TO: The College Community

FROM: Dr. James M. Keane
       Vice President of Academic Affairs

SUBJECT: ACADEMIC MATTERS – March 10, 2020

DATE: April 27, 2020

Final approval has been given to the academic matters reviewed at the March 10, 2020 meeting of the Learning Council as follows:

   a. [Link to the document]

2. New course ENG 093 College Writing Strategies
   a. Effective date: Summer 2020
   b. Course description (as it will appear in catalog):
      ENG 093 College Writing Strategies
      This course helps students develop writing competence using adaptive, self-paced writing technology.
      Students will practice writing sentences, paragraphs, and essays, while learning how to recognize and use
      basic sentence patterns and write clear paragraphs containing a topic sentence, idea development, and a
      supportive conclusion. As students progress they will write unified, supported, essays using
      grammatically sound sentences. Assignments are individually paced to prepare for college-level writing
      courses. The minimal passing grade for developmental courses is a “C”.
      Credits: 3
      Prerequisite: Appropriate placement score.
      Note: This college readiness course cannot be used to satisfy degree or certificate requirements.
      Semester Offered: F/S/SU

3. New course EUT 151 – Utility Safety
   a. Effective date: Fall 2020
   b. Course description (as it will appear in catalog):
      EUT 151 Utility Safety
      This course provides an introduction to the principles of safety. Students are introduced to OSHA
      standards and safety practices. Students are instructed in safe work practices while working
      around backhoes, trenching, excavating, and backfilling. Job briefs, work area protection, basic
      hoisting and rigging are discussed, demonstrated, and practiced. Students are trained and
      certified in Life Saving Skills: CPR/AED/First Aid. Students receive an OSHA 10
      Construction card upon successful completion of all course requirements.
      Credits: 3
      Semester Offered: SU/FA
4. **New course EUT 152 Damage Prevention**  
   a. Effective date: Fall 2020  
   b. Course description (as it will appear in catalog):  
      **EUT 152 Damage Prevention**  
      This course provides an introduction to damage prevention the understanding of maps and locating of gas lines and facilities. Students learn how to read gas utility maps, proper operation of locating tools, and implementation of mark outs. Students receive an introduction in the theory and how to prevent damage to the equipment and facilities.  
      **Credits:** 1  
      **Semester Offered:** SU/FA

5. **New course EUT 153 Natural Gas Service/Installation and Pipeline Maintenance**  
   a. Effective date:  
   b. Course description (as it will appear in catalog):  
      **EUT 153 Natural Gas Service/Installation and Pipeline Maintenance**  
      This course introduces students to basic Gas Facility Construction. Students get an understanding of the Gas Construction Standard and work methods used in the gas industry. Topics include pipeline repair, leak detection, pipefitting, use of industry tools, safe work practices, and moving facilities into service.  
      **Credits:** 2  
      **Semester Offered:** SU/FA

6. **New course EUT 154 CDL Preparation and Workplace Skills**  
   a. Effective date:  
   b. Course description (as it will appear in catalog):  
      **EUT 154 CDL Prep and Workplace Skills**  
      Students are instructed on the rules and regulations needed to prepare for the Commercial Driver's License (CDL) exam. Customer interaction and human performance will be discussed. Workplace skills, team building, and collaboration are emphasized.  
      **Credits:** 1  
      **Semester Offered:** SU/FA

7. **New Certificate - Natural Gas Field Technician Certificate**  
   a. Effective date: Upon DHE approval  
   b. See grid – Page 41
2019-2020
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: English 093 College Writing Strategies

2. Originator: Tim LaFountaine Date: January 3, 2020

3. School Dean: Nancy Schoenfeld, VP (Acting Dean) Date: January 3, 2020

4. Effective Date: Summer/Fall 2020

5. Reviewed by Program and Process (if applicable) Date:

6. Recommended by the School of Date:

   Comments:

7. AA Leadership Team: Date: 02-25-20

   Recommended: ______ Not Recommended: ______

   Comments:

8. VP/Academic Affairs: Date: 2/25/20

   Recommended: ______ Not Recommended: ______

   Comments:

9. Learning Council: Date: 3/10/2020

   Recommended: ______ Not Recommended: ______

   Comments:

10. VP/Academic Affairs: Date: 3/10/2020

   Approved: ______ Not Approved: ______

   Comments:
**NEW COURSE PROPOSAL**

<table>
<thead>
<tr>
<th>Course Discipline/Department:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental English</td>
<td>Humanities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ENG 093</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>College Writing Strategies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prerequisites and/or corequisites (confer with affected department coordinator):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CIP code (check with IRap Office):</th>
<th>23.0101</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effective Term/year:</th>
<th>Fall 2020</th>
</tr>
</thead>
</table>

Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable?

Rational: To better comply with the Massachusetts Department of Higher Education’s new 2020/2021 community college mandate that states “At community colleges, 50% of first time, degree seeking students will successfully complete a college level English (...) course (...) within one year of their initial enrolment and before earning 24 credits.”

ENG 093 College Writing Strategies has been developed as an all-inclusive, one-stop writing course that centers on state of the art, adaptive writing technology within an empirically modeled classroom. ENG 093’s model is based on and mirrors precisely with English 092, College Reading Strategies, doing so to enhance consistency and allow data-driven evaluation of both developmental courses.

Any student testing into or needing developmental writing remediation may enroll in this course. The adaptive technology allows students to move through the course individually, and achieve their own personal starting level quickly. Research supports having multiple leveled students within a single class as positive scaffolding for both the lower and higher leveled learner.

ENG 093 has been designed to offer developmental writing students more choices and a potentially quicker exit into college English.

Is the course content similar to other courses now offered? Yes ___ No ___

If yes, attach a statement from the coordinator of the department offering the similar course.

Statement of Need from the Coordinator of Developmental English: English 093 is an amalgamation of and replaces ENG 095/096 in the developmental sequence. Although ENG 095/096 are and may continue to be offered, ENG 093 allows an additional expeditious choice to students, and offers a quicker path through developmental English, adhering to 2020/2021 state DOE mandates.

TL, 9/26/2019
Please indicate if this course will serve as any of the following types of electives:

- Elective (any college level course can serve as an elective)
- Specific Type (indicate Business, Multiple Perspectives*, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science, Social Science Foundational*, Literature, Philosophy or Language*, Creative Arts*)
- X Program specific (Developmental English)

* confer with the Liberal Arts Coordinator

Is this course required for a program? If yes, submit a separate DEGREE OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.

### Appropriate Placement

| Expected enrollment per term: 40 or more | Expected enrollment per year: 160 or more |

Will any of the following be required:

- Additional staff
- Additional space
- Additional equipment
- X Additional library resources

Provide a rationale for any needs indicated above and include approximate cost of equipment.

### Computer Classrooms
Course Materials

<table>
<thead>
<tr>
<th>Lecture Hours:</th>
<th>Lab hours:</th>
<th>Clinic Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General course description and prerequisites as it will appear in the college catalog (including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ENG 093 College Writing Strategies 3 Credit**

**Course Description**

This course helps students develop writing competence using adaptive, self-paced writing technology. Students will practice writing sentences, paragraphs, and essays, while learning how to recognize and use basic sentence patterns and write clear paragraphs containing a topic sentence, idea development, and a supportive conclusion. As students progress they will write unified, supported, essays using grammatically sound sentences. Assignments are individually paced to prepare for college-level writing courses. The minimal passing grade for developmental courses is a "C".

**Prerequisite:** Appropriate placement. * This college readiness course cannot be used to satisfy degree or certificate requirements. F/S/SU

<table>
<thead>
<tr>
<th>Lecture Hours per semester:</th>
<th>Lab Hours per semester:</th>
<th>Clinic Hours or Internship Hours per semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Provide the following course information selected from the E-2 checklist for course materials. Provide your dean with a syllabus that includes all of the checklist course materials:

- All required course readings (whether written or electronic), including information on publisher and edition used or website address or link
- Student Learning Outcomes (list)
- Teaching procedures (briefly describe)
- Course topics and/or assignments and/or required and/or supplemental reading
- Tentative test schedule/assignment(s) schedule
- Basis for student grading and calculation of final grade as well as criteria for evaluating student performance
How does the course support general education? Using the chart below, indicate the degree or level of connection between the course and outcome as indicated here.

**I** – Introductory/Background – There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.

**M** – Intermediate/Transitional - There is more of a direct relationship between the course and the outcome than Introductory. A mixture of course elements supports the final achievement of the outcome, but the final integration of knowledge, skills and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.

**E** – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.

**NA** – This is not a learning outcome for this course.

<table>
<thead>
<tr>
<th>CONNECTION TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES</th>
<th>I, M, E, NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills: Students will write and speak effectively.</td>
<td>E</td>
</tr>
<tr>
<td>Information Literacy: Students will engage in a reflective process of information discovery, articulate the value of information and its cycle of development, and participate responsibly in communities of learning.</td>
<td>E</td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>NA</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>NA</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer and emerging technologies effectively.</td>
<td>E</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>I</td>
</tr>
<tr>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
<td>E</td>
</tr>
<tr>
<td>Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.</td>
<td>I</td>
</tr>
<tr>
<td>Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</strong></td>
<td>NA</td>
</tr>
</tbody>
</table>
**CIVIC LITERACY**
If civic learning or civic literacy is a component of this course (within the course description, course topics and/or student learning outcomes), please consult the “Guide for Designating Civic Learning Courses” from the Department of Higher Education, available on Frequently Used Forms (with the other Academic Governance Forms). Utilizing the DHE definitions, please indicate whether this course can be designated as one of the following:

___ Civic Learning (CL)
___ Civic Learning with Engagement Required (CLER)
___ Civic Learning with Engagement Optional (CLEO)
___X_ Civic Learning is not a component of this course (NA)
English 093 (section)
College Writing Strategies
(Semester and Year)
Course Syllabus

3 Credits*

Day: Time: Room:

Contact Information:
Instructor:
E-Mail:
Phone:
QCC Mail Box #:
Campus Office:
Office Hours:

ENG 093 College Writing Strategies 3 Credits

Course Description
This course helps students develop writing competence using adaptive, self-paced writing technology. Students will practice writing sentences, paragraphs, and essays, while learning how to recognize and use basic sentence patterns and write clear paragraphs containing a topic sentence, idea development, and a supportive conclusion. As students progress, they will write unified, supported, essays using grammatically sound sentences. Assignments are individually paced to prepare for college-level writing courses. The minimal passing grade for developmental courses is a “C”.

Prerequisite: Appropriate placement score. * This college readiness course cannot be used to satisfy degree or certificate requirements. F/S/SU

Text (Adaptive Writing Technology)
Title: Connect Writing 3.0
Author: McGraw-Hill Education

Teaching Procedures:
English 093 College Writing Strategies is an active writing skills course that uses state of the art, Adaptive Writing Technology. The adaptive technology allows students to move through the course individually, and achieve their own personal starting level quickly. Your instructor will work with you one on one during the semester and offer “mini” lectures at different times during the course. English 093 is built for classroom community engagement. This means fellow students may now and again work together to support in each other’s learning progress. With good student work ethic, you will develop the essential skills that get you to where you really want to be, an independent, college-level writer who knows how to handle and succeed through the tough moments in college.

Course Goals and Learning Outcomes and Instructional Objectives

1. Introduce and/or review the prewriting process
   a. student examines different audiences and purposes for writing
b. student practices idea generation strategies such as brainstorming, mapping, freewriting, and questioning

c. student prepares a writing plan or outline

2. Develop effective sentences and improve sentence structure
   a. identify and correctly use subjects and verbs
   b. recognize and write a complete sentence, avoiding fragments, run-ons, and comma splices
   c. effectively use punctuation, such as commas and semicolons within sentences
   d. effectively use capital letters
   e. effectively use quotation marks
   f. effectively use end punctuation

3. Include transitional words and/or phrases in paragraph
   a. use transitional words and/or phrases to progress from one idea to the next
   b. identify which transitional words and/or phrases are accurate to use in the context of the writing

4. Develop effective topic sentences
   a. write a topic sentence that includes a topic and opinion

5. Write paragraphs displaying unity, support, and coherence
   a. Include a topic sentence with a clear topic and opinion (assertion/controlling idea)
   b. Generate sentences that support the topic sentence with facts, details, and examples
   c. All the supporting sentences should do their job: Support the topic sentence
   d. Supporting sentences use appropriate order (time, space, and importance)
      i. All paragraphs have patterns: sentences in a paragraph may be arranged to show:
         1. time or sequence of events
         2. in order of importance, moving from most important point to least important point or from least important to most important.
         3. or, most general point to the most specific, or vice versa.
   e. Sentences are linked together with appropriate transitions
   f. identify the different aspects of narration, description, expository, and persuasive paragraphs

6. Write a minimum of four paragraphs during the semester, but strive for five
   a. produce a minimum of four paragraphs of at least 8 sentences each
   b. identify the different aspects of narration, description, compare/contrast, and persuasive paragraphs

7. Write five-paragraph essays displaying unity, support, coherence and sentence structure with an introduction, three body paragraphs, and a conclusion
   a. student creates unity by developing a three-point thesis statement
   b. student writes sentences and paragraphs that support the thesis with facts, details, and/or examples
   c. student develops appropriate order to connect ideas
   d. student links sentences and paragraphs using transitions

8. Improve the ability to revise one’s own work
a. student recognizes and creates unified paragraphs and essays
b. student recognizes and provides adequate support in paragraphs and essays
c. student recognizes and produces coherence in paragraphs and essays
d. student identifies individual writing challenges and develops strategies to address those challenges

9. Write a minimum of four graded essays, but strive for five graded essays
   a. student will draft, edit, revise, and produce a minimum of four essays
   b. identify the different aspects of narration, description, expository, and persuasive essays
   c. student will write a response essay to a popular source article
      i. student will draft, edit, revise, and produce a five-paragraph essay responding to an article
      ii. student will critique the article and analyze its content to write the essay

Course Requirements of the Student

1. Come to class! Attendance is so critical to your success.
2. Be organized and strive to complete all assignments on time.
3. Practice the module work that is assigned each week as homework. (Save about 3 to 4 hours a week for this!)
4. If you need to miss a class, email the instructor.
5. Be collaborative! If a fellow student is struggling, see if you can help.
6. Always feel free to ask questions.
7. If any problems pop up, don’t wait. Talk to the instructor right away.
8. Enjoy our diverse classroom and campus. We are all here for the same reason, no matter where we come from.
9. Work hard in this and all classes! You are doing this for yourself.
10. Complete the course with a passing grade of C or Better.
11. All course assignments will be scheduled, completed, and recorded in Connect accessed through Blackboard.

Attendance Policy:
Students are expected to attend class on a regular basis. As well, being late to class is not acceptable and will be considered an absence. Attendance will be taken during all classes. You are responsible for all materials covered in class.

Email Guidelines: From time to time you will need to email me. Perhaps you will be out sick or need assistance with a module. I encourage you to email me! However, you must follow these simple email guidelines:
1. Include a subject. Your subject should be properly formatted including the course name and number followed by your last name:
   a. Subject: Eng 093 Jones
   b. (Blank subjects typically get deleted and unopened.)
2. Be professional: Do not refer to your instructor as “Hey.” Use their name.
3. Email through your Qmail account.
4. Use spell check, be sure your sentences are complete and clear.
5. Treat every email you send as you would in a professional work environment.
6. Be kind.
Electronics Policy:
English 093 uses Adaptive Writing Technology, which means students will have constant access to Blackboard, Connect, and digital modules. Although tempting, the use of personal smart technology should be avoided during class time. Distractions from texts inhibit (prevent) learning. If there is an emergency and a phone call is absolutely necessary, please inform the instructor.

TECHNICAL AND SUPPORT INFORMATION

If you are having trouble registering for or accessing Connect, please contact McGraw-Hill Education's Customer Support. Live chat, email, and phone support are available 7 days a week.

When contacting a support agent, you will always receive a case number. It will be important to save this case number if additional follow up or documentation is needed.

Website: www.mhhe.com/support | Phone: (800) 331-5094 Hours (EST)
Sunday: 12 PM - 12 AM
Monday - Thursday: 24 hours
Friday: 12 AM - 9 PM Saturday: 10 AM - 8 PM

Ensure your computer meets system requirements by going to this link:
http://connect.mheducation.com/connect/troubleshoot.do

Procedure for Evaluating Student Performance:
English 093 College Writing Strategies is an active writing skills course that uses state of the art, Adaptive Writing Technology. Many writing activities linked to Connect will make up the bulk of the course assignments. Writing and reading activities linked to Connect will make up the bulk of the course assignments. Students will work at their own pace through twelve modules. Students should plan on six hours of homework a week, which is linked through Blackboard/Connect. Please see the evaluation grid below for a breakdown of values and percentages.

Method of Evaluation

HOW CONNECT FITS INTO YOUR OVERALL COURSE GRADE

The adaptive writing technology, Connect is required to complete your assignments.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SmartBook or eBook Reading Assignments:</td>
<td>10%</td>
</tr>
<tr>
<td>Achieve Assignments:</td>
<td>30%</td>
</tr>
<tr>
<td>Power of Process Assignments (Writing Assignments):</td>
<td>40%</td>
</tr>
<tr>
<td>Homework Assignments:</td>
<td>20%</td>
</tr>
</tbody>
</table>
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Welcome to class! Syllabus overview/class expectations The Writing Process Audience/Purpose Prewriting Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>Subject/Verb Agreement Fragments Run-Ons Coordinating Conjunctions</td>
</tr>
<tr>
<td>Module 3</td>
<td>Topic sentences Supporting the topic sentence Concluding sentence Writing paragraphs</td>
</tr>
<tr>
<td>Module 4</td>
<td>Writing a Thesis Statement Thesis statement practice</td>
</tr>
<tr>
<td>Module 5</td>
<td>Introducing Essay Structure Writing Introductions and Conclusions Transitional words</td>
</tr>
<tr>
<td>Module 6</td>
<td>Supporting Paragraphs: How to support the thesis statement</td>
</tr>
<tr>
<td>Module 7</td>
<td>Review: Topics will include the writing process, prewriting strategies, audience/purpose, topic sentence, thesis statement, transitional words</td>
</tr>
<tr>
<td>Module 8</td>
<td>Patterns of Essay Development Identifying Patterns in Writing</td>
</tr>
<tr>
<td>Module 9</td>
<td>Writing Argumentative Essays Editing and Revising Work</td>
</tr>
<tr>
<td>Module 10</td>
<td>Writing Summaries about Readings Editing and Revising Work</td>
</tr>
<tr>
<td>Module 11</td>
<td>Writing a Response to Reading Editing and Revising Work</td>
</tr>
<tr>
<td>Module 12</td>
<td>Final Exam: Five paragraph essay prompt</td>
</tr>
</tbody>
</table>

Please note English 093 is modularly based, meaning students will encounter assignments at different points within the semester.

**Academic Honesty and Plagiarism**

Our purpose in the classroom is to create and maintain authentic academic honesty and integrity; this work requires trust between teacher and student. If we are not honest about what we know and don’t know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Plagiarism means taking someone else’s ideas or words and presenting them as one’s own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, and specifically in English 092, another person completing work that is not their own.
Disability Services:
If you have a disability which may require an accommodation, please notify me as soon as possible. You are responsible for forwarding your Accommodation Letter to me and discussing arrangements for this course. Your accommodations for this course begin upon my receipt of your Accommodation Letter; accommodations are not retroactive. You may request accommodations at any time during the semester, but instructors must be provided with reasonable notice prior to exams or deadlines.
Disability Services works to promote access to ensure an accessible college experience for students. If you have further questions, contact Disability Services. All discussions are confidential.
Contact Information for Disability Services & Assistive Technology:
Call: 508-854-4471
Sorenson Video Phone: 508-502-7647
Email: disabilityservices@qcc.mass.edu
Food Pantry & Resource Center B63A email: foodpantry@qcc.mass.edu
The QCC Counseling Services
Dedicated to promoting the emotional health and well-being of the QCC Community
Tina Wells, LICSW Room 162A
Phone: 508-854-4479

Have a great semester!
2020-2021
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: EUT 151 Utility Safety

2. Originator: Dennis Regele Date: February 20, 2020

3. School Dean: Betty Lauer Date: February 20, 2020

4. Effective Date: Fall 2020

5. Reviewed by Program and Process (if applicable) Date:

6. Recommended by the School of Business, Engineering & Technology Date: 2/20/20
   Comments: N/A

7. AA Leadership Team: Date 2/25/20
   Recommended: _______ Not Recommended: _______
   Comments: _______

8. VP/Academic Affairs: Date: 3/10/2020
   Recommended: _______ Not Recommended: _______
   Comments: _______

9. Learning Council: Date:
   Recommended: _______ Not Recommended: _______
   Comments: _______

10. VP/Academic Affairs: Date: 3/10/2020
   Approved: _______ Not Approved: _______
   Comments: _______
**2020-2021**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**NEW COURSE PROPOSAL**

<table>
<thead>
<tr>
<th>Course Discipline/Department: EUT</th>
<th>School: School of Business, Engineering &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: EUT 151</td>
<td></td>
</tr>
<tr>
<td>Course Name: Utility Safety</td>
<td></td>
</tr>
<tr>
<td>Prerequisites and/or corequisites (confer with affected department coordinator):</td>
<td></td>
</tr>
<tr>
<td>CIP code (check with IRaP Office): 46.0301</td>
<td></td>
</tr>
<tr>
<td>Effective Term/year: Fall 2020</td>
<td></td>
</tr>
</tbody>
</table>

Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable? This course is part of a new certificate program in partnership with Eversource. It is not a replacement course.

Is the course content similar to other courses now offered? Yes ___ No ___x___  
If yes, attach a statement from the coordinator of the department offering the similar course.

Please indicate if this course will serve as any of the following types of electives: N/A  
___ Elective (any college level course can serve as an elective)  
___ Specific Type (indicate Business, Multiple Perspectives*, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science, Social Science Foundational*, Literature, Philosophy or Language*, Creative Arts* )  
___ Program specific (name the program)

*confer with the Liberal Arts Coordinator

Is this course required for a program? If yes, submit a separate DEGREE OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.

Natural Gas Field Technician Certificate

<table>
<thead>
<tr>
<th>Expected enrollment per term: 10</th>
<th>Expected enrollment per year: 10</th>
</tr>
</thead>
</table>

Will any of the following be required: N/A  
___ Additional staff ___ Additional space ___ Additional equipment ___ Additional library resources ___

Provide a rationale for any needs indicated above and include approximate cost of equipment.
Course Materials

<table>
<thead>
<tr>
<th>Lecture Hours: 45</th>
<th>Lab hours:</th>
<th>Clinic Hours:</th>
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</thead>
</table>

General course description and prerequisites as it will appear in the college catalog (including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**EUT 151 Utility Safety**

This course provides an introduction to the principles of safety. Students are introduced to OSHA standards and safety practices. Students are instructed in safe work practices while working around backhoes, trenching, excavating, and backfilling. Job briefs, work area protection, basic hoisting and rigging are discussed, demonstrated, and practiced. Students are trained and certified in Life Saving Skills: CPR/AED/First Aid. Students receive an OSHA 10 Construction card upon successful completion of all course requirements.

**Credits: 3**

**Semester Offered: SU/FA**

<table>
<thead>
<tr>
<th>Lecture Hours per semester: 45</th>
<th>Lab Hours per semester:</th>
<th>Clinic Hours or Internship Hours per semester:</th>
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**E** – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.

**NA** – This is not a learning outcome for this course.

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<thead>
<tr>
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<tbody>
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<td>Communication Skills: Students will write and speak effectively.</td>
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**CIVIC LITERACY**

If civic learning or civic literacy is a component of this course (within the course description, course topics and/or student learning outcomes), please consult the “Guide for Designating Civic Learning Courses” from the Department of Higher Education, available on Frequently Used Forms (with the other Academic Governance Forms). Utilizing the DHE definitions, please indicate whether this course can be designated as one of the following:

___ Civic Learning (CL)

___ Civic Learning with Engagement Required (CLER)

___ Civic Learning with Engagement Optional (CLEO)

___X___ Civic Learning is not a component of this course (NA)
NEW COURSE PROPOSAL

1. Course Number and Name: EUT 152 Damage Prevention

2. Originator: Dennis Regele Date: February 20, 2020

3. School Dean: Betty Lauer Date: February 20, 2020

4. Effective Date: Fall 2020

5. Reviewed by Program and Process (if applicable) Date:

6. Recommended by the School of Business, Engineering & Technology Date: 2/20/20
   Comments: N/A

7. AA Leadership Team: Date: 2/25/20
   Recommended: Not Recommended:
   Comments:

8. VP/Academic Affairs: Date: 3/10/20
   Recommended: Not Recommended:
   Comments:

9. Learning Council: Date: 3/10/20
   Recommended: Not Recommended:
   Comments:

10. VP/Academic Affairs: Date: 3/10/20
    Approved: Not Approved:
    Comments:
# 2020-2021
QUINSIGAMOND COMMUNITY COLLEGE

## NEW COURSE PROPOSAL

<table>
<thead>
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<th>Course Discipline/Department: EUT</th>
<th>School: School of Business, Engineering &amp; Technology</th>
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<tbody>
<tr>
<td>Course Number: EUT 152</td>
<td></td>
</tr>
<tr>
<td>Course Name: Damage Prevention</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites and/or corequisites (confer with affected department coordinator):

CIP code (check with IRaP Office): 46.0301

Effective Term/year: Fall 2020

Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable? This course is part of a new certificate program in partnership with Eversource. It is not a replacement course.

Is the course content similar to other courses now offered? Yes _ _ No _ _ x _ _
If yes, attach a statement from the coordinator of the department offering the similar course.

Please indicate if this course will serve as any of the following types of electives: N/A

- Elective (any college level course can serve as an elective)
- Specific Type (indicate Business, Multiple Perspectives*, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science, Social Science Foundational*, Literature, Philosophy or Language*, Creative Arts* )
- Program specific (name the program)

*confer with the Liberal Arts Coordinator

Is this course required for a program? If yes, submit a separate DEGREE OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.

Natural Gas Field Technician Certificate

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<th>Expected enrollment per term: 10</th>
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<tr>
<td>Additional staff ____ Additional space ____ Additional equipment ____ Additional library resources ____</td>
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Provide a rationale for any needs indicated above and include approximate cost of equipment.
Course Materials

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<tr>
<th>Lecture Hours: 15</th>
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<th>Clinic Hours:</th>
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<td>General course description and prerequisites as it will appear in the college catalog (including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):</td>
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EUT 152 Damage Prevention

This course provides an introduction to damage prevention the understanding of maps and locating of gas lines and facilities. Students learn how to read gas utility maps, proper operation of locating tools, and implementation of mark outs. Students receive an introduction in the theory and how to prevent damage to the equipment and facilities.

Credits: 1
Semester Offered: SU/FA

<table>
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<tr>
<th>Lecture Hours per semester: 15</th>
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NA – This is not a learning outcome for this course.

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___ Civic Learning with Engagement Optional (CLEO)

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NEW COURSE PROPOSAL

1. Course Number and Name: EUT 153 Natural Gas Service/Installation and Pipeline Maintenance

2. Originator: Dennis Regele
   Date: February 20, 2020

3. School Dean: Betty Lauer
   Date: February 20, 2020

4. Effective Date: Fall 2020

5. Reviewed by Program and Process (if applicable)
   Date:

6. Recommended by the School of Business, Engineering & Technology
   Comments: N/A
   Date: 2/20/20

7. AA Leadership Team:
   Date: 2/25/20

   Recommended: 
   Not Recommended: 
   Comments:

8. VP/Academic Affairs:
   Date: 2/25/20

   Recommended: 
   Not Recommended: 
   Comments:

9. Learning Council:
   Date: 3/10/2020

   Recommended: 
   Not Recommended: 
   Comments:

10. VP/Academic Affairs:
    Date: 3/10/2020

    Approved: 
    Not Approved: 
    Comments:
# 2020-2021
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

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<td>Course Name: Natural Gas Service/Installation and Pipeline Maintenance</td>
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<td>Prerequisites and/or corequisites (confer with affected department coordinator):</td>
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<td>CIP code (check with IRaP Office): 46.0301</td>
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<th>Lecture Hours: 30</th>
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General course description and prerequisites as it will appear in the college catalog (including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**EUT 153 Natural Gas Service/Installation and Pipeline Maintenance**

This course introduces students to basic Gas Facility Construction. Students get an understanding of the Gas Construction Standard and work methods used in the gas industry. Topics include pipeline repair, leak detection, pipefitting, use of industry tools, safe work practices, and moving facilities into service.

**Credits:** 2  
**Semester Offered:** SU/FA

<table>
<thead>
<tr>
<th>Lecture Hours per semester: 30</th>
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NA – This is not a learning outcome for this course.

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2020-2021
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: EUT 154 CDL Prep and Workplace Skills
   Date: February 20, 2020

2. Originator: Dennis Regele
   Date: February 20, 2020

3. School Dean: Betty Lauer
   Date: February 20, 2020

4. Effective Date: Fall 2020

5. Reviewed by Program and Process (if applicable) Date:

6. Recommended by the School of Business, Engineering & Technology Date: 2/20/20
   Comments: N/A

7. AA Leadership Team: Date: 2/25/20
   Recommended: 
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   Comments:

8. VP/Academic Affairs: Date: 2/25/20
   Recommended: 
   Not Recommended: 
   Comments:

9. Learning Council: Date: 3/10/2020
   Recommended: 
   Not Recommended: 
   Comments:

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    Approved: 
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    Comments:
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Natural Gas Field Technician Certification

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General course description and prerequisites as it will appear in the college catalog (including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**EUT 154 CDL Prep and Workplace Skills**

Students are instructed on the rules and regulations needed to prepare for the Commercial Drivers License (CDL) exam. Customer interaction and human performance will be discussed. Workplace skills, team building, and collaboration are emphasized.

**Credits: 1**  
**Semester Offered: SU/FA**

<table>
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NA – This is not a learning outcome for this course.

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<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>NA</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
<td>E</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>NA</td>
</tr>
<tr>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
<td>NA</td>
</tr>
<tr>
<td>Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.</td>
<td>I</td>
</tr>
<tr>
<td>Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.</td>
<td>I</td>
</tr>
<tr>
<td><strong>Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</strong></td>
<td>NA</td>
</tr>
</tbody>
</table>
**CIVIC LITERACY**

If civic learning or civic literacy is a component of this course (within the course description, course topics and/or student learning outcomes), please consult the "Guide for Designating Civic Learning Courses" from the Department of Higher Education, available on Frequently Used Forms (with the other Academic Governance Forms). Utilizing the DHE definitions, please indicate whether this course can be designated as one of the following:

___ Civic Learning (CL)

___ Civic Learning with Engagement Required (CLER)

___ Civic Learning with Engagement Optional (CLEO)

___X___ Civic Learning is not a component of this course (NA)
NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL

1. New Degree, Option, or Certificate Name: Natural Gas Field Technician Certificate (Program Code: NGC)

2. Originator: Dennis Regele  
   Date: February 20, 2020

3. School Dean: Betty Lauer  
   Date: February 20, 2020

4. Effective Date: Pending DHE Approval

5. Reviewed by Program and Process (if applicable)  
   Date: ___

6. Recommended by the School of Business, Engineering & Technology  
   Comments: N/A  
   Date: ___2/20/20___

7. AA Leadership Team: 
   Recommended:  
   Not Recommended:  
   Comments:  
   Date: ___2/25/20___

8. VP/Academic Affairs: 
   Recommended:  
   Not Recommended:  
   Comments:  
   Date: ___2/25/20___

9. Learning Council: 
   Recommended:  
   Not Recommended:  
   Comments:  
   Date: ___3/10/2020___

10. VP/Academic Affairs: 
    Approved:  
    Not Approved:  
    Comments:  
    Date: ___3/10/2020___
FOR NEW PROGRAM/OPTION/CERTIFICATE

President: _______________________________ Date: ________________
Approved: ________ Not Approved: ________

Board of Trustees: __________________________ Date: ________________
Approved: ________ Not Approved: ________
2020-2021
QUINSIGAMOND COMMUNITY COLLEGE

NEW DEGREE, OPTION, OR CERTIFICATE PROPOSAL

| Program or Department where this degree, degree option or certificate will be housed: |
| Energy Utility Technology |

| School: School of Business, Engineering & Technology |

| Degree, Degree option, or Certificate name as it will appear in the college catalog: |
| Natural Gas Field Technician Certificate |
| CIP code for the degree, degree option, or certificate (check with IRaP Office): 46.0301 |

| Attachments: |
| Proposed Academic Map (including milestones) |
| Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted. |

| EUT 151 Utility Safety |
| EUT 152 Damage Prevention |
| EUT 153 Natural Gas Service Installation and Pipeline Maintenance |
| EUT 154 CDL Prep and Workplace Skills |

List the program goals.  
The program is designed to prepare students to enter the Eversource workforce as Natural Gas Field Technicians.

Provide a rationale for the proposed new program including a narrative for each of the following:

- How the need for this new degree, degree option, or certificate was determined  
  The Natural Gas Field is in growing demand for skilled workers. Eversource has approached QCC to partner and offer a certificate program to help fill this need in the industry.

- How the program was designed  
  Eversource has a similar non-credited program in Connecticut which they brought to QCC and together we have put together a 7 credit certificate program of similar design to the one they have in place.

- How the new degree or certificate was reviewed, approved, or developed through a QCC APR process and/or in conjunction with an advisory board or other external agency  
  A committee of QCC and Eversource training representatives have met to discuss and develop the program.

- If a program goal is employment upon completion, please comment on job titles, demonstrated regional employer interest in hiring graduates, and wage analysis (consult with IRaP office)  
  The goal is for all students to be employed as Natural Gas Field Technicians for Eversource. They have demonstrated the need for the program and are committed to hiring the students upon successful completion of the program.

- If a program goal is transfer upon completion, please consult with the Coordinator of Transfer Affairs and Articulation and provide a plan for transfer/articulations with baccalaureate institutions
Does any aspect of this proposal affect another department? Please confer with the coordinators of affected departments.
Affected department(s): N/A

For an associate degree, does it meet the general education credit requirement for MassTransfer?
If no, please provide a rationale. N/A

Please note that Financial Aid qualification will need to be determined before the new degree, degree option or certificate can be published.

Will any of the following be required: N/A
Additional staff ___ Additional space ___ Additional equipment ____ Additional library resources ___

Provide a rationale for any needs indicated and include approximate cost of equipment.

List the PROGRAM STUDENT LEARNING OUTCOMES in the table below. Indicate the course or courses that will fulfill each outcome and indicate the degree or level of connection between the course and outcome as indicated here.

I – Introductory/Background – There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.

M – Intermediate/Transitional - There is more of a direct relationship between the course and the outcome than Introductory. A mixture of course elements supports the final achievement of the outcome, but the final integration of knowledge, skills and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.

E – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.

<table>
<thead>
<tr>
<th>1. PROGRAM STUDENT LEARNING OUTCOMES: <em>Natural Gas Field Technician Certificate</em> (Program Code: NGC)</th>
<th>Supporting course(s)</th>
<th>I, M, E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learn safe work practices required to work in the Gas utility industry. Practice the safety skills learned according to OSHA standards.</td>
<td>EUT 151</td>
</tr>
<tr>
<td>2</td>
<td>Practice the safety skills learned according to OSHA standards. Damage prevention along with preventing damage to company facilities.</td>
<td>EUT 152</td>
</tr>
<tr>
<td>3</td>
<td>Work methods and instruction to put facilities into service.</td>
<td>EUT 153</td>
</tr>
<tr>
<td>4</td>
<td>Prepare to obtain CDL license. Obtain skills needed to interact with customers and understand what it means to be a represented employee.</td>
<td>EUT 154</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Installation, Maintenance & Repair Technology

### Natural Gas Field Technician Certificate (Program Code: NGC)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utility Safety</td>
<td>EUT 151</td>
<td>SU/FA</td>
<td>3</td>
<td></td>
<td>Apply and get accepted to this program (Program Code: NGC).</td>
</tr>
<tr>
<td>Damage Prevention</td>
<td>EUT 152</td>
<td>SU/FA</td>
<td>1</td>
<td></td>
<td>Register for and successfully complete all courses in the program to graduate in one semester.</td>
</tr>
<tr>
<td>Natural Gas Service/Installation and Pipeline Maintenance</td>
<td>EUT 153</td>
<td>SU/FA</td>
<td>2</td>
<td></td>
<td>Prepare resume for Eversource interview.</td>
</tr>
<tr>
<td>CDL Prep and Workplace Skills</td>
<td>EUT 154</td>
<td>SU/FA</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>7</strong></td>
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</table>
Installation, Maintenance & Repair Technology
Natural Gas Field Technician Certificate (Program Code: NGC)

Program Goals
The Natural Gas Field Technician Certificate is designed to prepare students for entry-level positions in the gas utility industry. The natural gas industry has forecast a strong repair. The program includes courses that provide students with an introduction to the OSHA and safety standards, pipe installation, location and repair, construction and maintenance standards, and workforce readiness skills. Students gain hands-on experience with application of knowledge through on-site labs and exercises. Upon successful completion of the program, students will be provided the opportunity to sit for an interview with Eversource. This program begins in mid-August and runs for 13 consecutive weeks and is located at the Eversource Training Center in Auburn, MA.

Student Learning Outcomes
Upon completion of the program, graduates will be able to:
- Obtain OSHA 10 Construction certification
- Obtain CPR/AED/First Aid certifications
- Understand utility work environments and maintenance of site integrity
- Implement gas service installation and maintenance
- Obtain Commercial Driver’s License (CDL)
- Enter the gas utility workforce in an entry-level position

Admissions Process
Admissions inquiries should be directed to admissions@qcc.mass.edu. Prospective students may apply to the program of their choice by following the enrollment steps at www.QCC.edu/enrollment-steps.
- The Natural Gas Field Technician Certificate is restricted to 10 full-time students each year.
- Applications will be reviewed for admission

Program Admissions Requirements
Students must have:
- High School Diploma or GED/HiSET.
- Valid driver’s license from the MA Registry of Motor Vehicles

CORI/SORI, Finger Printing & Drug Testing
The following will be required for all students:
- CORI/SORI and background check
- Finger printing
- Drug testing
- A clean driving record

Additional Cost
See the Program Fees page.
- Practicum participants will be expected to wear protective boots with steel or composite toes and an EH rating at the utility training site. Cost will be included in course fees.

Location
- This program must be completed at Eversource Training Center in Auburn, MA.
- This program must be completed face-to-face.

Technical Performance Standards
See the Technical Performance Standards page. (Note: Not all programs have technical performance standards).

Credit for Prior Learning
Students enrolled in this program may be able to earn academic credit for prior learning. Please contact Career Services & Credit for Prior Learning (Room 272A) at careerservices@qcc.mass.edu or 508.854.4439.

Career Outlook
Please consult the Massachusetts Career Information System at https://masscis.intocareers.org/ or the Occupational Outlook Handbook at www.bls.gov/ooh/ for specific occupational information. The CIP code for this program is 15.0503.
Transfer Articulations & Opportunities
Prospective students may learn more about transfer articulation agreements at www.QCC.edu/agreements. More information regarding transfer opportunities is available at www.QCC.edu/transfer.

Program Contact
eut@qcc.mass.edu

Additional Program Information
For the most up to date information, go to the program website at www.QCC.edu/academics.
- Students are advised to apply to the program in Spring in order to be considered or selected for an August start date.
- Students must enroll in all courses in order to complete the program in 13 weeks.
- Individuals seeking employment with utility companies must also meet employer-specific hiring requirements; this may include CORI/SORI checks, finger printing, and drug testing.
- Individuals with driving and/or legal infractions should be aware that their actions may impact their employability.

Installation, Maintenance & Repair Technology
Natural Gas Field Technician Certificate (Program Code: NGC)

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