINE THIS SEARCH

second language
- ○ required
- ○ not required
- ○ no preference

additional details
- ○ accelerated programs
- ○ concurrent programs
- ○ new programs

clear refine criteria

Go

Degrees found: 6

Major (Concentration) ⊕	Degree ⊕	Major Map	Campus/Location ⊕	Online	College/School ⊕	Compare up to 3		
Education Exploratory		Major Map	Polytechnic, Tempe, West		Mary Lou Fulton Teachers College	☐ compare	☐ save	Request Info / Apply
Exploratory Health and Life Sciences		Major Map	Downtown Phoenix, Polytechnic, Tempe, West	🌐	School of Letters & Sciences	☐ compare	☐ save	Request Info / Apply
Exploratory Humanities, Fine Arts and Design		Major Map	Downtown Phoenix, Polytechnic, Tempe, West	🌐	School of Letters & Sciences	☐ compare	☐ save	Request Info / Apply
Exploratory Math, Physical Sciences, Engineering and Technology		Major Map	Downtown Phoenix, Polytechnic, Tempe, West	🌐	School of Letters & Sciences	☐ compare	☐ save	Request Info / Apply
Exploratory Social and Behavioral Sciences		Major Map	Downtown Phoenix, Polytechnic, Tempe, West	🌐	School of Letters & Sciences	☐ compare	☐ save	Request Info / Apply
Pre-Engineering		Major Map	Polytechnic		College of Technology and Innovation	☐ compare	☐ save	Request Info

Admission | Advisors | Catalog | Changing your Major | Cost & Finances | Course Descriptions and Schedule | Transfer | Visit

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Undergraduate Minors & Certificates

All ASU graduate and undergraduate academic programs are fully accredited by the North Central Higher Learning Commission. Many programs also have additional
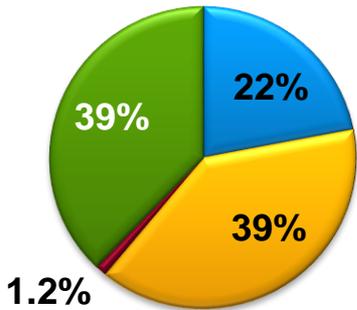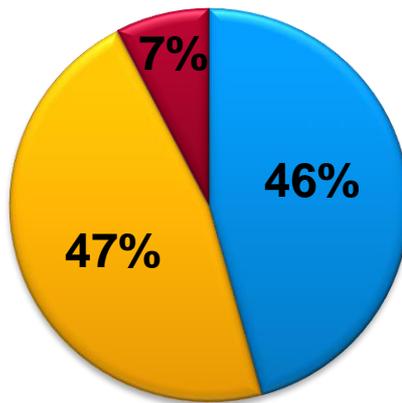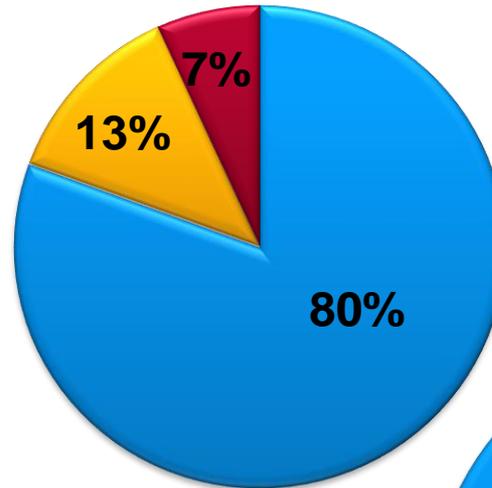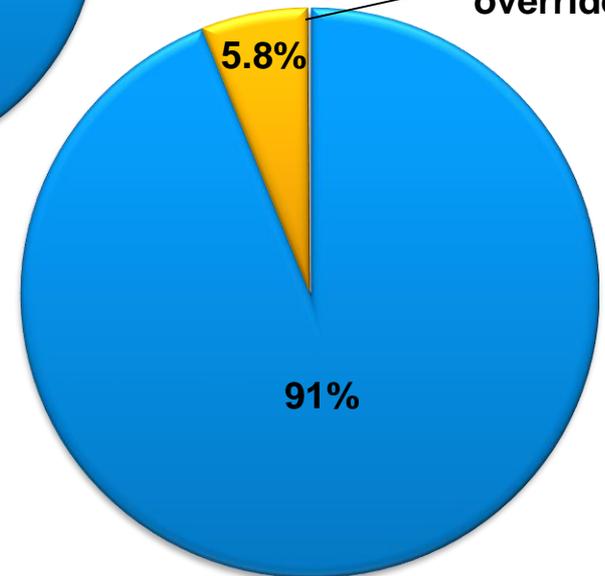
Gains in First-Time Full-Time Freshman Retention Rates

2006	2007	2008	2009	2010
77.2%	79.5%	81%	84%	84%

ASU ARIZONA STATE UNIVERSITY

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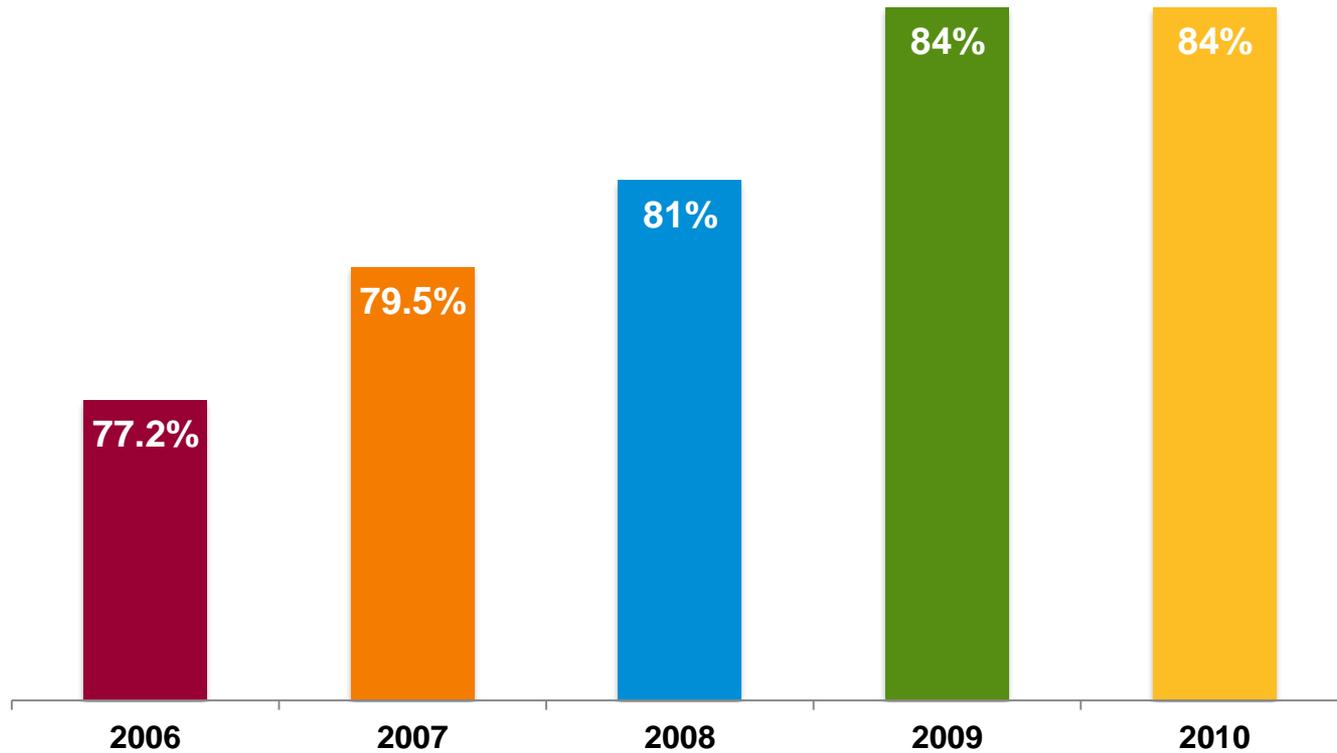
Transferring to ASU

Progress   Application   Transfer Tools

Keep up with your transfer progress by tracking your requirements here.

GPA Status: Currently met
AGEC Status: Not complete
Associate Degree Status: Not complete
Course Requirements: Not complete

View Transfer Agreement | View your progress

Transfer Details ❓

Pathway Started: Spring 2014
Complete By: Fall 2016
Attend ASU: Add Term
Community College: Glendale Community College
ASU Pathway Major: Accountancy, BS

Financing Your Education

How Amanda paid for college

As a work-study student worker in the financial aid office, Amanda recommends learning about the many different financial aid options and paying close attention to the application deadlines. Working with the staff in the financial aid office is crucial.

Read how other students are paying for college

Cost Estimator | Scholarships for Transfer Students | Apply for Financial Aid

Connect with ASU

For admissions assistance, please contact:

Analisa LaCour
Your ASU admissions representative is here to help find out more about ASU programs and the transfer process. Contact

Visit ASU on Facebook

W. P. Carey School of Business

Please visit myWPC for the latest announcements, events and news regarding the school.

myWPC
The W. P. Carey School of Business

Transfer Calendar | Academic Calendar | **ASU Events** ➖

Mon, Sep 1	Wed, Sep 3	Wed, Sep 3
te univers b shado	Webinars	Resume Writing

Transfer Pathway Tracker Progress for Mark Stratton

Transfer Pathway: Accountancy, BS

Pathway Started: Spring 2014

Community College: Glendale Community College

ASU Pathway Major: Accountancy BS

Associate Degree: Associate of Business

AGEC: AGEC-B

Course data being used

Pathway Requirements

☑ 3.00 Cumulative GPA: Currently met
☐ AGEC: Not complete
☐ Associate Degree: Not complete
☐ ASU Tuition Commitment: Not achieved

Disclaimer

The data used in the Pathway Tracker to determine your progress toward transferring to ASU is from official college or university transcripts received by ASU. Progress toward completion at your community college is tracked separately and verified by the college you are attending. Please contact your community college advisor with questions regarding graduation requirements or status.

Please consult your advisor to ensure the applicability of your courses to AGEC requirements. AGEC degree requirements are determined and awarded by your community college.

Because Arizona State University computes GPAs differently than Glendale Community College, admission to the program can only be certified after ASU calculates and certifies the GPA. All courses must be completed with a grade of "C" or better.

Glendale Community College Course Requirements

☑ = Requirement completed   ▣ = Requirement in progress   ☐ = Requirement incomplete

Specific Requirements The following requirements must be completed to fulfill this pathway.	Course Taken	Term Taken	Grade	Completed Hours
☐ First Year Composition: C minimum. ⓐ	ENG 101 ⓞ	SP14	TA	3
☐ COM 225: 3 hours, C minimum. ⓐ				
☑ MAT 212: 3 hours, C minimum. ⓐ	MAT 212	SU14	TA	3
☑ CIS 105: 3 hours, C minimum. ⓐ	CIS 105	SP14	TA	3
☐ ECN 211: 3 hours, C minimum. ⓐ				
▣ ECN 212: 3 hours, C minimum. ⓐ	ECN 212 ⓞ	FA14	TIP	3
☐ GBS 205: 3 hours, C minimum				
▣ GBS 221: 3 hours, C minimum.	GBS 221	FA14	TIP	3
☑ ACC 211: 3 hours, C minimum AND ACC 212: 3 hours, C minimum OR ACC 111: 3 hours, C minimim AND ACC 230: 3 hours, C minimum AND ACC 240: 3 hours, C minimum	ACC 111	SP14	TA	3
	ACC 111	SP14	TA	3
	ACC 111	SP14	TA	3
☐ Business Electives: 6 hours, C minimum. CIS 114DE, CIS 133DA, CIS 162AD, GBS 151, GBS 214, GBS 220, GBS 233, GBS 110 or MGT 251, IBS 101, MGT 253, MKT 271, PAD 100, REA 179, REA 180 or SBU 200.	CIS 114DE	SU14	TA	3
☑ MAT 217: 3 hours, C minimum.	MAT 217	SU14	TA	3

Notes

- Lower Division Business Elective - Select in consultation with a community college advisor.

-

- The Accountancy BS requires that students also complete COM 230 (in addition to COM 225). COM 230 may be taken after transfer to ASU.

- Natural Science - Select at least one SQ within the Natural Science requirement.

Florida State University

Academic maps: four essential components – the narrative, sample schedule, milestones and employment opportunities

Criminology/Criminal Justice is an interdisciplinary field of study. Included are the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The criminology/criminal justice major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

The narrative explains the **use of academic maps** and any specific information about **degree requirements**, including admissions requirements

The sample schedule outlines **which courses** should be taken in **which specific term** in order to **satisfy all requirements**

List of Representative Job Titles and Potential Employers

The **milestones** identify **critical courses** for timely progress and the last semester in which they can be completed for **on-time graduation. Critical grades for Milestone courses may be included.**

Sample Schedule		Milestones
TERM 1	**Hrs.**	**TERM 1**
ENC1101	3	Complete ENC1101
LS Math	3	GPA ≥ 2.0 and in good academic standing
LS Natural Science w/Lab	4	
Elective/minor	3	
Elective	1	
Total hours	14	
TERM 2	**Hrs.**	
ENC1102 or other second English	3	
LS Math (STA1013/2122)	3	Complete LS Mathematics course
LS History/Humanities/Fine Arts	3	GPA ≥ 2.0 and in good academic standing
CGS2060	3	
Elective/minor	3	
Total hours	15	

Source: Larry Abele, FSU

Lorain County Community College

Vision 2.0

Drive Student Completion and Academic Success

- Improve College Readiness
- Reduce Time and Cost of Degree Completion
- Encourage Early Connection to Careers
- Embed Real World Experiences
- Strengthen Student Support and Engagement
- Launch Personalized Intervention

Source: Lorain County Community College

Default Program Maps

- T&A Co-chairs (all faculty) held work sessions to identify common courses
  - Pivot tables used to find common courses among all programs
  - Gap analysis of LCCC programs with the labor market outlook
  - Created spreadsheets by program of clustered common courses
  - Used flip charts to begin flowcharting common courses
- Met with Program Coordinators with flowchart info
  - Changes made based on new info and feedback from coordinators
  - Student focused approach to changes
  - Widely accepted by coordinators
  - 75% of coordinator meetings completed – remainder Fall 2015
- 2015-16 focus will be on default pathways
  - Faculty involvement will be paramount
  - Large # open-ended electives need pared down to a few choices
  - As meta major narrows down to path, programs coordinators will need to be involved in decisions

Source: Lorain County Community College

12 Business Programs

Take any of these 7 courses and they will fit into any of the 12 Business Programs (Majors)

ACTG 151

CISS 121

CMMC 151

ENGL 161

ENGL 162

MTHM 151

SDEV 101

Program
Accounting - AAB - 0011
Administrative Office Information Systems - AAB - 0209
Business Administration - Entrepreneurship Major - AAB - 0224
Business Administration - Financial Services - AAB - 0018
Business Administration - Human Resource Management Major - AAB - 0229
Business Administration - Management Major - AAB - 0227
Business Administration - Marketing Major - AAB - 0226
Business Administration -- Supply Chain Management - AAB - 0208
Computer Information Systems - Mobile Device Application Development - AAB - 6639
Computer Information Systems - Network Communications Technology Major - AAB - 6649
Computer Information Systems - Software Development - AAB - 6618
Computer Information Systems -- Web Development Major - AAB - 6601

Source: Lorain County Community College

A student who wants to try another accounting class can take ACTG 152 and is still on a path that leads into 10 Business Majors

ACTG 152

Accounting - AAB - 0011
~~Administrative Office Information Systems - AAB - 0209~~
Business Administration - Entrepreneurship Major - AAB - 0224
Business Administration - Financial Services - AAB - 0018
Business Administration - Human Resource Management Major - AAB - 0229
Business Administration - Management Major - AAB - 0227
Business Administration - Marketing Major - AAB - 0226
Business Administration -- Supply Chain Management - AAB - 0208
Computer Information Systems - Mobile Device Application Development - AAB - 6639
Computer Information Systems - Network Communications Technology Major - AAB - 6649
Computer Information Systems - Software Development - AAB - 6618
~~Computer Information Systems - Web Development Major - AAB - 6601~~

Source: Lorain County Community College

Full Accounting Curriculum Guide

			First Year		
Fall Semester					
	ACTG	151	Accounting I - Financial		4
	ECNM	151	Macroeconomics		3
	ENGL	161	College Composition I		3
	MTHM	151	College Mathematics		3
☆	SDEV	101	College 101		1
					14
Spring Semester					
>	ACTG	152	Accounting II - Managerial		4
	CISS	121	Microcomputer Applications I		3
	CMMC	151	Oral Communications		3
	ECNM	152	Microeconomics		3
>	ENGL	162	College Composition II		3
					16
			Second Year		
Fall Semester					
>	ACTG	251	Intermediate Accounting I		4
>	ACTG	267	Federal Income Tax Procedures - Individuals		4
	BADM	165	Legal Environment of Business		3
>	FNCE	251	Business Finance		3
					14
Spring Semester					
>	ACTG	252	Intermediate Accounting II		4
>	ACTG	265	Cost Accounting		3
	BADM	251	Principles of Management *** OR		3
>	MKRG	251	Principles of Marketing		
	Science Elective-with lab**				4
	Electives*				2/3
					16/17
			Total Semester Credit Hours		**60/61**

The default pathway was modified slightly to fit the accounting program, but still at the end of the 2nd semester, a student can choose 8 different business majors with nothing lost

Accounting - AAB - 0011
Administrative Office Information Systems - AAB - 0209
Business Administration - Entrepreneurship Major - AAB - 0224
Business Administration - Financial Services - AAB - 0018
Business Administration - Human Resource Management Major - AAB - 0229
Business Administration - Management Major - AAB - 0227
Business Administration - Marketing Major - AAB - 0226
Business Administration -- Supply Chain Management - AAB - 0208

Source: Lorain County Community College

Exploratory Majors for Undecided

- Transfer and Applied Team identified categories and mapped all programs
- Originally 20 but narrowed down to 12
  - (based on behavioral economics data – Rob Johnstone)
- LCCC will brand as **Career/Major Interest Areas**
- Imbed in LCCC on-line application
  - Reduces choice from 130 to 12
- Students who know what they want can select specific major at 1st required Advising appointment
- Website redesign that will link ALL pages regarding career and programs to labor market data and these 12 areas
- Working out details to launch by September 1

Source: Lorain County Community College

Career/Major Interest Areas

Begin with your CAREER in mind...

Business and Entrepreneurship

Communication and Creative Arts

Culinary and Hospitality

Education

Engineering and Manufacturing

Health Care

Human and Social Services

Information Technologies

Sciences

Personal / Professional Development

Public Safety

Sports and Fitness

A-Z List of Programs

[Click on Health Care]

Many of today's hottest careers are in the healthcare field, with career opportunities and personal satisfaction unmatched by other professions.

Nursing

Clinical Lab Science

Dental Hygiene

Diagnostic Medical Sonography

Medical Assisting

Physical Therapist Asst.

Radiologic Technology

Respiratory Care

Sports and Fitness

Lorain County Community College's nursing program gets highest accreditation rating – The Morning Journal, April 2015

[Click to read the article]

[Click on Nursing]

Nursing

LCCC nursing programs provide an exceptional instructional, laboratory and clinical experience to prepare graduates for a career in nursing or to help working nurses advance in their career.

Associate Degree Nursing (RN)

LPN to RN (Access in Nursing)

Paramedic to RN

Practical Nursing

University Partnership

Bachelor of Science in Nursing

Master of Science in Nursing

"As a nurse, we have the opportunity to heal the heart, mind, soul and body of our patients, their families and ourselves. They may not remember your name but they will never forget the way you made them feel."
~Maya Angelou

[Click on Associate Degree Nursing]

Associate Degree Nursing

Become a Registered Nurse

(list job titles for someone who earns this specific credential)

Career Information

Curriculum Guide

Course Descriptions

Admission Requirements

Apply

Schedule a Visit

Live Chat

Employment of registered nurses is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. – Bureau of Labor Statistics

Video

Image

Jackson (MI) Community College

Jackson College Exploratory Pathways

- **Goal #1: Group individual degree / certificate maps into exploratory pathways with common early semesters for undecided students**

- **Goal #2 – give students, faculty, and advisors a clear view of the entirety of the pathways in their six career focus areas – Business & Computer Technology, Health Sciences, STEM, Human Services, Liberal Arts, & Skilled Trades & Agriculture**

Jackson College Pathways Approach

- Also wanted to use data to drive the pathway development

- Step #1 – Group degrees/certs into career areas

- Step #2 – Weight courses based on how many different degrees / certs courses are required and by percentage of students within a pathway

- Step #3 – Arrange pathways by semesters using most common courses first

- Step #4 – Vet pathway course arrangements with program faculty

Step #2 Overview – Weight Courses

- List the certificates and degrees in columns

- List all courses that were required as a core course (C), elective (E), other required (R), or GE course (G) on any of the degree maps

- List the percentage of students in each of the degree / certificate pathways within the career focus area

- Weight each in course in the far left column by adding the column percentages wherever a course is required

Jackson College Planning Spreadsheet

Liberal Arts	Class	41.80% arts.aa	1.40% grde.aas	0.80% muwd.aas	0.00% muwd.cert	17.50% gest.ags	1.00% diph.cert	6.90% gled.cert	16.40% gltr.cert	0.20% grde.cert	0.40% star.cert	2.20% ddda.aas
66.20%	ADO 10	G				G		G				
88.60%	MAT 139	G	G	G	G	G	G	G	G	G	G	G
87.00%	ADO 4	G	G	G		G		G	G			G
75.70%	ADO 4	G				G			G			
87.00%	PSY 140	G	G	G		G		G	G			G
75.70%	ADO 5	G				G			G			
41.80%	ADO 5	G										
76.50%	ADO 6	G		G		G			G			
41.80%	ADO 6	G										
70.60%	ADO 8	G	G	G		G		G				G
9.70%	ART 101		R				C	E			C	
3.60%	ART 103						E				C	R
87.60%	ART 112	G	G			G	E	G	G		C	G
0.40%	ART 121										C	
3.00%	ART 137		R				C			E	E	
0.40%	ART 201										C	
2.00%	ART 205											R
1.00%	ART 237						C					
61.50%	BUA 122	E	R	E		E						
0.80%	BUA 130			E								
44.80%	CIS 101	E		C	C							C
0.80%	CIS 122			C	C							
1.60%	CIS 126		C							C		
1.60%	CIS 127		C							C		
1.60%	CIS 128		C							C		

Step #3 Overview – Arrange Courses into Semesters & Create Pathway Graphic

- **Create draft pathways, taking into account:**

  - ✓ **Placing highest weighted courses into common early semesters where possible, also ensuring that a non-GE course was in every common first semester**

    - • **This gives students a taste of the career focus area / program of study**

  - ✓ **Prerequisites for course sequencing**

  - ✓ **Goal of completion within two years / four semesters**

  - ✓ **Assuming college-ready status as a point of departure, knowing they would design onramps for students in developmental education**

Jackson College Liberal Arts Pathway

Jackson College Business Pathway

BUSINESS AND COMPUTER TECHNOLOGY PATHWAY MAP

Jackson College Summary

- **Pathway maps clearly show the order of courses to be taken, the number of units in each semester, branching for specific certificates and degrees, and the end points for each of the certificates and degrees**

- **Clear exploratory pathway maps for each of the six career focus areas**

- **Common one or two semesters to start each of the pathway maps**

GUTTMAN
COMMUNITY COLLEGE

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Home >> Academics >> Majors

Pathways Core Curriculum

Majors
- Business Administration
- Human Services
- Information Technology
- Liberal Arts and Sciences
- Urban Studies

Course Catalog & Schedule of Classes

Summer Bridge Program

First-Year Experience

Advisement

Peer Mentoring

Information Commons

Academic Calendar

Academic Policies

Writing Across the Curriculum at Guttman

Our connection to New York City's professional community gives you real-world experience and an opportunity to apply what you learn in your classes. Through our engaging academic programs, you will be well-prepared to continue your education or pursue professional opportunities when you graduate.

During your first year, you will declare your major in one of our associate degree programs:

- Business Administration
- Human Services
- Information Technology
- Liberal Arts and Sciences
- Urban Studies

Upon graduation, you can pursue employment or transfer to a bachelor's degree program. For those who are interested in continuing their education, we have developed partnerships with select four-year CUNY colleges to ensure a smooth transition.

View <pdf> list of colleges and programs with which Guttman has articulation agreements.

GUTTMAN
COMMUNITY COLLEGE

Pathways Core Curriculum

Majors

- Business Administration
  - Requirements
  - Sample Schedule
  - Moving On to Senior Colleges
  - Career Directions
- Human Services
- Information Technology
- Liberal Arts and Sciences
- Urban Studies

Course Catalog & Schedule of Classes

Summer Bridge Program

First-Year Experience

Advisement

Peer Mentoring

Information Commons

Academic Calendar

Academic Policies

Writing Across the Curriculum at Guttman

If you continue to enroll full time, your class schedule over two years might look like this:

FIRST YEAR

Fall I (September-December)

- LASC 101 City Seminar I
- SOSC 111 Ethnographies of Work I
- MATH 103 Statistics [or MATH 103A Stat A]

Fall II (January-February)

- LASC 200 The Arts in New York City
- BIOL 122 Introduction to Biology

Spring I (February-June)

- LASC 102 City Seminar II
- SOSC 113 Ethnographies of Work II
- ENGL 103 Composition I
- [MATH 103B Stat B]
- CHEM 110 Intro to Chemistry

Spring II (June-July)

- BUSI 102 Introduction to Business

SECOND YEAR

Fall I (September-December)

- BUSI 102 Introduction to Business or INFT 203 Intro to Management Information Systems
- ENGL 203 Composition II
- MATH 120 College Algebra and Trigonometry or MATH 201 Precalculus
- ECON 203 Microeconomics

Fall II (January-February)

- ACCT 121 Principles of Accounting I

Spring I (February-June)

- ECON 201 Macroeconomics
- MATH 201 Precalculus or LAS elective
- BUSI 201 Business Law & Ethics
- ACCT 223 Principles of Accounting II

Spring II (June-July)

- ECON 204 Contemporary Economic Issues

Liberal Arts and Sciences Electives:

- SOCI 102 Introduction to Sociology
- GOVT 201 Urban Politics: NYC Government
- GOV 202 American Govt & Politics
- Math 2010 Calculus

Queensborough Community College

QUEENSBOROUGH COMMUNITY COLLEGE

CU NY

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- Academic Departments
- Academic Calendar
- College Catalog
- Past Catalogs

- Office of Academic Affairs
- Accelerated Study in Associate Programs (ASAP)
- Continuing Education and Workforce Development
- Library

- Student Resources
- OneCard ID
- Class Schedule
- Tuition & Fees
- Financial Aid
- Scholarships
- Transcripts
- Academic Standing
- Academic Success
- Student eMail

Welcome to Academics Central. Here you will find information about the Queensborough Academies, Programs of Study, and resources you may need to be successful at Queensborough Community College.

QUEENSBOROUGH Academies

| What is an Academy? | Business | Health Related Sciences |
| Liberal Arts | Science, Technologies, Engineering, & Mathematics (STEM) | Visual And Performing Arts (VAPA) |

Programs of Study

General Education (Pathways)

QUEENSBOROUGH
COMMUNITY COLLEGE

CU NY

Programs of Study

Programs of Study

Academic Departments

Academic Calendar

College Catalog

Past Catalogs

Programs of Study 2012/2013

Office of Academic Affairs

Accelerated Study in Associate Programs (ASAP)

Pathways at QCC

Student Resources

OneCard ID

Class Schedule

Tuition & Fees

Final Exam Schedule - Spring 2014

Financial Aid

Scholarships

Transcripts

Academic Standing

Academic Success

Are you having trouble choosing a major? Are you unsure of your career path?

Queensborough offers transfer programs, including dual-joint degree programs, as well as career and certificate programs, and your choice of program automatically enrolls you in one of five Queensborough Academies.

A Queensborough degree can launch you into nearly any profession—doctor, lawyer, teacher, police officer, nurse, computer programmer, scientist, business owner, artist, and many more. For more information, visit CareerTraQ.

By Academy	Alphabetical List

Business Academy

Accounting (AAS)

Accounting for Forensic Accounting (AS) - Dual/Joint with John Jay

Business Administration (AS)

Computer Information Systems (CIS) (AAS)

Computer Information Systems (Cert)

Health Care Office Administration: Managing, Coding, and Billing Certificate Program

Management (AAS)

QUEENSBOROUGH
COMMUNITY COLLEGE

Google™ Custom Search

Business Academy

| Business | Health Related Sciences | Liberal Arts | STEM | VAPA |

The Business Academy provides the highest quality business expertise to the people and industries of New York State and the broader United States.

What degrees/programs are offered?

Transfer   Career   Certificate

Associate in Science (A.S.)

Accounting for Forensic Accounting Dual/Joint with John Jay

Leading to the B.S. in Economics: Forensic Financial Analysis (John Jay College of Criminal Justice)

For students interested in principles of accounting, finance, and law, along with investigation techniques, ethics, and theories of criminology and the educational foundation to succeed in the forensic accounting field, this program

What careers can I pursue after Queensborough?

With a degree/certificate from Queensborough Community College, you can achieve extraordinary success in a wide variety of careers. Visit CareerTraQ to get started exploring potential options. Also, visit the Office of Career Services page for valuable resources to aid you in career planning.

Where can I transfer after Queensborough?

Queensborough Community College has transfer agreements with several colleges and universities for you to continue to acquire the skills necessary to succeed in your chosen field. Visit our Transfer Agreements page to learn more.
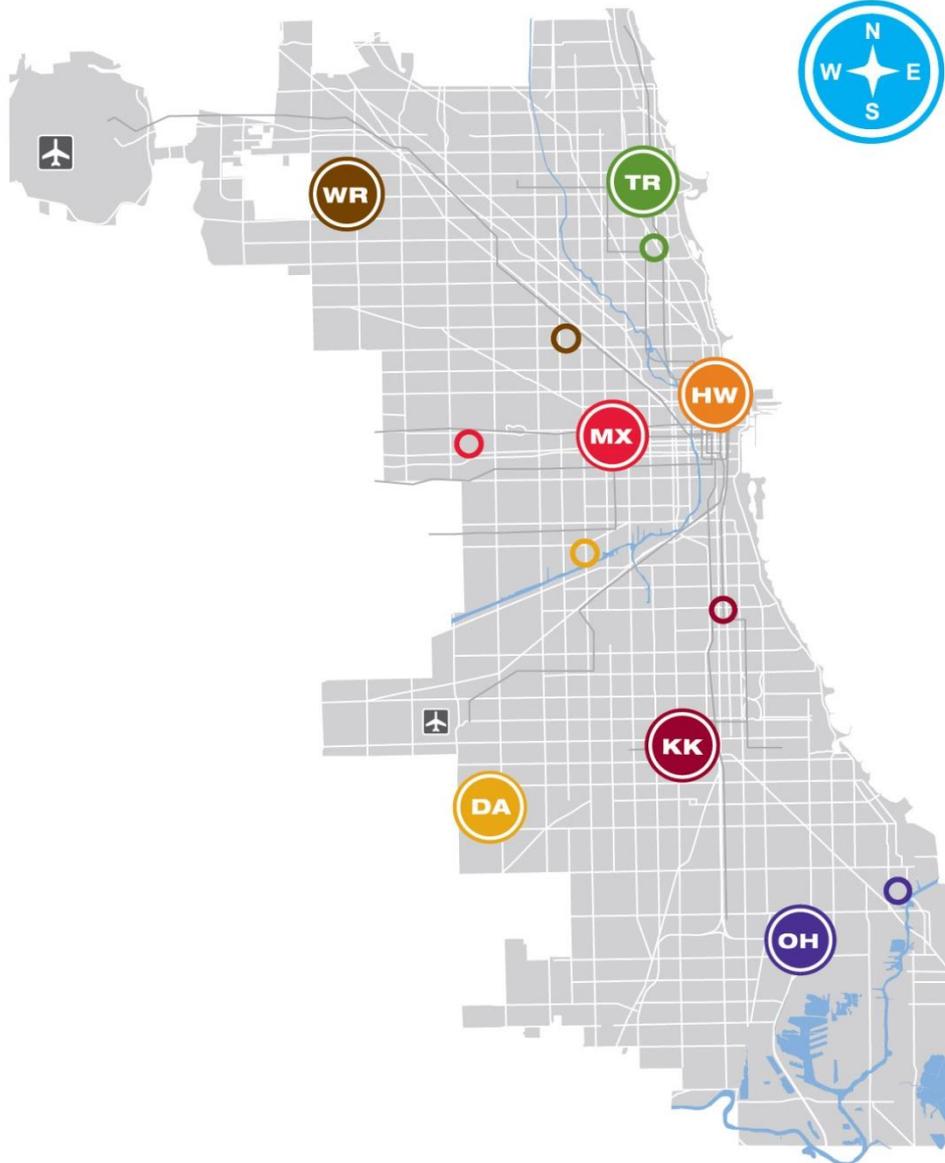
City Colleges of Chicago

The City Colleges of Chicago serves all Chicago residents through colleges and satellites located across the city

CCC is the largest community college system in Illinois, and one of the largest in the nation, with 5,700 faculty and staff serving over 100,000 students annually.

- **Credit enrollment:** 62,391
- **Adult education enrollment:** 36,642
- **Continuing education enrollment:** 18,508

- ❖ **7 Colleges**
- ❖ **6 Satellite Learning Centers**
- ❖ **115,000 Students**

REINVENTION

OH

Example Pathway: TDL focus on warehousing, logistics, auto and diesel repair and transfer opportunities in aviation

110,000 job openings in Cook County projected over the next decade
Annual job openings and starting wages shown for each program

> CCC central store to offer hands-on experience across Logistics pathway

■ Existing programs under revision   ■ Future programs   ■ CCC pre-transfer program   ■ Transfer program targets

	Adult Education[1]	Basic Certificates	Advanced Certificates	Associate's	Bachelor's

Ground Transportation/Logistics

TDL Bridge includes Forklift Practicum

1000 jobs $8-11/hr

→ Supply Chain/Logistics (BC) includes Forklift Practicum 1000 jobs, $8-11/hr

→ Supply Chain/Logistics (AC), CDL included as elective 140 jobs, $14-23/hr
- Freight Expediting
- Customs Broking
- Warehousing
- Logistics

→ Distribution & Logistics (AAS), 200 jobs, $14-37/hr

→ Distribution & Logistics (BS)

Forklift (BC)
1 week, 100 jobs, $8.50/hr
Taxi (BC)
12 days, 500 jobs, $8.50/hr
Chauffeur License (BC)
1 day, 500 jobs, $8.50/hr
Defensive Driving (BC)*

Commercial Drivers License (BC)
8 weeks, 1,350 jobs, $12.50/hr
CDL Passenger Endorsement (BC)
CDL Refresher Course

> Non-credit forklift and CDL continuing education basic certificates aligned with ground transportation/logistics pathways

Repair & Maint.

Repair & Maintenance Bridge 200 jobs $8-11/hr

→ Automotive Technology (BC) 500 jobs, $9-17/hr

→ Automotive Collision Technology** (AC), 111 jobs, $10-20/hr

→ Automotive Technology (AC), 500 jobs, $9-17/hr

→ Automotive Technology (AAS), 50 jobs, $9-17/hr

→ Applied Engineering (BS)

→ Diesel Engine Technology (AC), 110 jobs, $16-21/hr → Diesel Tech (AAS) →

Aviation

Gateway Program → Pre-aviation (AA/AS) → Aviation*** (BS)

*non-WIA eligible   **KKC only   ***Current articulation agreement with Lewis University in Air Traffic Control Management, Aviation Administration

Source: CCC Academic Catalog, 2011-2012; Team analysis, EMSI Q2 2012 Jobs: approx. annual Cook County projected openings 2012-2022, wages: 10th percentile through median
(1) Bridge programs prepare adult education and foundational students for college transition by providing intensive contextualized instruction and supportive services, while in many cases preparing students for entry level employment.
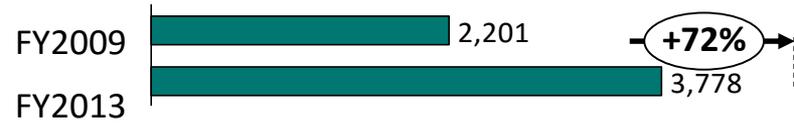
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REINVENTION

Since the start of Reinvention, we have seen progress on the goals

1 **Increase the number of students earning college credentials of economic value**
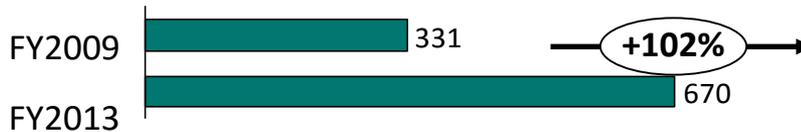
Completion within three years

Class of 2009	7
Class of 2013	13

+71%

Number of degrees awarded

FY2009	2,201
FY2013	3,778

+72%

2 **Increase the rate of transfer to bachelor's degree programs following CCC graduation**

Number of Fall new students that transfer to 4-year institution after earning 12 credits

FY2009	331
FY2013	670

+102%

- Increase in articulation agreements with local four-year colleges have been established to make it easier for CCC students to transfer credits
- 42% transfer post-completion rate for FY2013

3 **Drastically improve outcomes for students requiring remediation**

Percent full-time students persisting past 15 credits

2007 cohort	46
2009 cohort	53

+15%
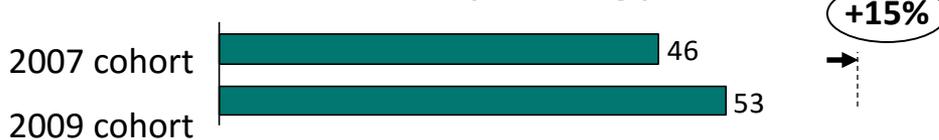
- Nearly 90% of students come to CCC with developmental education needs.
- Majority of attrition occurs in developmental education sequence.

4 **Increase the number and share of ABE/GED/ESL students who advance to and succeed in college-level courses**

Adult ed. students who transition to at least one credit course after one semester

FY2010	513
FY2013	727

+42%
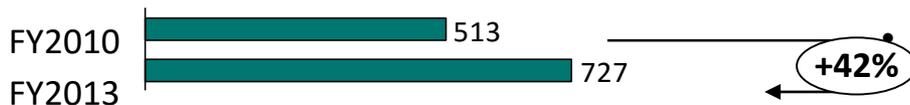
- Created adult education pipelines into occupational and transfer programs
- Recent enrollment increases in high-need communities, particularly via off-sites

REINVENTION

Out of this work we organized all programs into 10 Focus Areas

We then developed collateral to help educate students on each Focus Area

Brief Focus Area Overview

Sample Career Options

Specific CCC Program Offerings

Recommended Transfer Options

Sample Courses

Pathway maps in our just-released 2014 Academic Catalog provide default schedules

student
guided pathways to success
gps

D	AC	BC	SEMESTER 2	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	●	·	Business 182 – Managerial Accounting (4)	*Required Program Core*	
●	●	●	Business 231 – Marketing (3)	*Required Program Core***	**COMPLETION** of Basic Certificate in Management/Marketing
·	·	●	Business 236 – Advertising (3)	*Program Elective*	**DO THIS** – Meet with advisor to
·	·	●	Business 237 – Selling (3)	*Program Elective*	discuss Advanced Certificate, Associate of Applied Science, and four-year
●	·	●	Business 258 – Small Business (3)	*Program Elective*	transfer options
●	·	·	Computer Information Systems 123 – Introduction to Spreadsheets (3)	*Program Elective*	

19 CREDIT HOURS

D	AC	BC	SEMESTER 3	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	●	●	Business 211 – Business Law I (3) **OR** Business 212 – Business Law II (3) **OR** Business 214 – Legal and Social Environment of Business (3)	*Required Program Core*	**COMPLETION** of Advanced Certificate in Management/Marketing
●	●	·	Business 241 – Introduction to Finance (3)	*Required Program Core*	**DO THIS** – Apply online for advanced certificate
●	●	●	Business 269 – Principles of Management (3)	*Required Program Core***	**DO THIS** – Meet with advisor to
●	●	·	Program Elective (3)	*Program Elective*	confirm courses for completion of
●	·	·	Program Elective (3)	*Program Elective*	Associate of Applied Science degree
●	·	·	Speech 101 – Fundamentals of Speech Communication (3)	*Required Program Core**	

18 CREDIT HOURS

Focus Area: Business & Professional Services

32   **D = DEGREE // AC = ADVANCED CERTIFICATE // BC = BASIC CERTIFICATE**
FOR MORE INFO ON DEGREE AND CERTIFICATE PROGRAMS, VISIT CCC.EDU

http://www.ccc.edu/departments/Documents/AcademicCatalog_Interactive.pdf

REINVENTION

Broward College

National Center for Inquiry & Improvement

Career Pathways

BROWARD COLLEGE
www.broward.edu

SOCIAL BEHAVIORAL SCIENCES & HUMAN SERVICES

Majors of study:
- Counseling
- Psychology
- Sociology

Median Earnings (for Broward County)
- Marriage and Family Therapist - **$23.67/hr**
- Mental Health Counselor - **$17.52/hr**
- Social Worker - **$21.08/hr**

BUSINESS

Majors of study:
- Accounting
- Business Administration
- Entrepreneurship
- Global Trade & Logistics
- Hospitality & Tourism Supervision & Management
- Marketing
- Paralegal Studies

Median Earnings (for Broward County)
- Bookkeeper - **$16.43/hr**
- Paralegal - **$20.39/hr**
- First-Line Supervisor of Transportation - **$26.66/hr**

HEALTH SCIENCES

Majors of study:
- Nursing
- Pharmacy Tech
- Physical Therapy
- Vision Care
- Nuclear Medicine
- Health Information Technology
- Dental Assisting/Hygiene
- Medical Sonography
- Emergency Services
- Diagnostic Sonography

Median Earnings (for Broward County)
- Dental Assistants - **$16.34/hr**
- Nuclear Medicine Technician - **$34.37/hr**
- Registered Nurse - **$32.70/hr**

ARTS, HUMANITIES, COMMUNICATION & DESIGN

Majors of study:
- Liberal Arts
- Digital Media
- Multimedia
- Mass Communication
- Music Technology
- Web Development
- Graphic Design

Median Earnings (for Broward County)
- Audio & Video Equipment Technician - **$19.92/hr**
- Graphic Designer - **$20.92/hr**
- Music Director - **$23.92/hr**

INDUSTRY, MANUFACTURING, CONSTRUCTION & TRANSPORTATION

Majors of study:
- Automotive Technology/Service Mgmt
- Building Construction
- Aviation
- Professional Pilot
- Marine Engineering
- Engineering Technology

Median Earnings (for Broward County)
- Automotive Service Technician - **$18.16/hr**
- Aircraft Pilot - **$39.94/hr**
- Electrical and Electronics Engineering Technician - **$25.72/hr**

EDUCATION

Majors of study:
- Early Childhood Education
- Child Care Center Management
- Infant/Toddler/Preschool
- Education
- Exceptional Student Education
- Secondary Education
- Middle Grades Education

Median Earnings (for Broward County)
- Preschool Teacher - **$11.46/hr**
- Middle School Teacher - **$22.22/hr**
- Special Education Teacher, Secondary School - **$24.72/hr**

PUBLIC SAFETY

Majors of study:
- Crime Scene
- Criminal Justice
- Law Enforcement
- Corrections Officer
- Fire Science Technology

Median Earnings (for Broward County)
- Corrections Officer - **$30.64/hr**
- Fire Inspector - **$35.62/hr**
- Police Officer - **$34.54/hr**

SCIENCE, TECHNOLOGY, ENGINEERING & MATH

Majors of study:
- Engineering
- Computer Information Technology
- Computer Programming/Analysis
- Pre-Med
- Life Sciences
- Internet/Networking
- Environmental Science

Median Earnings (for Broward County)
- Environmental Science Protection Technician - **$15.93/hr**
- Computer User Support Specialist - **$18.88/hr**
- Network & Computer Systems Administrator - **$36.86/hr**

CUNY - ASAP

National Center for Inquiry & Improvement

Block Schedule for Business Meta-Maior

ASAP Block Program Sample

Business Administration (A.S.)

HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00-8:50 AM			ENGLISH COMPOSITION		ENGLISH COMPOSITION		
9:00-9:50 AM		BUSINESS COMMUNICATION		BUSINESS COMMUNICATION		INTRODUCTION TO HEALTH	
10:00-10:50 AM		MARKETING	COMPUTER FUNDAMENTALS	MARKETING	COMPUTER FUNDAMENTALS		
11:00-11:50 AM						ASAP SEMINAR	
12:00-12:50 PM		REVIEW SESSION	REVIEW SESSION	REVIEW SESSION			
1:00-1:50 PM							

http://www.bcc.cuny.edu/asap/Documents/ASAP_SampleBlock.pdf

ASAP Program Results

Chart 1: Graduation Rates for Combined ASAP and Comparison Group Cohorts: By Developmental Need at Time of Entry[1]
Preliminary

http://www.cuny.edu/academics/programs/notable/asap/about.html