LEADERSHIP ACADEMY FOR STUDENT SUCCESS
Pathways Project Implementation Memorandum

TO: Laura Rittner, Executive Director, Success Center – OACC
FROM: Marc DeWitt, Ryan Hamilton, Kim Manno, and Jessica McCarthy
RE: Developing Program Maps Based on Enrollment Type
DATE: June 14, 2022

EXECUTIVE SUMMARY/INTRODUCTION

Academic program maps are tools that provide students with clear measures and targets to complete their degrees on time. These visual, term-by-term guides help students understand how prerequisite courses build on each other, when gateway courses should be taken, and how all requirements fit together. When students follow program maps, they avoid taking unnecessary classes, save time and money, and stay on course for employment after graduation.

While programs at most community colleges across the state are clearly mapped out for full-time students, approximately two-thirds of all community colleges students attend on a part-time basis.[i] There is also compelling data that demonstrates the American system of higher education has repeatedly failed part-time students.[ii] With student bodies made up of Pell-eligible students, single parents and working adults, it is critical that Ohio's community colleges map out programs for students based on a variety of attendance tracks. Because course sequence and financial aid eligibility may be affected by the number of credit hours taken per semester, students should have access to multiple program maps based on a spectrum of attendance, so they can factor elements such as time to completion and financial aid eligibility into their decision about enrolling as a part-time, three-quarters-time, or full-time student.

RELEVANT LITERATURE REVIEWED

To help us pinpoint a specific problem related to our pathways topic, our team reviewed literature about the implementation of the guided pathways approach and the many positive impacts it has on student success. As Davis Jenkins explains in his article, "Redesigning Community Colleges for Student Success: Overview of the Guided Pathways Approach," community colleges were created in the 1960s and 1970s to help prepare students, many of whom were not well-equipped to succeed in

college, for employment or further education. However, over time it became clear that "the paths into and through community college programs of study [were] often unclear and not well-aligned with student end goals."[iii] For many decades, students' progress was not monitored, they often graduated with more credits than they needed for their degree program, and they struggled to transfer their community college credits to four-year institutions.

In the 2000s and 2010s, community colleges began implementing a guided pathway approach such that programs and support services were redesigned to ensure that every student had a clear roadmap to completion. As we looked at our own community colleges' academic programs, we confirmed that program maps were widely available to help full-time students navigate the degree requirements and course progression of their chosen program. However, for the most part, students enrolled on a part-time or three-quarters-time basis did not have a clear roadmap to completion.

Knowing that most community college students are not enrolled full time, it became clear to us that the implementation of the guided pathways approach is a significant benefit to full-time students, but more needs to be done to ensure that part-time and three-quarters-time students also have access to clearly structured academic maps to help them meet their end goals.

DATA EXAMINED

As part of our research, each team member selected an academic program at their respective community college and researched the availability of various program maps based on different enrollment types. Marc Dewitt researched Sinclair Community College's Business Management program, Ryan Hamilton researched Northwest State Community College's Industrial Automation Maintenance program, Kim Manno researched Central Ohio Technical College's Digital Media Design program, and Jessica McCarthy researched Terra State Community College's Pre-Mortuary Science program.

Three of the four team member discovered that while basic program maps based on full-time enrollment were easily accessible to students on their respective college's website, program maps for part-time and three-quarters-time students were not readily available. A few small differences were also noted.

At first glance, the program map for COTC's Digital Media Design program appears to be a simplistic, semester-by-semester map with columns for course number, course name, and number of credit hours.

Digital Media Design Technology Degree – Web Design Major

2021-2022 Central Ohio Technical College

Autumn Semester

BUS-110	Introduction to Management	3
BUS-130	Team Building	3
DMD-101	Digital Software Fundamentals	1
DMD-113	Introduction to E-Life: the Evolving Web	3
DMD-120	Web Design & Development I	3
DMD-240	Digital Video I	2
ENGL-112	* Composition I	3
	Total	18

Spring Semester

DMD-104	* Design Fundamentals	3
DMD-105	Digital Photography I	3
DMD-121	* Web Design & Development II	3
DMD-208	Multimedia Production	2
SPCH-100	Fundamentals of Communication	3
	Total	14

Autumn Semester

BUS-207	* Business and Professional Communications	3
BUS-210	Entrepreneurship	3
DMD-201	* Graphic Design 1	3
DMD-222	* Web Design & Development III	3
MATH-140	* College Algebra	
	Total	15

Talk to us!

Spring Semester

DMD-106	Mass Media Communications	3
DMD-251	* Digital Media Portfolio	1
DMD-252	*Digital Media Design Capstone	2
DMD-294	* Digital Media Practicum	2
PHIL-200	* Introduction to Ethics	3
PSY-100	* Introduction to Psychology	3
	Total	14

Total Hours Required

- Total Hours Required For Degree: **61.00**

Helpful Information

* Courses may have prerequisites. Please check course description to view all course prerequisites and requirements.

A grade of C (2.00) or better is required for all courses listed on this Plan of Study. Except Math 140, a grade of D (1.00) is required in order to continue in and graduate from the Digital Media Design Technology.

The College Reserves the Right to Change Curricula Without Notice
Published date – February 2021
Office of Academic Affairs

However, each course number is a hyperlink that takes students to the online course catalog. Here, students have access to a basic description of the course, the course's prerequisites, at which of the college's campuses the course is offered, and during which semester(s) the course is offered (see below).

DMD-104 Design Fundamentals (3 Credits)

DMD-104 Design Fundamentals 3 credit hours, 5 contact hours (1 hour lecture and 4 hours lab). Prerequisite: C grade (2.00) or better in DMD-101. Course is graded A-F. This course is an introduction to digital design with emphasis on the basic principles, methodologies, and skills important to 2D digital design using key computer graphics tools and software. This course is designed to prepare the student for the next level in his/her selected discipline.

Requisites:
Complete DMD-102 with a "C" (2.00) grade or better. - Must be completed prior to taking this course.
Locations:
Newark Campus, Coshocton Campus, Knox Campus, Pataskala Campus, Online
Offered:
Spring, Every Year

Terra State offers two separate program maps for its Pre-Mortuary Science program depending on if a student starts as part of a fall cohort versus a spring cohort.

TERRA STATE COMMUNITY COLLEGE

Pre-Mortuary Science Pathway – Fall Cohort
Associate of Individualized Study

Fall Year 1

GEN1000	First Year Seminar	1
HUM1010	Critical Thinking	3
PSY1210	General Psychology	3
ENG1050	College Composition I	3
MGT1100	Management and Organizational Behavior	3
		13

Spring Year 1

ENG1060	College Composition II	3
PHL1010	Intro to Ethics	3
BIO1200	Intro to A & P	3
HIT1430	Pathophysiology	3
ACC1100	Financial Accounting	4
		16

Summer Year 2

MGT1210	Human Resource Management	4
SOC2010	Fundamentals of Sociology	3
		7

Fall Year 2

PSY1320	Death & Dying	3
CHM1210	Foundations of Chemistry	3
MRT1301	Public Relations	3
MTH2010	Statistics	4
		13

Spring Year 2

SPE2200	Interpersonal Communications	3
HUM2900	Leading by the Humanities	3
PSY2030	Social Psychology	3
LAW2420	Business Law	3
		12

| **Total** | | **61** |

TERRA STATE COMMUNITY COLLEGE

Pre-Mortuary Science Pathway – Spring Cohort
Associate of Individualized Study

Spring Year 1

GEN1000	First Year Seminar	1
HUM1010	Critical Thinking	3
PSY1210	General Psychology	3
ENG1050	College Composition I	3
MGT1100	Management and Organizational Behavior	3
		13

Summer Year 1

MGT1210	Human Resource Management	4
SOC2010	Fundamentals of Sociology	3
		7

Fall Year 1

ENG1060	College Composition II	3
PHL1010	Intro to Ethics	3
BIO1200	Intro to A & P	3
HIT1430	Pathophysiology	3
ACC1100	Financial Accounting	4
		16

Spring Year 2

PSY1320	Death & Dying	3
CHM1210	Foundations of Chemistry	3
MRT1301	Public Relations	3
MTH2010	Statistics	4
LAW2420	Business Law	3
		16

Summer Year 2

SPE2200	Interpersonal Communications	3
HUM2900	Leading by the Humanities	3
PSY2030	Social Psychology	3
		9

Total		**61**

While not directly available on the program map, Terra State's website for the Pre-Mortuary Science program includes information about the program's cost and potential occupations for graduates.

In addition to basic course sequence information, the program map for Northwest State's Industrial Technology program includes a general overview of the program, a brief "career outlook" summary, and the academic division dean's photo and contact information.

Northwest State Community College — INDUSTRIAL TECHNOLOGIES

Associate of Applied Science in Industrial Technology

This degree will focus on learning experiences for students that will prepare them with the technical skills to work within diverse technological fields within manufacturing and industrial environments.

Students will be able to obtain a generalist degree as well as have the opportunity to specialize in areas such as Industrial Electrical, Machining/CNC Programming, and Maintenance/Mechatronics. The courses consist of theory and practical, hands-on applications, whereby students work collaboratively with each other and with the instructor to achieve competencies of each discipline, and, at all times, observing and practicing safety. The technical classes will have 50 percent of the learning experiences in the classroom and 50 percent in the laboratory environment applying hands-on learning. The courses comprising the generalist and specialist degree areas incorporate fundamentals critical in allowing students to adapt to the continuous changes in technology.

Career Outlook

As manufacturers invest in new high-technological equipment, the demand for highly-skilled graduates in diverse technical areas will remain in high demand.

STEM and Industrial Technology Division

Ryan Hamilton
Dean

Questions:
NSCC Admissions Office
(419) 267-1320
admissions@NorthwestState.edu

www.NorthwestState.edu   2019-2020

Education Pays
Average Annual Earnings
Based on Education

High School | Some College | Associate Degree | Bachelor's Degree | Master's Degree

Based on data from the Bureau of Labor Statistics

NSCC is accredited by:
The Higher Learning Commission
(312) 263-0456
www.ncahigherlearningcommission.org

PROGRAM SEQUENCE

Northwest State
Community College

First Semester		Credits
ENG111	Composition I	3
IND105	Industrial Safety	2
IND110	Industrial Computing I	OR
CIS114	Microsoft Applications	3
MTH109	College Algebra	3
+	Technical Elective**	3
		14

Second Semester		Credits
ENG112	Composition II	3
IND103	Applied Geometry and Trig	3
+	Technical Electives**	9
		15

Third Semester		Credits
	Humanities Elective	3
	Natural Science Elective	3
+	Technical Electives**	9
		15

| Fourth Semester		Credits
	Natural Science Elective (with Lab)	4
	Social/Behavioral Science Elective	3
+	Technical Electives**	10
		17

Total Program Credit Hours   **61**

Technical Electives:
AET 110
IND 100, 120, 121, 122, 130, 131, 132, 134, 140, 141, 220, 221, 223, 232, 234, 240, 241
INT 120, 220, 221
MET 107, 222, 223
QCT 100
PLC 200, 210, 220, 230
WLD 100, 110, 120, 130, 140, 150, 210, 220, 250, 260

+ Students must attain a 2.00 grade point average in
 these technical courses to graduate.

Course curriculum is subject to change. Please consult with an Academic Advisor for up-to-date information.   Updated 2/10/20

Sinclair was the only community college researched by our team that offers a drop-down menu, allowing students to toggle between program maps based on full-time and part-time enrollment.

CURRICULUM

Suggested Term-by-Term Pathways: Full-time | Go

Course	Title	Credits
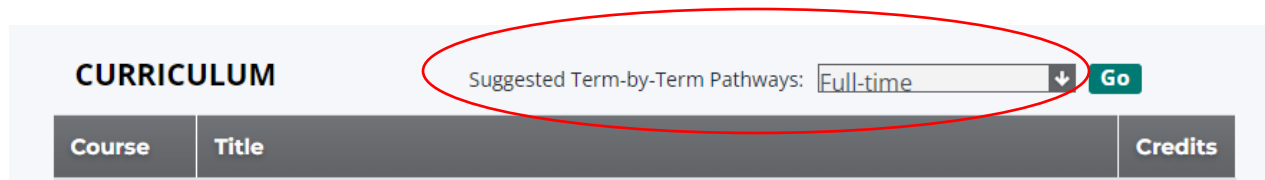
Once an enrollment type is selected, the program map for the chosen enrollment type populates.

2022 - 2023 Catalog Year
Business Management (Full-time)

Degree: Associate of Applied Science
Division: Business and Public Services

Student must complete all course prerequisites. Once your major has been declared, you are encouraged to obtain your Program Evaluation from WebAdvisor to track your progress. This program is not a University Parallel. If you are planning to transfer for a Bachelor's degree, visit an Academic Advisor to discuss options.

This Sample Program Pathway is designed to provide an example of course selections in a term by term sequence. Please see an Academic Advisor for a plan specific to your academic needs.

Fall Semester (First Year)		Hours
	MAN-1107: FOUNDATIONS OF BUSINESS	3.0
	BIS-1120: INTRO TO SOFTWARE APPS	3.0
*	MAT-1120: BUSINESS MATH	3.0
	ENG-1101: ENGLISH COMPOSITION I	3.0
	Term hours subtotal:	12

Spring Semester (First Year)		Hours
	MAN-2150: MANAGEMENT & ORG BEHAVIOR	3.0
	ENG-1131: BUSINESS WRITING	3.0
*	ECO-2180: MICROECONOMICS	3.0
*	COM-2211: EFFECTIVE PUBLIC SPEAKING	3.0
	Term hours subtotal:	12

Summer Semester (First Year)		Hours
*	MAN-2155: MGT INFORMATION SYSTEMS	3.0
*	HIS-1111: WESTERN CIVILIZATION I	3.0
*	MAN-1110: INTERNATIONAL BUSINESS	3.0
*	ECO-2160: MACROECONOMICS	3.0
	Term hours subtotal:	12

Fall Semester (Second Year)		Hours
*	ACC-1100: SMALL BUSINESS ACCOUNTING	3.0
*	MRK-2135: DIGITAL MARKETING	3.0
*	MRK-2101: PRINCIPLES OF MRK MGMT	3.0
*	MAN-2140: HUMAN RESOURCE MANAGEMENT	3.0
	Term hours subtotal:	12

Spring Semester (Second Year)		Hours
! *	MAN-2270: MANAGEMENT INTERNSHIP	3.0
*	MAN-2101: INTRO TO SUPERVISION	3.0
	LAW-1101: BUSINESS LAW	3.0
*	MAN-2144: NEGOTIATION TECHNIQUES	3.0
	Term hours subtotal:	12

Important course signified by !
Elective course signified by *

Sinclair's program map also includes special icons to denote elective courses and important course-related messages.

While all four community colleges' program maps have minor differences, all four team members discovered that their respective college's program maps did not include information related to financial aid implications.

PROPOSED CHANGES/REFORMS TO BE ADOPTED

We propose that community colleges across the state develop three separate maps for programs that allow both full-time and part-time enrollment:

1) A program map based on full-time enrollment (at least 12 credit hours per semester)
2) A program map based on three-quarters enrollment (9-11 credit hours per semester)
3) A program map based on part-time enrollment (6-8 credit hours per semester)

For many learners, especially non-traditional students, it is imperative for them to understand where they are currently in their program and what they will need to take next to complete their program successfully. Program maps based on multiple enrollment types will provide all students with information they can easily follow and access throughout their time at the institution.

Furthermore, we propose that each of these program maps include pertinent information related to financial aid eligibility and the availability of required courses (i.e., if a given course is only offered one semester per year). We believe having access to this information will not only better inform students when making their enrollment decision, but it may even motivate them to take an extra course or two to maximize their financial aid eligibility or graduate a semester earlier.

While many institutions currently have some form of program maps, many of them are based on full-time enrollment. As two-thirds of community college students attend part time, the structure of these program maps would need to be changed to reflect the different enrollment types that most students utilize. We believe that this will improve student success as they will have access to a program map that fits with the number of credit hours that they are able to maintain each semester.

Listing the semesters that courses are offered also aids in student success as students will be able to clearly see at what times during the academic year specific courses are offered. Many students get off track with their program maps at some point during their educational career, which can have a detrimental effect if they are only in need of one or two more classes to complete their program. For example, due to a course's availability, students may have to wait a semester or two before a required course is offered. Having the availability of courses on the program map can assist students in making informed decisions regarding enrollment type and the progression of required courses, so they do not have to sit out a semester waiting for their class to be offered. This feature can also pose some challenges as some institutions may not have a set schedule of when courses are offered. Another challenge would be if an institution needs to change when a certain course is offered and communicating effectively to the students that the change could impact.

As it would take some time for the program maps to be developed by the academic divisions, we would anticipate that institutions could implement the proposed changes within a 12-month period. The academic divisions could implement a phased-in approach and make the program maps available to the admissions and advising units as they are approved.

Examples of all three types of program maps (full-time, three-quarters-time, and part-time) are included in the Appendix.

IMPLEMENTATION CHALLENGES

There are several challenges to implementing the proposed changes. Challenges exist in both the production and dissemination of program maps showing the various levels of enrollment.

To produce such program maps, the timing and frequency of class offerings must be known. This can create a challenge when working across departments/divisions within a college. Some departments/divisions may not have a culture of producing and sticking to projections for future course offerings. This planning needs to account for not only the term in which a particular course will be offered, but also the timing. For example, if a student is restricted to only evening courses because of their work schedule, the program maps for that student will only be effective if evening sessions of the necessary courses will be offered.

It is also important to ensure that courses that students typically enroll in concurrently are offered on different days or at different times, so they do not conflict. At larger multi-campus institutions, there may be additional considerations to factor into course scheduling. For example, it is important to ensure that the frequency and start times of courses allow travel time for students who may need to commute between branch campuses or satellite locations.

Asynchronous online courses could be a solution to the scheduling crunch, but such courses present their own challenges. Most students have likely had some experience with online instruction, and for some the experience may not have been a positive one. Some students are still apprehensive about asynchronous online courses. There is also an equity issue related to students being able to access reliable internet connection on appropriate devices to complete online courses. They may not feel comfortable in an online environment, or they may have a harder time accessing accommodations in online courses. The recent rapid expansion in online learning because of the COVID-19 pandemic has exposed these problems.

Once the scheduling issues have been overcome there is the challenge of creating the program maps. The creation of such maps takes time and expertise. Faculty will need to be involved in their creation, so courses are taken in sequences that yield the best outcomes. As such work is usually beyond the scope of most faculty members' typical duties, they would need to either have other duties removed or receive additional compensation for the work. In unionized environments, there may be limited means to accommodate this per collective bargaining agreements.

Even after the creation of program maps based on various enrollment types, there comes another challenge—how to get the information into the hands of students and do it in such a way that students understand it. Many institutions have such documentation already. During our research for this project, we found some institutions and specific programs within those institutions had already developed program maps for various levels of enrollment, but they were not known to exist to a wider audience on campus. If, as members of the campus community, we did not know they existed, how are students to know they exist? Simply posting the program maps on the college's website ignores the challenge of how to help students understand what the maps mean. Most students will also likely need help discerning

the financial implications of part-time enrollment versus three-quarters-time enrollment. Each student has a unique financial situation and the impact of this on financial aid is an important piece of the puzzle in helping students plan their course of study.

CONCLUSION

For nearly two decades, community colleges across the country have implemented a guided pathways approach which, among other things, calls for the development of clearly structured academic maps to help students meet their end goals. While guided pathways have been shown to have a positive impact on students' behavior, mindset, and academic success[iv], most community colleges only offer program maps based on full-time enrollment. Because the majority of community college students have work and/or family responsibilities that prevent them for attending full time, they are often left to navigate the complexities of their degree program's course sequence and course availability on their own. This is especially alarming for at-risk populations, including first-generation students, non-U.S. citizens, and students with disabilities.

Encouraging community colleges to implement program maps based on different types of enrollment would have myriad impacts on student success. Offering program maps based on full-time, three-quarters-time, and part-time enrollment would ensure that all students have access to a visual, semester-by-semester sequence to degree completion. Offering a variety of enrollment-based program maps would also reduce the chance of students taking unnecessary credits and limit the challenges caused by unavailable courses during the program sequence. Including information regarding financial aid implications on the various program maps may even entice some students to take an additional course or two, thus reducing the total cost and time of their degree program.

APPENDIX

Below are three examples of program maps for COTC's Digital Media Design based on full-time enrollment (14-18 credit hours per semester), three-quarters-time enrollment (8-12 credit hours per semester), and part-time enrollment (6-9 credit hours per semester).

CENTRAL OHIO TECHNICAL COLLEGE
DIGITAL MEDIA DESIGN (Web Design Major)
PROGRAM MAP BASED ON FULL-TIME ENROLLMENT (4 SEMESTERS)

SEMESTER	COURSE NUMBER	COURSE NAME	CREDIT HOURS	COURSE AVAILABILITY	PREREQUISITES	FINANCIAL AID IMPLICATIONS
Autumn Semester	BUS-110	Introduction to Management	3	Autumn		
	BUS-130	Team Building	3	Autumn		
	DMD-101	Digital Software Fundamentals	1	Autumn		
	DMD-107	Introduction to E-Life: the Evolving Web	3	Autumn		
	DMD-120	Web Design & Development I	3	Autumn		
	DMD-240	Digital Video I	2	Autumn		
	ENGL-112	Composition I	3	Summer, Autumn, Spring	Appropriate placement per COTC Assessment and Placement policy or C grade (2.00) or better in ENGL-012.	
		Semester Hours	18			Full Pell = $3448
Spring Semester	DMD-104	Design Fundamentals	3	Spring	Complete either DMD-101 or DMD-3831 with a C grade (2.00) or better.	
	DMD-105	Digital Photography I	3	Spring		
	DMD-121	Web Design & Development II	3	Spring	Complete either DMD-120 or DMD-3839 with a C grade (2.00) or better.	
	DMD-208	Multimedia Production	2	Spring		
	SPCH-100	Fundamentals of Communication	3	Summer, Autumn, Spring		
		Semester Hours	14			Full Pell = $3447
Autumn Semester	BUS-207	Business and Professional Communications	3	Autumn, Spring		
	BUS-210	Entrepreneurship	3	Autumn		
	DMD-201	Graphic Design 1	3	Autumn	Complete either (DMD-101 and DMD-104) or (DMD-3860 and DMD-3820) with a C grade (2.00) or	
	DMD-222	Web Design & Development III	3	Autumn, Spring	Complete either DMD-120 or DMD-3839 with a C grade (2.00) or better.	
	MATH-140	College Algebra	3	Summer, Autumn, Spring	Appropriate placement per COTC Assessment and Placement policy or C grade (2.00) or better in MATH-014.	
		Semester Hours	15			Full Pell = $3448
Spring Semester	DMD-106	Mass Media Communications	3	Spring		
	DMD-251	Digital Media Portfolio	1	Spring	Complete DMD-104 with a C grade (2.00) or better.	
	DMD-252	Digital Media Design Capstone	2	Spring	Complete DMD-104, DMD-105 and DMD-201 with a C grade (2.00) or better.	
	DMD-294	Digital Media Practicum	2	Spring	Complete DMD-104, DMD-201, ENGL-112 and SPCH-100 with a C grade (2.00) or better.	
	PHIL-200	Introduction to Ethics	3	Summer, Autumn, Spring	Complete ENGL-112 with a C grade (2.00) of better.	
	PSY-100	Introduction to Psychology	3	Summer, Autumn, Spring		
		Semester Hours	14			Full Pell = $3447

CENTRAL OHIO TECHNICAL COLLEGE
DIGITAL MEDIA DESIGN (Web Design Major)
PROGRAM MAP BASED ON THREE-QUARTERS-TIME ENROLLMENT (6 SEMESTERS)

SEMESTER	COURSE NUMBER	COURSE NAME	CREDIT HOURS	COURSE AVAILABILITY	PREREQUISITES	FINANCIAL AID IMPLICATIONS
Autumn Semester	BUS-110	Introduction to Management	3	Autumn		
	DMD-101	Digital Software Fundamentals	1	Autumn		
	DMD-120	Web Design & Development I	3	Autumn		
	ENGL-112	Composition I	3	Summer, Autumn, Spring	Appropriate placement per COTC Assessment and Placement policy or C grade (2.00) or better in ENGL-012.	
		Semester Hours	10			Full Pell = $2586
Spring Semester	DMD-104	Design Fundamentals	3	Spring	Complete either DMD-101 or DMD-3831 with a C grade (2.00) or better.	
	DMD-105	Digital Photography I	3	Spring		
	DMD-121	Web Design & Development II	3	Spring	Complete either DMD-120 or DMD-3839 with a C grade (2.00) or better.	
	SPCH-100	Fundamentals of Communication	3	Summer, Autumn, Spring		
		Semester Hours	12			Full Pell = $3447
Autumn Semester	DMD-201	Graphic Design 1	3	Autumn	Complete either (DMD-101 and DMD-104) or (DMD-3860 and DMD-3820) with a C grade (2.00) or better.	
	DMD-222	Web Design & Development III	3	Autumn, Spring	Complete either DMD-120 or DMD-3839 with a C grade (2.00) or better.	
	PHIL-200	Introduction to Ethics	3	Summer, Autumn, Spring	Complete ENGL-112 with a C grade (2.00) of better.	
	DMD-107	Introduction to E-Life: the Evolving Web	3	Autumn		
		Semester Hours	12			Full Pell = $3448
Spring Semester	DMD-106	Mass Media Communications	3	Spring		
	DMD-208	Multimedia Production	2	Spring		
	MATH-140	College Algebra	3	Summer, Autumn, Spring	Appropriate placement per COTC Assessment and Placement policy or C grade (2.00) or better in MATH-014.	
	PSY-100	Introduction to Psychology	3	Summer, Autumn, Spring		
		Semester Hours	11			Full Pell = $2585
Autumn Semester	DMD-240	Digital Video I	2	Autumn		
	BUS-130	Team Building	3	Autumn		
	BUS-210	Entrepreneurship	3	Autumn		
		Semester Hours	8			Full Pell = $2586
Spring Semester	BUS-207	Business and Professional Communications	3	Autumn, Spring		
	DMD-251	Digital Media Portfolio	1	Spring	Complete DMD-104 with a C grade (2.00) or better.	
	DMD-252	Digital Media Design Capstone	2	Spring	Complete DMD-104, DMD-105 and DMD-201 with a C grade (2.00) or better.	
	DMD-294	Digital Media Practicum	2	Spring	Complete DMD-104, DMD-201, ENGL-112 and SPCH-100 with a C grade (2.00) or better.	
		Semester Hours	8			Full Pell = $1724

		CENTRAL OHIO TECHNICAL COLLEGE				
		DIGITAL MEDIA DESIGN (Web Design Major)				
		PROGRAM MAP BASED ON PART-TIME ENROLLMENT (8 SEMESTERS)				

SEMESTER	COURSE NUMBER	COURSE NAME	CREDIT HOURS	COURSE AVAILABILITY	PREREQUISITES	FINANCIAL AID IMPLICATIONS
Autumn Semester	DMD-101	Digital Software Fundamentals	1	Autumn		
	DMD-120	Web Design & Development I	3	Autumn		
	ENGL-112	Composition I	3	Summer, Autumn, Spring	Appropriate placement per COTC Assessment and Placement policy or C grade (2.00) or better in ENGL-012.	
		Semester Hours	7			Full Pell = $1724
Spring Semester	DMD-104	Design Fundamentals	3	Spring	Complete either DMD-101 or DMD-3831 with a C grade (2.00) or better.	
	DMD-121	Web Design & Development II	3	Spring	Complete either DMD-120 or DMD-3839 with a C grade (2.00) or better.	
	MATH-140	College Algebra	3	Summer, Autumn, Spring	Appropriate placement per COTC Assessment and Placement policy or C grade (2.00) or better in MATH-014.	
		Semester Hours	9			Full Pell = $2585
Autumn Semester	BUS-110	Introduction to Management	3	Autumn		
	DMD-240	Digital Video I	2	Autumn		
	DMD-107	Introduction to E-Life: the Evolving Web	3	Autumn		
		Semester Hours	8			Full Pell = $1724
Spring Semester	DMD-105	Digital Photography I	3	Spring		
	SPCH-100	Fundamentals of Communication	3	Summer, Autumn, Spring		
	DMD-106	Mass Media Communications	3	Spring		
		Semester Hours	9			Full Pell = $2585
Autumn Semester	DMD-222	Web Design & Development III	3	Autumn, Spring	Complete either DMD-120 or DMD-3839 with a C grade (2.00) or better.	
	BUS-130	Team Building	3	Autumn		
	DMD-201	Graphic Design 1	3	Autumn	Complete either (DMD-101 and DMD-104) or (DMD-3860 and DMD-3820) with a C grade (2.00) or better.	
		Semester Hours	9			Full Pell = $2586
Spring Semester	PSY-100	Introduction to Psychology	3	Summer, Autumn, Spring		
	BUS-207	Business and Professional Communications	3	Autumn, Spring		
		Semester Hours	6			Full Pell = $1724
Autumn Semester	PHIL-200	Introduction to Ethics	3	Summer, Autumn, Spring	Complete ENGL-112 with a C grade (2.00) of better.	
	BUS-210	Entrepreneurship	3	Autumn		
		Semester Hours	6			Full Pell = $1724
Spring Semester	DMD-252	Digital Media Design Capstone	2	Spring	Complete DMD-104, DMD-105 and DMD-201 with a C grade (2.00) or better.	
	DMD-294	Digital Media Practicum	2	Spring	Complete DMD-104, DMD-201, ENGL-112 and SPCH-100 with a C grade (2.00) or better.	
	DMD-251	Digital Media Portfolio	1	Spring	Complete DMD-104 with a C grade (2.00) or better.	
	DMD-208	Multimedia Production	2	Spring		
		Semester Hours	7			Full Pell = $1724

[i] Fast Facts 2022. *American Association of Community Colleges.* https://www.aacc.nche.edu/research-trends/fast-facts/

[ii] Campbell, C. and Bombardieri, M. (2017, October 18). New Data Highlight How Higher Education Is Failing Part-Time Students. *Center for American Progress.* https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-highlight-higher-education-failing-part-time-students/

[iii] Jenkins, Davis. (2014). Redesigning Community Colleges for Student Success: Overview of the Guided Pathways Approach. *Community College Research Center.* https://www.templejc.edu/live/files/37-redesigning-community-colleges-for-student-success

[iv] Davis, Redesigning Community Colleges for Student Success. https://www.templejc.edu/live/files/37-redesigning-community-colleges-for-student-success