

**STUDENT OUTCOMES COMMITTEE OF THE  
BOARD OF TRUSTEES**

**MINUTES**

**Thursday, June 1, 2017**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Dr. Rényi

**Present:** Mr. Armbrister, Ms. de Fries, Ms. Fulmore-Townsend (via phone), Dr. Gay, Dr. Generals, Dr. Hirsch, Ms. McPherson, Dr. Roberts

**Guests:** Mr. Acosta-Morales, Ms. Dunston, Mr. Spielberg, Dr. Sweet

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of May 4, 2017**

The minutes were accepted unanimously.

**(b) Academic Program Review: Liberal Arts A.A. Degree**

Ms. Dunston addressed the findings from the Liberal Arts A.A. academic program review. One finding related to retention. Currently 40% of Liberal Arts students leave with fewer than 12 credits or a GPA lower than 2.0. To address this, the program will decide on a measure to track students and learn why they move into and out of the program. The program is undergoing change. There are currently about 2,500 students, down 40% from five years ago. The enrollment drop is partly due to new program availability, such as English and Psychology. Students entering those new programs formerly would have enrolled in Liberal Arts. Additionally, the College's enrollment has declined in general. The program will evaluate examining the effect on enrollment and retention of the new First Year Experience (FYE) course. In FYE 101 students articulate their goals and create an educational plan, activities designed to improve retention.

Two other findings concerned increasing faculty engagement and improving assessment. The program's curriculum revisions have already stimulated changes in its assessments. The program will present a full cycle of assessment, including looking at faculty engagement, technology, and new course requirements.

Mr. Acosta-Morales, the Department Head of History, Philosophy, and Religious Studies, which houses the Liberal Arts program, described how the program is already addressing the findings, especially as a result of increased faculty engagement leads to more thorough and effective assessment. Mr. Acosta-Morales reported that the faculty are looking forward to the data from the new FYE course. In general, the Guided Pathways work should improve retention. Proactive advisement of students, taking the FYE course within the first 12 credits, and helping students determine their academic goals earlier (in the FYE course) should significantly improve retention. The program recently refined the courses that are recommended. This not only provides guidance to students, but also enables them to see connections between courses and how the recommended courses help them progress.

Mr. Armbrister asked about the broad array of concentrations on the curriculum map. Mr. Acosta-Morales explained that Liberal Arts is a general major, which should allow students to have experiences with courses that fit an array of different interests. Advisors guide student choices. Dr. Rényi commented that this major stems from General Studies and asked if all courses would be accepted as liberal arts requirements upon transfer. Mr. Acosta-Morales could not say that all courses are accepted at every institution as having fulfilled liberal education requirements. Dr. Generals added that schools will probably accept the credits and that the role the credits fill might vary; PASSCHE schools generally do accept them for liberal education requirements. An attempt was made to structure the program so that if students complete the degree, they should fulfill the general education distribution at a transfer institution. Ms. Dunston explained that the requirements of the top transfer institutions were reviewed and they did vary. Dr. Rényi noted the importance of advising to help students determine early to which institution they will transfer; Dr. Generals attested to the advisors' ability to do so. Dr. Sweet explained that a student learning outcome of the FYE course is for students to complete academic and career plans; they therefore consider transfer institutions and course sequencing as part of this. As a consequence, some students might find a more specific major to meet their goals. Dr. Hirsch described how within the blocks in the curriculum, students do have some flexibility with courses so they can take into account transfer requirements. Mr. Acosta-Morales said this was part of the ongoing curriculum revision process. .

Dr. Sweet commented that only since last summer has the program resided in the History, Philosophy, and Religious Studies department and that Mr. Acosta-Morales' input has been beneficial to the program.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years. The program should submit a follow-up report to the Committee within one year to address the evaluation of the FYE course and its effect on retention, the developmental education map, and retention outcomes.**

### **(c) Program Audit Follow up Report – Photographic Imaging**

At the Student Outcomes Committee meeting in September 2016, the Committee requested that the Photographic Imaging A.A.S. program submit an update report to provide more data regarding student outcomes. Dr. Sweet described how the program has initiated many new activities to increase enrollment, such as streamlining the curriculum (from 63 to 60 credits), adding new courses, and renewing focus on enrolling students in the proficiency certificate program. As a result, 35 students have signed up for the Digital Imaging PC program. There were six graduates from the Photographic Imaging program in 2016, with 5 in 2017; and fewer in the Digital Imaging PC program.

The program has made enhancements to the student experience. Faculty have been doing as much as they can to increase the program's profile and encourage students to seek out this option. Mr. Spielberg explained how the College has had photography courses since it was founded. The program focuses on commercial photography, with the goal of preparing students for a career. Since video is part of photography training, both photography and video are taught in the program. If students are especially proficient in video, they are encouraged to explore the Digital Video Production program. Faculty also encourage students who would not be able to make a living as photographers to find a different program in which they can be successful. These discussions typically occur in lower-level courses, which results in a high attrition rate from these lower-level classes.

Dr. Rényi commented that the internship with the *Inquirer* is fabulous. Mr. Spielberg said that the *Inquirer* and local TV stations used to only take a Community College of Philadelphia student every 3-4 years, but now internship positions regularly go to our students. Dr. Rényi noted that the committee is very impressed with what the program has accomplished.

**Action: The Student Outcomes Committee agreed to defer action of the Program until the September Committee meeting at which time Drs. General and Hirsch will provide more information.**

### **(d) New Business**

There were no new business topics to discuss

### **Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for September 7, 2017 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of May 4, 2017

Academic Program Review: Liberal Arts A.A. Degree

Program Audit Follow-Up Report: Photographic Imaging Curriculum

Liberal Arts Curriculum Map

Academic Pathways

**STUDENT OUTCOMES COMMITTEE OF THE  
BOARD OF TRUSTEES**

**MINUTES**

**Thursday, May 4, 2017  
1:30 p.m.  
Conference Room M2-34**

**Presiding:** Dr. Rényi

**Present:** Ms. de Fries, Ms. Fulmore-Townsend, Dr. Gay, Dr. Generals, Ms. Horstmann (via phone), Dr. Hirsch, Dr. Roberts, Rep. Roebuck, Jr., Ms. Sidhu

**Guests:** Dr. Carter

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of April, 2017**

The minutes were accepted unanimously.

**(b) Program Audit Follow-up Report – Business Administration A.A., Business A.A. Degrees**

Dr. Carter provided updates on actions taken based on audit findings.

*Finding 1: Evaluate the integration between the Marketing and Management Department and the Business Administration Department.*

**Update:** The majority of faculty saw reason for the integration. Department heads have been working together over the past few months. They have addressed some of the issues behind the recommendation, especially assessment. They created a new assessment schedule for a more holistic view and have alerted faculty to this schedule. The department is working on determining the best possible structure – for example, Marketing will not have a department head - and moving forward with the approval to merge.

*Finding 2. Evaluate the distinction between Business Administration and Business Programs.*

**Update:** The new Business – General program will go into effect in Fall 2017. Current students in the Business Administration and Business programs can choose to remain with their chosen program or they can change to the new curriculum. Because

the new program is so similar to the previous programs, students most likely will not make that change.

*Finding 3. Complete all outstanding 335 course evaluations.*

**Update:** As of the SOC meeting, ten 335 course evaluations had been completed, including information on assessments. The remaining evaluations should be completed by the end of the summer.

*Finding 4. Evaluate the quality and variety of assessment measures; ensure alignment between the Program Learning Outcomes and Student Learning Outcomes; ensure faculty collaboration in assessment planning and review across the departments; examine the extent to which the Programs incorporate common business education trends and necessary skills for business graduates into their outcomes and let these education trends and skills inform changes to assessment.*

**Update:** In switching to the new curriculum, evaluation and assessment were thoroughly considered. This includes a new schedule for assessment, as noted under Finding 1. The faculty kept the Program Learning Outcomes that were most reflective of the new program. As part of Guided Pathways, faculty looked at appropriate general education options that would support program cohesion. For instance, the program changed the history course from US history to global history so that students would have a more global context for their business studies. Cultural Anthropology and Human Geography were chosen as general education options because of their focus on economic systems in the global context. Public speaking or group/team communications are options for the communication requirement. While choosing courses, the faculty considered how all the choices transfer to four-year institutions.

Co-curricular activities were started in the past year. This included a panel on study abroad opportunities focused on business, as opposed to Liberal Arts. The program is identifying speakers to bring to the College to talk about global issues.

Regarding assessment, the program is looking at building skills into the curriculum for which employers are looking. For example, to address leadership skills desired by employers, the BUSL 101 course has an emphasis on self-leadership.

Dr. Rényi asked about the differences in math requirements as had been described in the audit. Dr. Carter explained that faculty decided that Business Math (MATH 111) did not adequately prepare students, especially for transfer. The College will still offer the course because of students remaining in the two business programs to be discontinued. The program has plans to develop an AAS degree. The AAS degree would not be for a traditional transfer program, but rather for programs that prepare students for careers and degree completion programs and for which MATH 111 would suffice. Statistics remains in the curriculum, as all students take this course. The program wants to refine the math sequence. Faculty currently send students to the Math department for Calculus. As part of reviewing the curriculum under Guided Pathways, the program is moving to readjust the math sequence.

*Finding 5. The Business and Business Administration Programs should evaluate their articulation agreements.*

**Update:** Nine of 37 current articulation agreements have been reviewed so far. Review of the agreements includes examining relevance of the agreements vis a vis student goals; ending agreements with poor alignment; updating for the new Business-General program; and developing information materials for students.

*Finding 6. Improve outcomes for students in the Business Program.*

**Update:** Outcomes differed across the two programs largely because students who chose the Business Administration program, with the higher level math requirement, were typically academically stronger. The discontinuation of the two programs and the introduction of the new Business-General program will address this issue.

Dr. Rényi requested an update on the progress on the math sequence and on maintaining articulation agreements. Dr. Rényi commented that the program has made a lot of progress and it appears that the faculty are very positively engaged; Dr. Carter agreed with that characterization.

### **(c) Guided Pathways – Update Presentation**

Dr. Hirsch provided an update to the Committee on the College's progress on its Guided Pathways efforts; this included a PowerPoint presentation. The Guided Pathways reform can be divided into four parts, each encompassing multiple undertakings:

Clarifying the Paths:

- Academic Pathways - Currently when students view our website, they see an alphabetical list of programs. This will change so clusters of related programs, or “academic pathways,” are grouped together. The College is developing a database of Student Learning Outcomes by pathway. Academic pathways allow for better alignment of related programs and courses.
- Curriculum maps – Examples of “before” and “after” maps were provided for Liberal Arts, Business-General, and Hospitality Management. Previous curriculum grids show electives with little guidance, while the new curriculum maps provide more focused and therefore reduced options. The curriculum maps provide more information to students that can help guide their experience, such as information on course sequencing, milestone courses, etc. The curriculum maps will encompass about 80% of the students. Some tailoring may be needed for the other 20%, such as with transfer students. The College is currently working on a course substitution process to address such needs. A goal with these new curriculum maps is to have students take fewer excess credits. Monitoring described above will also help with this.

Dr. Rényi asked if programs within an academic pathway are discussing general education. Dr. Hirsch explained that there will be faculty-led

discussions on this in the summer, which may lead to a reexamination of general education in the future.

**Help Students Get on the Path:**

- First-Year Experience Course – in this course, students develop academic, career, and financial plans.
- Intake Redesign – this has just started.
- Developmental Education – Across both English and Foundational Math there have been pockets of innovative piloting, e.g., contextualized learning, co-requisites, etc. A new intensive English language program will be launched in the fall semester.
- Integrative supports – these entail a more prescriptive and intentional approach.

**Help Students Stay on their Path:**

- Intensive advising model – the goal of this model is to increase student persistence and completion. The College hired seven new full-time advisors ahead of Fall 2016, who have been assigned to the largest programs. These advisors saw more than 3,000 students, who with the advisors' help developed educational plans. This proactive advising model includes “nudges” such as student monitoring, early alerts, and mid-term grades.
- Tracking progress – the College has looked at new and integrative technologies. Available technologies are becoming increasingly sophisticated in providing options to monitor student progress.

**Ensure Students are Learning:**

- Applied learning experiences and internships – the College is working towards increasing these efforts.
- Professional development – the College recognizes the need to provide faculty and staff with professional development to support innovations.

**(d) New Business**

There were no new business topics to discuss.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 1, 2017 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of April 6, 2017

Business Program Audit Action Item Update



# Community College *of* Philadelphia

**Academic Program Review**

**Executive Summary** Prepared

for

**Student Outcomes Committee of the Board**

**Liberal Arts Program**

Author: Krishna  
Dunston

Contributors:  
John Joyce  
John Moore  
Marge Niven

Date: Fall  
2016

## I. Executive Summary

### A. Key Findings

The Office of Assessment and Evaluation makes the following observations, with regard to the quality and viability of the program:

- i. **Retention** – Retention is lower than the college average. Improvement efforts, including the Program’s participation in First Year Experience (FYE) course, are large in scale and may cause fluctuations in *program* retention, even as they positively impact *college* retention.
- ii. **Assessment** – several potentially impactful changes to the curricula have been made in the last eighteen months, and further steps are under consideration. As a result, significant adjustments to the assessment plan are in progress.

### B. Action Items

The Office of Assessment and Evaluation makes the following recommendations to the senior leadership and the Board in response to the information collected in the *Academic Program Review (APR)*:

**Recommendations** – include items of concern, which should be addressed and re-examined, based on the current plan.

#### 1. Retention and Evaluation of FYE Interventions

As noted, the drop in enrollment over the past five years has multiple causes, including new programs which cause a migration of students from Liberal Arts into programs which are more closely aligned to students’ academic goals. It is reasonable to assume that as the College implements interventions in the First-Year Experience (FYE) course and completes pathways mapping, there may be an increase in program to program transfers. A plan which tracks and evaluates potential fluctuations in retention and transfer is recommended. This should show the efficacy of recent changes and inform the program as to further needs. A, “one year out” survey of students who completed the FYE course may provide additional insight.

Recommended Timeline: Spring 2018

Persons Responsible: Curriculum Coordinator, Department Head, Dean of Liberal Studies

#### 2. Faculty engagement

A core group of faculty representing various academic disciplines included in the liberal arts areas should be recruited to serve as a review board. This faculty group should provide advice for issues such as curricular review and assessment practices. Assessment results should be disseminated to this group for analysis and further

sharing with faculty in academic disciplines serving the Liberal Arts curriculum. The team could be composed of faculty members from the first year experience course, faculty with experience in transfer, an academic advisor or counselor, and/ or other faculty who teach program courses.

Recommended Timeline: Ongoing

Responsible: Dean of Liberal Studies, Department Head, Curriculum Coordinator

### **3. Assessment Plan**

As the program completes a cycle of curricular revisions begun in 2015-16, an evaluation of learning outcomes and assessment activities is required. This might include realigning or redrafting program learning outcomes, reviewing recently introduced assessments, and/or making further use of technological supports to support collection and timely use of data. It must include a clearly defined calendar of assessment activities explicitly aligned to program learning outcomes, allowing for a complete cycle of assessments which can provide evidence of student learning and ensure quality improvement.

Recommended Timeline: Spring 2018

Persons Responsible: Curriculum Coordinator, Department Head

### **C. Narrative Summary**

The Academic Program Review of Liberal Arts has been ongoing for almost two years. Multiple authors have made an effort to simultaneously document the program's challenges, while acknowledging the substantive, thoughtful and potentially impactful revisions which remain on-going.

The Liberal Arts –General Program was established in 1995 in part to replace the General Studies and Associate in Arts Curricula. The program was revised in 2009 to bring it into compliance with the (then new) general education requirements. A recently approved revision, effective fall 2015, changed the program name to Liberal Arts, incorporates national best practices and current thinking on guided pathways, limiting student choice and inclusion of a transition to college course. Liberal Arts- General was renamed Liberal Arts, effective with the 2015-16 Catalog. Further implementation of revisions began as part of the 2016-2017 academic year, including housing Liberal Arts in the History, Philosophy and Religious Studies Department.

Over the past 5 years, operating costs have been similar to those of the College as a whole.

Enrollment in the Liberal Arts program has averaged 3652 students over the past 5 years and shows a downward trend. Program students are more likely to be enrolled in all

developmental coursework. Program retention is lower than College wide and 31% of students transfer (compared to 36% college wide).

Recommendations focus on a retention plan which tracks impact of FYE course on retention and movement of students through the college; increasing faculty engagement in the program; and a reevaluation of the assessment plan which ensures that the program has and can respond to meaningful student learning data. The assessment plan should emphasize a cyclical plan which allows the program to complete assessments in a sustainable manner for continuous improvement.

**Photographic Imaging Program, AAS  
Audit Update  
June 1, 2017**

**Student Outcomes:**

1. Enrollment averaged 54 majors for 2016-2017.
2. Graduates: 5 Photographic Imaging AAS and 4 Digital Imaging PC.
3. Course assessment shows increased student success at final portfolio presentation for PHOT 299. Faculty have raised the benchmark from 70% to 75%.

Enrollment	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Photographic Imaging	75	76	78	68	83	78	69	66	52	58	50
Digital Imaging			1	1	1	2	2	2	2	1	1

Graduation	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Photographic Imaging	6	3	6	5	4	3	4	3	6	5
Digital Imaging					1	6	29	5	13	4

Program Name	F15 New Students	Returning Students	All Students	F16 New Students	Returning Students	All Students
Photographic Imaging	18	34	52	16	34	50
Digital Image Prof. Cert	0	1	1	0	1	1

**Program Enhancements to Improve Retention, Progression, and Graduation**

1. Revised Photographic Imaging curriculum:
  - Lowered required credits from 63 to 60 credits;
  - Aligned with Guided Pathways for electives;
  - Eliminated some pre-requisites to increase retention;
  - Created 2 new courses, PHOT 105 Intro Digital Photo and PHOT 113 Digital Technology, Art, and Culture for Fall 17.

2. Increased recruitment through Veterans Resource Center by having PHOT211 students create a public service promo video for the center.
3. Increased number of students in Photo Imaging Proficiency Certificate through persistent promotion in classrooms to 35 (2017).
4. Increased the number of students receiving sponsored Academic Awards from 6 (2016) to 12 (2017).
5. In discussion with University of the Arts and Temple to develop transfer agreements.
6. Created internship program within PHOT 217 Digital Photojournalism, and with the cooperation of Advisory Board members. Students are mentored by photographers at The Philadelphia Inquirer. Four graduates have been invited to join the staff call list.
7. Student response to department questionnaire shows high degree of satisfaction with course content and expected skills. Area of concern: offering more sections in different time slots to accommodate student work schedules.

### **Enhancing the Student Experience**

- Annual Photo Student Show in the Rotunda in March.
- Student Photo Print Sale in Bonnell Lobby set for December.
- Off campus Photo Friday monthly group shoot.
- Presentations by professional photographers, filmmakers and equipment vendors.
- Professionals provide student mock job interviews at final Advisory Board meeting.
- PHOT 211 requires group community service through photo and video services.
- Extensive student work on permanent display in administrative offices in the Mint and Bonnell Buildings.

### **Assessment**

- A FT faculty member has been designated as assessment liaison.
- Revised assessment plan in place to examine different PLOs each semester.
- Assessment progress discussion now included in all faculty meetings.

### **Accreditation**

The Department of Photographic Imaging meets all ASMP (American Society of Media Photographers) and NPPA (National Press Photographers of America) standards for image quality, marketing and ethics training.

# Liberal Arts Course Sequence

Effective Spring 2018

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<b>First Semester</b>			
FYE 101 - First Year Experience		3	
<a href="#">ENGL 101</a> - English Composition I		3	ENGL 101
<a href="#">CIS 103</a> - Applied Computer Technology*		3	Tech Comp
<a href="#">FNMT 118</a> - Intermediate Algebra or <a href="#">MATH 137</a> - Geometry for Design or MATH 150 - Introductory Data Analysis or MATH 161 - Pre-Calculus I**	For MATH 137: <a href="#">FNMT 017</a> or <a href="#">FNMT 118</a> (or higher) placement  For MATH 150 or MATH 161: <a href="#">FNMT 118</a> with a grade of C or better or MATH 161 (or higher) placement	3	Mathematics
Social Sciences Pair 1(choose one): ***1 HIST 101 - United States History: Colonial America through the Revolutionary Period or PSYC 101 - Introduction to Psychology or SOC 101- Introduction to Sociology or ANTH 101- Introduction to Anthropology		3	Social Sciences
<b>Second Semester</b>			
<a href="#">ENGL 102</a> - The Research Paper	<a href="#">ENGL 101</a> with a grade of "C" or better	3	ENGL 102, Info Lit
Humanities Pair 1 (choose one): ***1 HIST 121 - Global History I or HIST 122 - Global History II or HUM 101 - Cultural Traditions or HUM 102 - Cultural Traditions II or Foreign Language 101: Arabic, Chinese, French, Italian, Japanese, or Spanish		3	Humanities Global Diversity

Communication course (choose one): ENGL 115 - Public Speaking or ENGL 116 - Interpersonal Communication or ENGL 117- Group/Team Communication or ENGL 118 - Intercultural Communication	For ENGL 115, ENGL 116, and ENGL 117: <a href="#">ENGL 101</a> , which may be taken concurrently	3	
BIOL 106 - General Biology I or CHEM 105 - Inquiry into Chemistry		4	Lab Science
Social Science or Humanities course (choose one): <sup>1</sup> PHIL 101 -Introduction to Philosophy or PHIL 111 - Critical Thinking or PHIL 152 - Philosophy of Religion or PHIL 211- Ethical Problems or RS 101- Introduction to Religion or RS 151- World Religions		3	
<b>Third Semester</b>			
Social Sciences Pair 2 (choose one) ***1 HIST 102 - United States History: The 19 <sup>th</sup> Century or HIST103 - United States History: The 19 <sup>th</sup> Century or PSYC 202 - Human Sexuality or PSYC 205 - Psychopathology/Abnormal Psychology - or PSYC 215 - Developmental Psychology or PSYC 221 - Social Psychology or SOC 212 - Sociology of Marriage and Family or SOC 215 - Criminology or SOC 231- Social Problems or SOC 233 - The Sociology of Ethnic and Minority Group Relations or ANTH 112 - Cultural Anthropology or ANTH 124 - Fundamentals of Archaeology or	PSYC 202, 205, 221: PSYC 101  PSYC 215: <a href="#">PSYC 101</a> or <a href="#">BIOL 109</a> .  SOC 212, 215, 231 and 233: <a href="#">SOC 101</a> or <a href="#">ANTH 112</a> .	3	



ANTH 211 - African Peoples and Cultures or ANTH 215 - Peoples and Cultures of Asia			
ENGL 190 - Introduction to Literature or ENGL 265 - Science Fiction or ENGL 271- The Language of Film	ENGL 190: <a href="#">ENGL 101</a> , which may be taken concurrently  ENGL 265 and ENGL 271: ENGL 101	3	Writing Intensive Interpretive Studies
Humanities Pair 2 (choose one): ***1 HIST 121 - Global History I or HIST 122 - Global History II or HUM 101 - Cultural Traditions or HUM 102 - Cultural Traditions II or Foreign Language 102: Arabic, Chinese, French, Italian, Japanese, or Spanish		3	
American Diversity (choose one): ENGL 250 - African-American Literature or ENGL 251- African-American Literature or HIST 145 - Latino-American History or HIST 160 - Diversity in American History or HIST 220 - African-American History to 1877 or HIST 221 - African-American History after 1865 or MUS 120 - Music of African-Americans or RS 170 - Religion in American History or SOC 115- Women & Men in American Society	For ENGL 250 and 251: <a href="#">ENGL 101</a> .  For SOC 115: <a href="#">ENGL 101</a> .	3	American Diversity Interpretive Studies
The Arts (choose one) 1: ART 103 - History of Art: Ancient to Renaissance or ART 104 - History of Art: Renaissance to Modern or	For ENGL 205 - <a href="#">ENGL 101</a> .	3	

ENGL 205 - Creative Writing or MUS 103 - Introduction to Music or PHOT 113 - Digital Technology, Art, & Culture			
<b>Fourth Semester</b>			
Citizenship (choose one): GEOG 180 - Urban Geography or LEAD 104 - Introduction to Leadership or HIST 176 - Philadelphia History: Architecture and Planning or JUS 101- Survey of Justice or POLS 117 - City and State Government and Politics, with Cases from Philadelphia and Pennsylvania		3	
Gender Diversity (choose one): ANTH 202- Gender Roles in Cross- Cultural Perspective or ENGL 260 -Women in Literature or HIST 180 -Women and History or PHIL 202 - Philosophy of Love & Sexuality or WS 101- Intro to Women’s Studies	For ANTH 202: ENGL 101 and ANTH 101, ANTH 112 or SOC 101.  For ENGL 260 - <a href="#">ENGL 101</a> .	3	
Humanities course (choose one) 1: ENGL 211 - Survey of British Literature: From Beginnings to 1750 or ENGL 212 - Survey of British Literature: From 1750 to the Modern Era or ENGL 241- Introduction to Shakespeare or ENGL 221 - Survey of American Literature: From the Beginnings to the Civil War or ENGL 222 - Survey of American Literature: From the Civil War to the Present or ENGL 245 - World Literature: From Antiquity to 1500 or ENGL 246 -World Literature: From 1500 to the Present or	ENGL 211, 212, 221, 222, 241, 245, 246, HUM130, 150, 170, 180: <a href="#">ENGL 101</a> .	3	

ENGL 256 - African Literature or HUM 130 - Introduction to Japanese Culture and Civilization or Hum 150 - Introduction to Latin American Cultures and Civilizations or Hum 170 - Middle East Cultures and Civilizations or Hum 180 - Introduction to African Cultures and Civilizations			
Social Analysis (choose one): ECON 181- Principles of Economics (Macroeconomics) or ECON 182 - Principles of Economics (Microeconomics) or GEOG 103 - Intro to Human Geography or PHIL 215- Social & Political Philosophy or POLS 112 - Introduction to International Relations		3	
CHEM 103 - General Chemistry I or EASC 111- Environmental Conservation or PHYS 108 - Descriptive Astronomy		3	Natural Science
<b>Minimum Credits Needed to Graduate: 61</b>			

**ACADEMIC PATHWAYS 2017-18  
COMMUNITY COLLEGE OF PHILADELPHIA**

Health Care	Science and Technology	Design, Construction and Transportation	Business, Entrepreneurship and Law	Creative Arts	Liberal Arts and Communications	Education and Human Services
<b>DEGREES</b>						
Clinical Laboratory Technician*	Applied Science & Engineering Technology	Architecture*	Accounting	Art and Design *	American Sign Lg/English Interpreting*	Behavioral Health/Human Services
Dental Hygiene*	Biology*	Automotive Technology	Business - General	Digital Video Production	Communication Studies	Education, Early Childhood
Diagnostic Medical Imaging*	Chemistry*	Building Science	Culinary Arts	Music Performance*	English	Education, Middle Level
Health Care Studies	Computer Information Systems – IT	Construction Management	Hospitality Management	Photographic Imaging	International Studies	Education, Secondary Humanities/Social Studies Option
Health Services Management*	Computer Science*	Facility Mngt - Construction Option	Digital Forensics	Sound Recording and Music Technology*	Liberal Arts	Education, Secondary Math/Science Option
Nursing*	Cybersecurity	Facility Mngt - Design Option	Fire Science	Theater	Liberal Arts - Honors Option*	Liberal Arts – Social/Behavioral Science
Respiratory Care Technology*	Engineering Science*	Interior Design*	Justice		Mass Media	Psychology
	Mathematics*		Paralegal Studies*		Religious Studies	
	Network Technology Management and Administration		Technical Studies*			

<b>ACADEMIC AND PROFICIENCY CERTIFICATES</b>						
Clinical Assistant PC	Biomedical Equipment Technology I PC	Architectural Visualization PC	Accounting Paraprof. PC	Acting PC	Creative Writing AC	Early Childhood Education PC
Medical Insurance Billing PC	Biomedical Equipment Technology II PC	Automotive Service I PC	Culinary Arts I PC	Digital Imaging PC		Human Services AC
Ophthalmic Technician PC	Computer Prog & Sftwr Devt PC	Automotive Service II PC	Culinary Arts II PC	Digital Video Production PC		Recovery & Transformation AC
Patient Service Representative PC	Cybersecurity I PC	Energy Conservation AC	Electronic Discovery PC	Technical Theater PC		Recovery & Transformation PC
	Cybersecurity II PC		Entrepreneurship PC			Social & Human Service Assistant PC
	Network & Systems Administration PC		Geographic Info. Systems PC			
	Process Technology PC		Paralegal Studies* PC			

\* Select program

5/3/2017