TO: The College Community

FROM: Nancy Schoenfeld
Vice President of Academic Affairs

SUBJECT: ACADEMIC MATTERS

DATE: December 7, 2018

Final approval has been given to the academic matters acted upon at the November 13, 2018 meeting of the Learning Council.

1. New Course: ENG 210 Introduction to Literary Theory
   a. Effective date: Fall 2019
   b. Course description (as will appear in catalog)
      **ENG 210 Introduction to Literary Theory**
      This course covers seminal extracts from the work of major literary/cultural theorists especially those whose work initiated particular schools of literary/cultural criticism. Students examine the work of these theorists in the order in which they appeared on the historical scene. Students also explore how the work of each theorist built upon, extended, challenged, or problematized, that of predecessors. Students apply these taught theories to several major works of literature. The class runs as a seminar and culminates with a final essay.
      Credits: 3
      Semester Offered: F/S
      Prerequisites: ENG 101

2. New Course: ESL 160 College English Transition
   a. Effective date: Fall 2019
   b. Course description (as will appear in catalog)
      **ESL 160 College English Transition**
      This course covers the integration of critical reading and writing skills needed for college success. Students demonstrate their ability to comprehend, analyze, and synthesize information from course readings and to write effective academic essays based on those readings. Students focus their ability to use academic vocabulary; write with appropriate sentence structure and grammatical form; and to summarize, paraphrase, synthesize, and document sources. The goal of this course is to prepare students to enter ENG 101.
      Credits: 6
      Semester Offered: F/S
      Prerequisites: Non-native speaker of English AND high school diploma or equivalent AND ESL 105 and ESL 115 OR placement by ESL coordinator (coordinator will make decision by combination of CELSA score, Accuplacer Reading score, and a short writing sample).
3. Course Revisions: AUT 102, AUT 111, AUT 113, AUT 121, AUT 125, AUT 131, AUT 133, AUT 141, AUT 211, AUT 251
   a. Revise courses by making all program specific courses offered in the same semester co-requisites of each other
   b. Effective Date: Fall 2019
   c. Course descriptions (as will appear in catalog)

   **AUT 102 Fundamentals of Automotive Service**
   This course provides students the fundamentals of working in the automotive industry. It covers dealership workshop operations and organization, and how to work safely in a shop environment. Students learn to identify the major components and systems of an automobile; how to navigate both printed and electronic service information systems; and how to follow service procedures. The course focuses on the proper use of shop equipment such as hand tools, power tools, and specialty tools, including proper usage, storage and safety guidelines; fasteners, fluids, and vehicle maintenance; and measuring devices such as micrometers and dial indicators.
   **Credits:** 3
   **Corequisites:** AUT 111, AUT 131
   **Semester Offered:** F
   **Note:** Two hours lecture, three hours laboratory

   **AUT 111 Automotive Electrical Systems**
   This course covers basic automotive electrical theory and operation including the battery and starting and charging system. Students learn electrical diagnostic tools and testing using all service publications in their available formats, obtain information needed for diagnosis, use the Symptom-to-System-to-Component-to-Cause (SSCC) diagnostic process, and learn repair procedures.
   **Credits:** 4
   **Corequisites:** AUT 102, AUT 131
   **Semester Offered:** F
   **Note:** Three hours lecture, three hours laboratory

   **AUT 113 Basic Automotive Electronics**
   This course explores the internal workings of automotive microprocessors, interrelationship of inputs and outputs, and sensor input and output controlling devices. Through classroom exercises, students examine electronically controlled components and systems, identify and describe the functions of various sensors, learn the types of generated signals, understand the internal workings of the automotive microprocessor, and describe and explain the operation of various output devices.
   **Credits:** 3
   **Prerequisite:** AUT 111, Corequisite: AUT 211
   **Semester Offered:** S
   **Note:** Two hours lecture, three hours laboratory

   **AUT 121 Basic Gasoline Engines**
   This course covers the basic functions of gasoline engines. Topics include operation, design, diagnostic, and repair strategies. Students disassemble measure, inspect, and reassemble engines to blueprint specifications and perform dynamic tests in a laboratory environment. Students learn how to describe the major components of a gasoline engine and explain how they contribute to an engine’s performance and operation.
   **Credits:** 4
   **Prerequisite:** AUT 102; Coreq: AUT 125
   **Semester Offered:** S
   **Note:** Three hours lecture, three hours laboratory
AUT 125 Engine Testing/Performance Analysis
This course covers basic engine performance, operations, and testing. Topics include the theory and operation of engine systems including ignition, fuel and air management, and emission control using current diagnostic methods and tools. Students diagnose and repair engine performance-related problems and learn how to explain the operations and relationships between engine performance and emissions.
Credits: 4
Prerequisite: AUT 102, AUT 111; Coreq: AUT 121
Semester Offered: S
Note: Three hours lecture, three hours laboratory

AUT 131 Brake Systems
This course focuses on the basics of hydraulic principles, and the types, components, and operation of brake systems. Students learn the specific types of master cylinders, disc brakes, drum brakes, and antilock brakes with emphasis on diagnosing brake problems and making adjustments and repairs. The course concentrates on the diagnosis and repair of car and light truck anti-lock brakes and stability systems using equipment specified by manufacturers.
Credits: 3
Corequisites: AUT 102, AUT 111
Semester Offered: F
Note: Two hours lecture, three hours laboratory

AUT 133 Suspension, Steering & Alignment
This course examines conventional suspension, air suspension, and programed/automatic ride control systems. Students learn the theory and operation of basic steering systems, rack and pinion steering systems, and variable and electronic steering systems. Topics include two - four-wheel alignment and use of specialized steering equipment. Students gain an entry-level knowledge of suspension and steering as the foundation for performing comprehensive vehicle suspension and steering performance evaluations and repairs.
Credits: 3
Prerequisite: AUT 102; Coreq: AUT 141
Semester Offered: SU
Note: Two hours lecture, three hours laboratory

AUT 141 Climate Control System
This course explores the air conditioning and heater components through an understanding of basic refrigeration principles and the use of diagnostic tools. Students learn how to diagnose and repair A/C and heating related problems (including controls, switches, compressors, and clutches) and learn to perform leak testing, recharging, and safety procedures. Students acquire the knowledge necessary to obtain a National Institute Automotive Service Excellence (ASE) certification in this field.
Credits: 3
Prerequisite: AUT 121; Coreq: AUT 133
Semester Offered: SU
Note: Two hours lecture, three hours laboratory

AUT 211 Electronic Powertrain Control Systems
This course covers the repair of devices that manage engine operations, emissions, and powertrain systems. Through a combination of lectures and laboratory work students learn to diagnose and repair electronic powertrain control systems. The course also examines the
regulations for the second generation of On-Board Diagnostics (OBD II) and the latest developments in powertrain controls.

**Credits:** 5  
**Prerequisite:** AUT 125, Corequisite: AUT 113  
**Semester Offered:** S  
**Note:** Four hours lecture, three hours laboratory

**AUT 251 Automotive Drive Train**  
This course covers manual transmissions, manual transaxles, clutch systems, operation assemblies, and front wheel drive half-shafts. Students learn how to explain driveline functions, including three-, four-, and five-speed manual transmissions and transaxles. They also learn how to diagnose and repair rear differentials, and locate and repair driveline vibrations problems in two-wheel drive, four-wheel drive, and all-wheel drive systems.

**Credits:** 3  
**Prerequisite:** AUT 121; Corequisite: AUT 253  
**Semester Offered:** F  
**Note:** Two hours lecture, three hours laboratory

4. **Course Revision: CST 205 IT Security Foundations**  
   a. Remove prerequisites CSC 141, CSC 234.  
   b. Add prerequisite: ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate placement score.  
   c. Effective Date: Fall 2019  
   d. Course description (as will appear in catalog)  

   **CST 205 IT Security Foundations**  
   This course provides students with knowledge of the basic information security goals of availability, integrity, accuracy, and confidentiality. Vocabulary and terminology specific to the field of information security are discussed. Detection of exposures and vulnerabilities with their appropriate countermeasures, planning, and administrative controls are also discussed. Students become competent in the five areas of security, including general security, communications security, infrastructure security, cryptography, and operational/organizational security. This course presents subject-matter contained within CompTIA’s Security+ exam.

   **Credits:** 3  
   **Semester Offered:** F/S/SU  
   **Prerequisites:** ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate placement score

5. **New Course: ERG 280 Engineering Computation and Modeling**  
   a. Effective Date: Spring 2019  
   b. Course description (as will appear in catalog)  

   **ERG 280 Engineering Computation and Modeling**  
   This course explores the application of mathematical models in engineering and biological engineering phenomena. Students use mathematical computational software to create, solve and analyze the results of the models. Students present, in the classroom, the effects of the project on engineering projects, the environment, and life forms in general. Classroom discussion topics include: computer hardware; software; architecture; programming; functions; matrices; plotting; logical functions; selection structures; repetition structures; arrays; numerical techniques; solving equations and systems of equations; creating files; numerical differentiation and integration; and solving differential equations numerically.

   **Credits:** 3  
   **Prerequisite:** MAT 233  
   **Semester Offered:** S
6. Program Revision: Engineering, Associate in Science (ERG)
   a. In semester 1, remove CSC 221 C++ for Scientists and Engineers.
   b. Move the Social Science Elective from semester 2 to semester 1.
   c. Add new course ERG 280 Engineering Computation and Modeling to semester 2.
   d. Effective Date: Fall 2019
   e. See grid – Page 98

   a. Revise courses by making all program courses offered in the same semester co-requisites of each other
   b. Effective Date: Fall 2019
   c. Course descriptions (as will appear in catalog)
      **HVC 101 Basic Refrigeration Systems and Heat Theory**
      This course introduces students to the basic concepts of heat transfer that dictate the behavior and operation of both heating and cooling systems. Topics lay the groundwork for the basic refrigeration cycle, including sensible, latent, and specific heat. Temperature and pressure concepts are also applied to refrigeration system models. This course includes a laboratory component.
      **Credits:** 4
      **Prerequisite:** Enrollment limited to HVC majors only.
      **Corequisite:** HVC 102, HVC 105
      **Semester Offered:** F/S
      **Note:** Three hours lecture, three hours laboratory

      **HVC 102 Basic Electricity**
      Students are exposed to AC fundamentals, Ohm’s Law, and other circuit rules effecting circuit behavior, as well as basic electrical components used to develop series and parallel control circuits. Laboratory exercises focus on creating wiring diagrams, and then applying them to actual wiring practices on working circuitry. Students are trained in the use of electrical meters to develop troubleshooting procedures. Electrical Safety is incorporated into all activities. This course includes a laboratory component.
      **Credits:** 4
      **Prerequisite:** Enrollment limited to HVC majors only.
      **Corequisite:** HVC 101, HVC 105
      **Semester Offered:** F/S
      **Note:** Three hours lecture, three hours laboratory

      **HVC 104 Massachusetts Refrigeration Code**
      This class explores the regulations of the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE 15) and the Refrigeration Safety Code to ensure that systems are assembled and installed to code specifications as well as being safe for buildings and its occupants. Laboratory exercises apply ASHRAE 15 and Environmental Protection Agency regulations to shop-built projects that illustrate compliance in both installation and service procedures. This course includes a laboratory component.
      **Credits:** 4
      **Prerequisite:** HVC 101, Enrollment limited to HVC majors only.
      **Corequisite:** HVC 106, HVC 107
      **Semester Offered:** F/S
      **Note:** Three hours lecture, three hours laboratory

      **HVC 105 Massachusetts Electrical Code**
      Wiring practices required by the Mass. Electrical Code (National Electrical Code) are detailed as they apply to the wide variety of heating, ventilation, air conditioning, and refrigeration
equipment. Laboratory exercises demonstrate the application of these practices on controls, relays, timers, motors, circuit protection and electrical supplies for safety and functionality. This course includes a laboratory component.

**Credits:** 4  
**Prerequisite:** Enrollment limited to HVC majors only.  
**Corequisite:** HVC 101, HVC 102  
**Semester Offered:** F/S  
**Note:** Three hours lecture, three hours laboratory

**HVC 106 Comfort Heating Systems**  
This course is a study of mechanical energy systems that use gas, oil, and electricity for comfort heating applications. An emphasis on energy efficiency and awareness of energy costs is inherent in the content. Hands-on laboratories cover the installation and use of electrical controls, system evaluation, mechanical and electrical troubleshooting of residential and light commercial applications. This course includes a laboratory component.

**Credits:** 4  
**Prerequisite:** HVC 101, Enrollment limited to HVC majors only.  
**Corequisite:** HVC 104, HVC 107  
**Semester Offered:** F/S  
**Note:** Three hours lecture, three hours laboratory

**HVC 107 Comfort Cooling Systems**  
This course is a study of mechanical cooling equipment used in comfort cooling, heat pump, and other indoor environmental applications. Hands-on laboratories cover the installation and use of electrical controls, system evaluation, and mechanical and electrical troubleshooting of residential and light commercial applications. Strategies for energy efficiency maintenance procedures are matched to appropriate equipment. This course includes a laboratory component.

**Credits:** 4  
**Prerequisite:** HVC 101, Enrollment limited to HVC majors only.  
**Corequisite:** HVC 104, HVC 106  
**Semester Offered:** F/S  
**Note:** Three hours lecture, three hours laboratory

See grids – Page 117

8. Course Revision: DAS 101 Clinical Science I  
   a. Change course description to include mention of pharmacology content.  
   b. Effective Date: Fall 2019  
   c. Course descriptions (as will appear in catalog)

**DAS 101 Clinical Science I**  
This course covers terminology and procedures performed in a general dental office. Students learn oral diagnosis, treatment of dental disease, management of medical emergencies, and dental therapeutics. Students will also gain familiarity in pharmacology including addiction.

**Credits:** 3  
**Semester Offered:** F  
**Corequisites:** BIO 100, DAS 151

9. Course Revision taken as a group: DAS 151, DAS 153, DAS 155  
   a. Revise course descriptions to keep specific number of hours out of the course descriptions.  
   b. Effective Date: Fall 2019  
   c. Course descriptions (as will appear in catalog)

**DAS 151 Dental Assisting I**  
This course prepares students to provide chairside assistance to the dentist in all phases of general and specialty dentistry. Topics include principles of four-handed dentistry, instrument use and identification, exposure control, OSHA regulation, and hazard control recommendations.
Students explore dental ethics, jurisprudence, and manipulation of chairside intraoral materials. Students gain a familiarity with a professional dental setting through an externship in a local dental office.

**Credits:** 4  
**Semester Offered:** F  
**Corequisite:** DAS 101

**DAS 153 Dental Assisting Clinical Practicum**  
In the setting of a general dental office, during hours of rotation, students will apply the skills and knowledge acquired in the classroom by competently performing dental assisting functions including participating in four-handed chairside techniques and related dental assisting procedures. Students are responsible for recruiting patients to participate in full-mouth radiographic series.

**Credits:** 2  
**Semester Offered:** IN  
**Prerequisites:** BIO 100, DAS 101, DAS 151, DHY 131

**DAS 155 Dental Assisting II**  
In the setting of a general and specialty dental office rotations, students apply the skills and knowledge acquired in the classroom by competently performing dental assisting functions including participating in four-handed chairside techniques and related dental assisting procedures. A minimum number of externship hours will be required. Students must attend weekly seminars to discuss extern issues and topics related to the practice of dentistry. The course also provides a review of the DANB CDA examination.

**Credits:** 6  
**Semester Offered:** S  
**Prerequisites:** DAS 153

10. Course Revision: DHY 211 Dental Hygiene Process III  
a. Add an additional prerequisite of BIO 232 Medical Microbiology  
b. Effective Date: Fall 2019  
c. Course description (as will appear in catalog)  
**DHY 211 Dental Hygiene Process III**  
This course continues the preparation in the dental hygiene process of care and emphasizes the theory of implementation of care for periodontally involved patients including advanced periodontal instrumentation, and the use of chemotherapeutic agents. Students evaluate dental hygiene care through case study applications. This course emphasizes the student demonstrating understanding of dental hygiene implementation and evaluation using critical thinking, problem solving, professional demeanor and sound judgment in providing direct patient care in supervised clinical sessions.

**Credits:** 5  
**Prerequisites:** BIO 112, BIO 232, DHY 113  
d. See grid - Page 134  

d. See grid - Page 134

a. Add the option of taking HST 212 or PSC 201 to the prerequisites.  
b. Add CPS 298 as prerequisite  
c. Reduce credits from 6 to 3  
d. Effective Date: Summer 2019  
e. Course descriptions (as will appear in catalog)  
**PHA 299 Public Health Co-Operative Externship**  
This course provides students with real world experience in health careers in a public health setting. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and
outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete the cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement.

**Semester Offered:** F/S/SU  
**Credits:** 3  
**Prerequisites:** BIO 241, CPS 298, HST 212 or PSC 201, PHA 103  
See grids – Page _________

12. **Course Revision: PNP 101 Practical Nursing I**  
   a. Change title to Practical Nursing I: Fundamentals of Nursing  
   b. Remove co-requisites  
   c. Add to current prerequisite: BIO 100 or BIO 112, PSY 101  
   d. Effective Date: Fall 2019  
   e. Course descriptions (as will appear in catalog)  

   **PNP 101 Practical Nursing I: Fundamentals of Nursing**  
   This course examines contemporary basic nursing practice and the role of the practical nurse. Students study nursing theory and techniques of fundamental nursing skills concurrently in classroom, laboratory, and long term and rehabilitation clinical practice settings. The course emphasizes health assessment, health maintenance, and adaptation to illness with the older adult. Nursing process is introduced as the framework for meeting the patient’s identified self-care needs. Students acquire a level of competency in basic skills.

   **Credits:** 10  
   **Semester Offered:** F  
   **Prerequisites:** BIO 100 or BIO 112, PSY 101; Acceptance to the PNP Program

13. **Course Revision: PNP 111 Introduction to Pharmacology:**  
   a. Remove co-requisites  
   b. Add to current prerequisite: BIO 100 or BIO 112, PSY 101  
   c. Effective Date: Fall 2019  
   d. Course descriptions (as will appear in catalog)  

   **PNP 111 Introduction to Pharmacology**  
   This course examines fundamental pharmacological concepts, drug sources and forms, controlled substance schedules, pregnancy categories, and drug references. Students learn the ethical and legal responsibilities associated with medication administration; and, review basic math concepts, common systems of measurement, and calculation of drug dosages. The course focuses on nursing principles essential to safe administration of medication. Anti-infective and immunologic agent drugs serve as the model for discussion and demonstration.

   **Credits:** 3  
   **Semester Offered:** F  
   **Prerequisites:** BIO 100 or BIO 112, PSY 101; Acceptance to the PNP Program

12. **New Course: PNP 121 Practical Nursing II: Pediatric Nursing (LP, LPE)**  
   a. Effective Date: Fall 2019  
   b. Course descriptions (as will appear in catalog)  

   **Practical Nursing II: Pediatric Nursing**  
   This course focuses on the introduction to pediatric nursing. Topics include growth, development, and physiologic needs of the child and health problems common to children from infancy through adolescence. Students also study health maintenance, accident prevention, the emotional impact
of hospitalization; and roles, responsibilities and typical job functions of the graduate practical nurse. Students participate in selected clinical experiences.

Credits: 2
Semester Offered: IN
Prerequisites: PNP 101, PNP 111

13. Proposals for Course Revision taken as group: PNP 200, PNP 210, PNP 222, PNP 233
   a. Change name of course PNP 200 to Practical Nursing III: Medical/Surgical/Mental Health Nursing
   b. Remove co-requisites to PNP 200, PNP 210, PNP 222, PNP 233
   c. Remove current prerequisites and add PNP 121 as prerequisite to PNP 200, PNP 210, PNP 222, PNP 233
   d. Effective Date: Fall 2019
   e. Course descriptions (as will appear in catalog)

PNP 200 Practical Nursing III: Medical/Surgical/Mental Health Nursing
This course focuses on medical surgical and mental health deviations affecting all body systems. Students begin to integrate nursing skills while recognizing mental health needs of the patient. The nursing process is used as the basis for discussion of assisting patients in adapting to acute or chronic health deviations, and interventions that facilitate patient movement to self-care. Health deviations are presented in a systematic approach by building upon knowledge of applied and social sciences. Students participate in learning experiences on selected clinical units in health care facilities in the Worcester County area.

Credits: 11
Semester Offered: S
Prerequisites: PNP 121

PNP 210 Nutrition Concepts in Health and Illness
This course focuses on concepts of normal nutrition, principles related to health maintenance, and nutritional modifications required during states of illness. Students correlate principles of normal nutrition with therapeutic diets needed to promote health in culturally diverse individuals experiencing health deviations. Students acquire knowledge of dietary management of patients with a variety of pathological conditions.

Credits: 1
Semester Offered: S
Prerequisites: PNP 121

PNP 222 Clinical Pharmacology
This course examines the actions, uses, common side effects, adverse reactions, contraindications, and average dosage of the most commonly prescribed drugs, utilizing the framework of the nursing process. Students study drug classifications and the effects of drugs on the body systems, with emphasis on techniques used for solving dosage problems. Students learn three systems of measurement associated with medication administration and dosage calculation.

Credits: 2
Semester Offered: S
Prerequisites: PNP 121

PNP 233 Trends in Practical Nursing
This course focuses on topics that prepare students both personally and vocationally for entrance into the nursing profession. It expands on legal and ethical considerations discussed in PNP 101 Practical Nursing I: Fundamentals and introduces students to expectations placed on the graduate practical nurse. Topics include social issues that impact the health care system such as domestic abuse and homelessness, and the role of social service agencies. Students explore skills necessary
for entry into the nursing workforce, including job search skills, resume and cover letter development, interviewing skills, and legal and licensure considerations.

**Credits:** 1  
**Semester Offered:** S  
**Prerequisites:** PNP 121

14. New Course: PNP 240 Practical Nursing IV: Maternal/Newborn/Leadership Management Nursing for the Practical Nursing Certificates (LP, LPE)
   a. **Effective Date:** Fall 2019  
   b. **Course description (as will appear in catalog)**

   **PNP 240 Practical Nursing IV: Maternal/Newborn/Leadership Management Nursing**  
   This course focuses on the specialties of maternal-newborn, and leadership nursing. Topics include growth, development, and physiologic needs of the client throughout pregnancy, labor, delivery, and during the postpartum period. Students also study health maintenance, accident prevention, the emotional impact of hospitalization; and roles, responsibilities and typical job functions of the graduate practical nurse. Students participate in selected clinical experiences within affiliating acute, long-term and community agencies.

   **Credits:** 6  
   **Semester Offered:** SU  
   **Prerequisites:** PNP 200, PNP 210, PNP 222, PNP 233

15. Certificate Revision: **Practical Nursing Certificates (LP, LPE)**
   a. Changing the name of PNP 101 Practical Nursing I to PNP 101 Practical Nursing I: Fundamentals of Nursing.  
   b. Move PSY 101 Introduction to Psychology from Fall to Summer I or II  
   c. Add BIO 112 Anatomy and Physiology II as an additional **optional** requisite course for the program.  
   d. Move BIO 100 Principles of Human Biology or BIO 112 Anatomy and Physiology II from Fall to Summer I or II.  
   e. Move PSY 121 Survey of Life Span Development from Intersession to Fall.  
   f. Extract Pediatrics content from PNP 202 and create a new course PNP 121 Practical Nursing II: Pediatric Nursing to be offered during Intersession.  
   g. Retire PNP 202 Practical Nursing III: Pediatric/Maternal/Newborn/Leadership Management Nursing and create PNP 240 Practical Nursing IV: Maternal/Newborn/Leadership Management Nursing to be offered in Summer I.  
   h. Change the name of PNP 200 from Practical Nursing II: Medical/Surgical/Mental Health Nursing to Practical Nursing III: Medical/Surgical/Mental Health Nursing  
   i. Increasing from 4 semesters to 5 semesters but credit structure and program hours remain consistent with MBORN and ACEN standards.  
   j. **Effective Date:** Summer 2019  
   k. See grids – Page 182, 184

16. New Courses: **SUR 116 Surgical Procedures I** & **SUR 203 Surgical Procedures II**
   a. **Effective Date:** Fall 2020  
   b. **Course descriptions (as will appear in catalog)**

   **SUR 116 Surgical Procedures I**  
   This course explores the diagnostic and surgical interventions of general, OB/GYN, GU and orthopedic surgery. Additionally this course covers endoscopic and robotic procedures for each specialty. Ethical, legal and moral values relating to the individual patient as well as the operating room procedures are included.

   **Credits:** 4  
   **Semester Offered:** S  
   **Prerequisites:** BIO 101 or High School Advanced Placement Biology
SUR 203 Surgical Procedures II
This course explores the diagnostic and surgical interventions of EENT, dental/oral/maxilla-facial, plastic/reconstructive surgery. Additionally this course covers endoscopic and robotic procedures for each specialty. Ethical, legal and moral values relating to the individual patient as well as the operating room procedures are included.

Credits: 4
Semester Offered: F
Prerequisites: BIO 111, SUR 115, SUR 116

17. Course Revisions: SUR 101, SUR 111, SUR 199, SUR 221
   a. Change the course numbers of SUR 101 to SUR 200, SUR 111 to SUR 201, SUR 199 to SUR 205
   b. Subsequent prerequisite changes
   c. Change title of SUR 221 Surgical Procedures II to Surgical Procedures III
   d. Effective dates: Fall 2020
   e. Course descriptions (as will appear in catalog)

SUR 200 Perioperative Issues
This course provides the knowledge in areas of patient care directly associated with the surgical experience. Included are an in-depth overview of the hospital, operating room and its equipment. The individual roles of the surgical team, principles of safety, identification, transportation, positioning, medical terminology, surgical pharmacology, legal and ethical issues.

Credits: 3
Semester Offered: F
Prerequisites: BIO 111, SUR 115, SUR 116

SUR 201 Operating Room Techniques
This course introduces techniques and procedures utilized during the surgical experience. Topics covered include scrubbing, gowning and gloving; and the establishment of the sterile field with its armamentarium of sutures, instruments, supplies and equipment. The course includes an in-depth discussion of laparoscopic equipment and supplies, laser, and emergency preparedness. The laboratory component allows the student to observe and demonstrate the principles and procedures taught in the classroom in a non-patient contact environment.

Credits: 5
Semester Offered: F
Prerequisites: ALH 102, SUR 115, SUR 116

SUR 205 Clinical I
Students are assigned to surgical setting within the greater Worcester area. Clinical experience provides students with supervised application of the theory, principles, and procedures taught in the classroom. Students experience patient contact as part of the operating room team. This experience takes place in hospital and clinics and focuses on minimally complex surgical cases.

Credits: 4
Semester Offered: Spring
Prerequisites: SUR 116, SUR 200, SUR 201, SUR 203

SUR 221 Surgical Procedures III
This course explores the diagnostic and surgical interventions of specialized surgeries including thoracic, neurosurgery, peripheral and cardiovascular surgeries.

Credits: 3
Semester Offered: S
Prerequisites: BIO 112, SUR 200, SUR 201, SUR 203 or SUR 121
18. New degree program: Surgical Technology, Associate in Science
   a. Effective date: Pending BOT and BHE approval, estimate Fall 2020
   b. See grid – Page ___

19. Course revision: MAT 103 Mathematics for Business
   a. Change prerequisite to MAT 095 with a grade of “C” or higher; or appropriate placement score
   b. Effective date: Summer 2019
   c. Course description (as will appear in catalog)
      **MAT 103 Mathematics for Business**
      This course introduces the mathematical processes and techniques currently used in the fields of business and finance. Students use practical examples throughout to illustrate the relevance of analyzing and interpreting data in business and financial management. Students learn sound decision making skills that will aid them in fulfilling their roles as citizens, consumers, employees, employers, investors, and entrepreneurs. The course introduces business statistics and continues with business and financial topics including bank services, business and consumer loans, simple and compound interest, payroll taxes, risk management, the mathematics of buying, break-even and cost-volume-profit analysis, discounts, markups and markdowns, inventory control, stocks and bonds, annuities and sinking funds, depreciation, interpreting financial statements and financial analysis.
      **Credits:** 3
      **Semester Offered:** F/S
      **Prerequisites:** MAT 095 with a grade of “C” or higher; or appropriate placement score
      **Restriction:** Restricted to Business Administration Career (BB and BBAP) and Business Administration Certificate (BAC) students

20. Course revision: MAT 121 Topics in Mathematics
   a. Permanently change prerequisite to MAT 095 with a grade of “C” or higher; or appropriate placement score
   b. Effective date: Summer 2019
   c. Course descriptions (as will appear in catalog)
      **MAT 121 Topics in Mathematics**
      This course explores various areas in contemporary mathematics and consists of two components: required topics and optional topics. Required topics include mathematical patterns and problem solving, consumer finance, probability, statistics and Euclidean and transformational geometry. Optional topics may be chosen from the following: linear functions and applications; numeration systems; sets; logic; graph theory; election theory; apportionment; tessellations and fractals; and cryptography; in addition, instructors may also choose to expand upon the required topics.
      **Credits:** 3
      **Semester Offered:** F/S/SU
      **Prerequisites:** MAT 095 with a grade of “C” or higher; or appropriate placement score

21. Course revision: MAT 122 Statistics
   a. Permanently change prerequisite to MAT 095 with a grade of “C” or higher; or appropriate placement score
   b. Effective date: Summer 2019
   c. Course descriptions (as will appear in catalog)
      **MAT 122 Statistics**
      This course covers the essentials of statistics. Students learn descriptive and inferential statistics; charts (histograms, frequency polygons, ogives, and pie charts); measures of central tendency (mean, median, mode, and weighted mean); and measures of dispersion (range, variance, and standard deviation). Additional areas of study include discrete and continuous random variables;
basic probability theory; the binomial distribution and its application in binomial experiments; standard and non-standard normal distributions; the Central Limit Theorem; confidence intervals for means, proportions, and variances; linear correlation and regression; and the one sample hypotheses test for mean (large and small sample), proportions, and variances.

Credits: 3
Semester Offered: F/S/SU
Prerequisites: MAT 095 with a grade of “C” or higher; or appropriate placement score
1. Course Number and Name: Introduction to Literary Theory, ENG 210

2. Originator: Mark Bates, Ph.D. Date: 10/11/2018

3. School Dean: Clarence Ates, Ph.D. Date: 10/12/2018

4. Effective Date: FALL 2019

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

6. Recommended by the School of Humanities and Education Date: _10/18/18________
Comments:

7. AA Leadership Team: _______________________________ Date: __________
Recommended: _________ Not Recommended: _________
Comments:

8. VP/Academic Affairs: _________________________________ Date: __________
Recommended: _________ Not Recommended: _________
Comments:

9. Learning Council: _________________________________ Date: __________
Recommended: _________ Not Recommended: _________
Comments:

10. VP/Academic Affairs: _________________________________ Date: __________
Approved: _________ Not Approved: _________
Comments:
# New Course Proposal

**Course Discipline/Department:** ENGLISH  
**School:** HUMANITIES & EDUCATION  
**Course Number:** ENG 210  
**Course Name:** INTRODUCTION TO LITERARY THEORY  

**Prerequisites and/or corequisites (confer with affected department coordinator):**  
ENGLISH 101  

**CIP code (check with IRaP Office):**  
23.1401  

**Effective Term/year:**  
FALL 2019  

**Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable?**  
The college now has a Liberal Arts: English Option, with a focus on literary studies. This option was designed to offer interested students a transfer pathway into a four year baccalaureate program in English. Literary studies today necessarily requires that students in the field have a grounding in the various literary theories that literary critics, literary historians, and literary scholars use in their work, both in their published research and in the teaching of their upper level courses. This introductory course in literary theory will provide QCC’s English Option transfer students with a solid foundation in the wide range of literary/critical theories one inevitably finds in contemporary literary scholarship and pedagogy. This course is not intended to replace any existing 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**  
___ Elective (any college level course can serve as an elective)  
__X_ Specific Type Literature, Philosophy, or Language  
__X_ Program specific (name the program) Liberal Arts English Option  

*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.  

NO  

**Expected enrollment per term:** 16  
**Expected enrollment per year:** 32
Will any of the following be required:

Additional staff ___  Additional space ___  Additional equipment ____ Additional library resources __X__

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

A relatively small reference section devoted to the field, to include glossaries, anthologies, dictionaries, biographical reference texts (with relatively short sectional overviews of the lives, works, and key ideas of the seminal theorists in the various theoretical traditions), bibliographical resources, etc. in the area of literary/critical theory. The cost should be no more than a couple of hundred dollars. This reference works will provide supplementary resources to aid students in their understanding of the relevant theories. They will also provide invaluable assistance in the research process for the final term paper.

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 <strong>course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites</strong>):</td>
<td></td>
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</table>

**ENG 210 Introduction to Literary Theory**

This course covers seminal extracts from the work of major literary/cultural theorists especially those whose work initiated particular schools of literary/cultural criticism. Students examine the work of these theorists in the order in which they appeared on the historical scene. Students also explore how the work of each theorist built upon, extended, challenged, or problematized, that of predecessors. Students apply these taught theories to several major works of literature. The class runs as a seminar and culminates with a final essay.

Credits: 3

Semester Offered: F/S

Prerequisites: ENG 101

<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>
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<tbody>
<tr>
<td>(e.g.; 45 hr. for 3 credit course)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>45</td>
<td></td>
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</tbody>
</table>

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

Please see the attached Syllabus

- 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,</td>
<td>E</td>
</tr>
<tr>
<td>articulate the value of information and its cycle of development, and participate responsibly</td>
<td></td>
</tr>
<tr>
<td>in communities of learning.</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve</td>
<td>NA</td>
</tr>
<tr>
<td>problems.</td>
<td></td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of</td>
<td>NA</td>
</tr>
<tr>
<td>knowledge.</td>
<td></td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
<td>M</td>
</tr>
<tr>
<td>Topic</td>
<td>Requirement</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>E</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>E</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>M</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)
Introduction to Literary Theory

ENG 210, Fall Semester, 2019

Prerequisite: ENG 101

Instructor:
Class time:
Office hour:
Email:

“The economist J. M. Keynes once remarked that those economists who disliked theory, or claimed to get along better without it, were simply in the grip of an older theory. This is also true of literary students and critics . . . Some students and critics also protest that literary theory ‘gets between the reader and the work.’ The simple response to this is that without some kind of theory, however unreflective and implicit, we would not know what a ‘literary work’ was, or how we were to read it.” (underlining mine)

Literary Theory: An Introduction, Terry Eagleton

Text Book


Catalog Course Description

This course covers seminal extracts from the work of major literary/cultural theorists especially those whose work initiated particular schools of literary/cultural criticism. Students examine the work of these theorists in the order in which they appeared on the historical scene. Student also explore how the work of each theorist built upon, extended, challenged, or problematized, that of predecessors. Students apply the taught theories to several major works of literature. The class runs as a seminar and culminates with a final essay.
Credits: 3
Semester Offered: F/S
Prerequisites: ENG 101

The Rationale for this Course of Study:

Why Do You Need a Class in Literary Theory?

In a modern English BA program, an English “major” must have a basic understanding of the many forms of literary theory that have been developed over the course of human history. Some of the oldest theories of literature (or “aesthetics”) date back to the ancient world, others to the medieval period; these theories can be found in the works of such thinkers as Plato, Aristotle, Longinus, Rajashekhara, Liu Xie, and Horace. Others originate in 17th, 18th and 19th century Europe—in the Enlightenment period, and after—with such writers as Dryden, Pope, Johnson, Schiller, Lessing, Coleridge, Kant, Arnold, Sainte-Beuve, Ruskin, Wilde, and Pater. Still others have their origins fairly recently, that is to say, in the 20th century (these will be the chief focus of this class). Further approaches—and indeed hybrid approaches—continue to find expression in the 21st century.

For the above reason, English majors are typically expected to take an introductory class in literary theory. This class is designed to be just such an introductory class, focusing particularly on those “modern” theories of literature (often competing, often overlapping, often rejecting or building upon one another) that were developed in the period that extends from the first decades of the twentieth century up to the present day.

In modern literary scholarship, literary-critical debate is invariably informed—and self-reflectively and explicitly informed—by one or other, or some intersectional combination, of the existing set of theories. And this is perhaps especially the case when it comes to that spectrum of approaches that emerged over the course of the twentieth century, more or less concurrently with the establishment of university literature BA programs (which in the US date from the first decades of the twentieth century). These theories include, but are not limited to, the following array:

1 In their academic writing, professional literary and cultural scholars today work from within one of the above theoretical perspectives, or within those spaces where two or more of these theories “intersect” (Marxist-feminism is one such region of
Formalism (whether Russian or “New Critical”);
- Psychoanalysis;
- Marxism;
- Feminism;
- Structuralism;
- Post-structuralism;
- New historicism;
- Post-colonialism;
- Queer studies;
- Darwinian literary theory;
- Ecocriticism.

The primary purpose of “Theory”—as, collectively, the above approaches are called today (by those in the “discourse community” in question)—is to address the three-part question embedded in the observation made by the literary critic Terry Eagleton in the epigraph at the top of this syllabus. The three—always interdependent—parts of that question are as follows:

1. **What do we mean** by the word “literature”? That is, to what “object” does that word direct our attention, as readers/critics?
2. **What do we mean by the phrase** “literary work” (or “cultural text”)? That is, when we use that phrase, what is that “object” to which we refer (you might think the answer is obvious—it isn’t)
3. **How ought we to “read”** (analyze, interpret, evaluate) the literary “text” currently under review, in order to get at its meaning(s), assess its value, assign it its proper place in the (or a particular) literary tradition?

The multifarious answers that literary scholars and critics have proposed, and continue to propose, to this three-part question remain, at all times, provisional, and thus subject to challenge and revision. The above remains, in short, an “open” question. In fact, a good deal of the debate in literary theoretical circles has been, and still is, devoted to wrestling with precisely this tripartite question. Suffice it to say, then, that in a modern four-year English literature program—and, indeed, in cultural studies programs more generally—it is taken as read that, as Eagleton suggests, there can be no such thing as a “theory-free”--and hence unbiased and impartial--approach to the “reading” of a work of literature (i.e. to the analysis, interpretation, and evaluation of literature, or “texts”), only acknowledged OR unacknowledged “theories” of literature. (It is important to point out that the latter does not typically result from an attempt overlap). You will not come across a professor in a modern four-year literature program who does not have a “theoretical” orientation of one kind or another, with that orientation, in most cases, explicitly identified on the said professor’s faculty webpage.
to mislead, but rather because the holder of said “theory” is not aware of applying said “theory” in her judgments.)

This being the case, in present-day BA English literature programs (like the one a student might transfer into from the QCC English Option), unacknowledged, implicit “theories” of literature have no place: To seek to follow debates in the field requires the ability to both recognize and understand the particular theory that a particular literary critic has called upon to answer it (whether in whole or in part). For the prospective English major, therefore, this recognition and understanding—of “Theory,” so-called—constitutes a necessary foundation for success in the discipline.

A background in theory provides a necessary foundation, firstly, so that the English major can “speak the language” of the field she is entering; but, secondly, and more importantly, because said major will be asked to adopt a theory, or some combination of theories, when, inevitably, she is called upon to write her own literary critical argument essays on the literary texts assigned in the classes she either must take (“required courses”), or elects to take (“electives”). To put the matter another way, the “discourse community” the English major has chosen to enter is, today, steeped in the language and methods of literary theory (or “Theory”). Without a background in “Theory,” then, the English major will be poorly prepared to join the ongoing literary-critical conversation, about particular writers, particular works, particular cultural texts, particular periods, and so on.

The primary purpose and function of “Theory” is to provide the literary critic with a conceptual frame (or one such frame, depending upon the theory adopted) through which to analyze, interpret, and evaluate particular cultural “texts” (whether individual works, a given writer’s work as a whole, a particular national tradition, a designated historical period, etc.). In other words, the adopted literary theory provides the critic in question with a widely disseminated and systematic “way to read” a poem, play, novel, film, etc. (or period, or genre, or corpus of work), by recourse to a fully explicit, and fully reflective, set of theoretical criteria. This set of criteria typically comprises a number of oft-applied terms, concepts, and categories, many of which you will be introduced to in this foundational course of study.

Finally, an important final point to keep in mind is this:

English majors will find among the originators of the various theories and approaches—among the various seminal “Theorists”—the often demanding essays, articles, lectures, and books of a heterogeneous range of thinkers from many different parts of the world; thinkers who did not, in point of fact, see themselves as “literary theorists” at all. They were perhaps sociologists, or anthropologists, or political scientists, or philosophers, or linguists, or psychologists, or historians, or semioticians, or even (more recently) biologists and neuroscientists. Still others have been poets, or dramatists, or novelists. Many of
these thinkers simply resist any attempt at straightforward disciplinary categorization (often intentionally resist).

That being the case, this class will continually seek to stress a important fact about contemporary literary studies (a fact that could be said to apply to the full span of the academic humanities and social sciences in the modern university and college): that contemporary literary studies is a conspicuously hybrid and inherently intersectional academic field of study, one that is, of its very nature, interdisciplinary in its terminology, in its conceptual resources, in its borrowings, and in its purview, as well as in its preferred methods of analysis, interpretation, categorization, and modes of evaluation. In short, literary scholarship overlaps with other subjects and disciplines, and will almost certainly continue to do so in the future.

Instructional Objectives

- To introduce students to the range of literary/cultural theories that they will inevitably be asked to engage with in future literature and cultural studies classes in their major (in literary studies, but also in media studies, in film studies, in women’s studies, et. al.);
- To provide students with the necessary foundation 1) to enable them to recognize the presence of “Theory” in literary scholarship, and 2) to understand the uses to which specific literary theories have been put by particular literary scholars and literary critics in respect of particular literary and cultural “texts”;

2 What is called, in literature programs, “literary theory” shares much in common with what is called, in other humanities disciplines as well as in the social sciences, “cultural theory” (and sometimes “critical theory”), some version of which plays a central role in all of the humanities and social science disciplines, as they exist in the modern university. Therefore, though this class focuses specifically upon the application of “Theory” to literature—with English option students in mind--students intending to major in related fields will find much of interest, and of great value, in this course of study (as the same thinkers studied here appear frequently in debates in many other academic fields). Students in such fields as cultural studies, art history, philosophy, history, film studies, women’s studies, African-American studies, communications, etc. are likely to encounter these same theories at some point on the way to completion of their degrees.
To test students’ ability to apply one, or some combination of, the theories studied to the assigned work(s) of literature (students will be free to choose their own theory/theories from those covered in the class anthology—in consultation with the professor);

To provide students with at least some of the conceptual tools necessary for the writing of their own theory-informed literary critical argument papers on assigned literary and cultural “texts.”

Choice of Literary Texts for Purposes of Theoretical Application:


Hayden, Robert. “Middle Passage.” *Poetry Foundation* (Online).

I make my selection with particular criteria in mind, as I will explain in what follows. In its epic scope, Rushdie’s novel is large enough, in every sense of that word, to lend itself to "readings" from any of the array of theoretical perspectives covered in the class. It is a long and “baggy” novel, but one rich in language, content, metaphor, and theme; and it has received widespread critical acclaim as one of the great late-twentieth century novels written in the English language. It has been translated into forty languages.

Rushdie has been broadly judged to be one of the most important of living Anglophone novelists. He is, in addition to that, an Indian by birth, a Briton by upbringing and education, and an American by naturalization. In his person, therefore, he straddles all three of the major areas to be found in QCC’s literature survey courses—British, American, and World literatures. He has written “Indian” fiction, “British” fiction, and “American” fiction (which of his works qualify as which is itself a matter of debate).

Reading this novel slowly, over the course of the semester, will make it manageable for you (and I encourage you, if you have the time, to read ahead in it). We will be seeking to “read” it *through* the various theoretical lenses *as we proceed with the class*. That is to say, I will continually be suggesting ways to “read” the novel theoretically, from one perspective or another, during our classroom discussions; and students will be encouraged to run by me potential essay ideas—for applying one theory, or some combination of theories, to the novel—as and when they occur to them.

Robert Hayden’s “Middle Passage” is a relatively long three-part narrative poem that recounts the history of the transatlantic slave trade from both the point of view of those involved in its operations, and from that of its victims. The poem is complex in language, imagery, and theme, and lends itself to analysis and interpretation from a range of theoretical perspectives, be it postcolonial, poststructuralist, new historicist, formalist, Marxist, or other.
Course Requirements

- Careful, thoughtful, and annotated reading of, and notetaking on, the weekly reading assignments (journal), from both the anthology and (when we get to them) the novel and poem. Each student will be required to initiate classroom discussion at least ONCE (the class will run as a seminar, not a lecture course) — 20%.

- Weekly preparation of an extract from both the theoretical readings and (after we start reading them) the novel and the poem — 20%.

- Weekly presentations, on some topic related to the works under consideration in a given class — 10%.

- Participation in the in-class application of theoretical approaches to short prose extracts and poems (“unseens”) — 5%.

- An abstract (about a page to a page and a half in length) giving your working thesis for your final paper, describing your theoretical approach, indicating what kinds of things the reader should expect to find in the paper, and giving the references for any sources you have found (through library searches) that you think you might use in the final paper (as well as referencing the particular readings from the anthology that you plan to use in the final essay). You will also be required to conference with me about this abstract — 5%.

- A final paper (approx. 2000 words long) that seeks to apply one—or some combination—of the taught theories to the assigned novel or poem, Salman’s Rushdie’s *Midnight’s Children* OR Robert Hayden’s “Middle Passage.” This final paper must make reference to at least five outside sources (the five can include the anthology sources). This paper should have a thesis—an argument to make—and provide detailed evidence, through careful quotation, in support of your interpretative claim. CRUCIAL TIP: To make the writing of this essay easier when you get to it, don’t forget to underline or highlight key quotations as you read in the anthology/novel/poem; and add annotations that will remind you later why you chose to highlight. Also: be thinking continuously about possible topics for the final paper—and be sure to write essay ideas down (or ask me for feedback on them as they occur to you). There will be no final timed examination in this class. The final essay will conclude this class (though we will meet in the allocated final examination period, for the submission of the essay, and for a final discussion) — 40%.

NOTE: I am open to essay ideas that seek to combine discussion of the novel and the poem. In such cases, you would need to propose some way of connecting the two, formally or thematically.
Teaching Procedures

The class will run as a seminar. This means that the majority of class time will be taken up with general discussion of the assigned readings. From time to time, there will be short, relatively informal writing assignments in class. At other times, we might watch a YouTube video about one of the assigned theories or theorists. Students will also, from time to time, be asked to deliver short presentations on matters pertaining to the assigned readings.

In short, the class chiefly involves these three interdependent activities: reading, writing, talking (rinse and repeat until the semester ends). There will be no memory tests or multiple choice quizzes.

Attendance and Lateness Policy

Conferences

Syllabus Calendar (This is a skeleton schedule; specific dates to be decided)

Week One: OVERVIEW OF COURSE

Introductions; review syllabus; short reading from the anthology textbook.

Week Two: FORMALISM

First “unseen.”

Week Three: STRUCTURALISM AND LINGUISTICS

"The Linguistic Foundation" Jonathan Culler; Course in General Linguistics, Ferdinand de Saussure; "Two Aspects of Language" Roman Jakobson; "The Structural Study of Myth" Claude Levi-Strauss.

Week Four: PSYCHOANALYSIS


Hand in journal entry for review.

Week Five: MARXISM

The German Ideology, "Wage Labor and Capital" and Capital Karl Marx; "Hegemony" Antonio Gramsci; The Historical Novel Georg Lukacs; "Ideology and Ideological State Apparatuses" Louis Althusser.

Week Six: POST-STRUCTURALISM/POST-MODERNISM

"The Order of Things", The Archeology of Knowledge and Discipline and Punish Michel Foucault; "Differance" Jacques Derrida; “Symbolic Exchange and Death” Jean Baudrillard; The Postmodern Condition Jean-Francois Lyotard.

“The Middle Passage” Parts I and II.
Second “unseen.”

Week Seven: FEMINISM


“The Middle Passage” Parts III.

Week Seven: GENDER STUDIES/QUEER THEORY

The History of Sexuality Michel Foucault; Introduction to Guy Hocquengham's Homosexual Desire; "Homographesis" Lee Edelman.

Book One of Midnight’s Children.

Week Eight: POST-COLONIALISM


Book Two of Midnight’s Children.

Hand in journal entry for review.

Week Nine: CULTURAL STUDIES/DARWINIAN LITERARY THEORY

Book Three of *Midnight’s Children*.

Third “unseen.”

**Week Ten: BEGIN PREPARATION FOR FINAL PAPER**

Discussing topics for final papers. Submission of final essay abstract.

**Week Eleven: FOCUS ON LIBRARY RESEARCH**

Library research. Presenting and discussing drafts of final papers.

**Week Twelve: ORAL PRESENTATION OF FINAL PAPER ARGUMENT**

Students will present a preliminary version of their final argument, followed by full group discussion and feedback.

Hand in journal for review.

**Week Twelve: REVIEW OF THEORIES COVERED IN THE COURSE**

Oral examination of the theories covered during the course of the semester
Final paper will be submitted in the allocated examination period, together with class journal. Students will be given final “unseen.”

**Supplementary Readings**

This is a list of books that might help in understanding the literary theories covered in the course. I have specifically chosen “introductory” texts, or anthologies of key readings in each of the theoretical areas covered in the class. These books would qualify as acceptable sources for the writing of your final essay. All are accessible through the library system.

*A Glossary of Literary Terms* by M.H. Abrams

*Madame Bovary’s Ovaries: A Darwinian Look at Literature* by David B. Barash

*Beginning Theory: An Introduction to Literary and Cultural Theory* by Peter Barry

* Literary Theory (The Basics)* by Johannes Willem Bertens

*The Rhetoric of Fiction* by Wayne C. Booth

*Understanding Poetry* by Cleanth Brooks and Robert Penn Warren.

*Biographia Literaria* by Samuel Taylor Coleridge

*Literary Theory: A Very Short Introduction* by Jonathan Culler

*Classical Literary Criticism: Aristotle-Horace-Longinus* translated with introduction by T.S. Dorsch

*How to Read Literature.* by Terry Eagleton

*Literary Theory: An Introduction* by Terry Eagleton

*A Biocultural Approach to Literary Theory and Interpretation* by Nancy Easterlin

*Seven Types of Ambiguity* by William Empson

*How to Read Literature like a Professor* by Thomas C. Foster

*Aspects of the Novel* by E.M. Forster.

*Ecocriticism (The New Critical Idiom)* by Greg Garrard.

*Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination* by Sandra Gilbert and Susan Gubar

*Ecocriticism: The Essential Reader* by Ken Hiltner.
A Handbook of Critical Approaches to Literature by Earle G. Labor

Texts and Contexts: Writing About Literature with Critical Theory by Steven Lynn

The Penguin Dictionary of Critical Theory by David Macey

Deconstruction: Theory and Practice. Christopher Norris

Principles of Literary Criticism by I.A. Richards

A Defense of Poetry by Percy Bysshe Shelley

Learning for a Diverse World: Using Critical Theory to Read and Write About Literature by Lois Tyson

Critical Theory Today: A User-Friendly Guide by Lois Tyson

Theory of Literature by Rene Wellek and Austen Warren

Preface to the Lyrical Ballads by William Wordsworth
2018-2019
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: ESL 160: College English Transition

2. Originator: Anne Shull          Date: 10/10/2018

3. School Dean: Dr. Clarence Ates  Date: 10/10/2018

4. Effective Date: Fall 2019

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

6. Recommended by the School of Humanities and Education___ Date: 10/18/18_________
   Comments:

7. AA Leadership Team: ___________________________ Date: ______________
   Recommended: ________  Not Recommended: ________
   Comments:

8. VP/Academic Affairs: ____________________________ Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments:

9. Learning Council: ______________________________ Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments:

10. VP/Academic Affairs: ___________________________ Date: ________________
    Approved: ________  Not Approved: ________
    Comments:
Course Discipline/Department: English as a Second Language  
School: Humanities

Course Number: ESL 160

Course Name: College English Transition

Prerequisites and/or corequisites (confer with affected department coordinator):
Prerequisite: ESL 115 and 105 OR permission of ESL coordinator

CIP code (check with IRaP Office): 32.0109

Effective Term/year: Fall, 2019

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

This course, which will replace ESL 155, is designed to transition students from ESL courses into ENG 101. Unlike ESL 155, it is a 6-credit course. It combines reading and writing, developing students’ ability to synthesize information from course readings and incorporate that information into effective written compositions. It will include an exit assessment process, scored by a team of readers, to determine student readiness for ENG 101 more accurately/authentically than the current process (Accuplacer). Per QCC’s Transfer Office, while this course may carry QCC degree credit, it is not transferable.

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
__ 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.

Expected enrollment per term: 30 (15 in summer)  
Expected enrollment per year: 75
Will any of the following be required:

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: 6</th>
<th>Lab hours:</th>
<th>Clinic Hours:</th>
</tr>
</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):

This course covers the integration of critical reading and writing skills needed for college success. Students demonstrate their ability to comprehend, analyze, and synthesize information from course readings and to write effective academic essays based on those readings. Students focus their ability to use academic vocabulary; write with appropriate sentence structure and grammatical form; and to summarize, paraphrase, synthesize, and document sources. The goal of this course is to prepare students to enter ENG 101.

Credits: 6  
Semester Offered: F/S  
Prerequisites: Non-native speaker of English AND high school diploma or equivalent AND ESL 105 and 115 OR placement by ESL coordinator (coordinator will make decision by combination of CELSA score, Accuplacer Reading score, and a short writing sample).

Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course)  
Lab Hours per semester:  
Clinic Hours or Internship Hours per semester:

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

See attached syllabus

- 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
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>I</td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>N/A</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>N/A</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
<td>I</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>N/A</td>
</tr>
<tr>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Ethics:** Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.

**Impact of Technology:** Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.

**Civic Literacy:** Students will demonstrate awareness of the responsibilities of local, national and international citizenship.

<table>
<thead>
<tr>
<th><strong>CIVIC LITERACY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>___ Civic Learning (CL)</td>
</tr>
<tr>
<td>___ Civic Learning with Engagement Required (CLER)</td>
</tr>
<tr>
<td>___ Civic Learning with Engagement Optional (CLEO)</td>
</tr>
<tr>
<td><strong>X</strong> Civic Learning is not a component of this course (NA)</td>
</tr>
</tbody>
</table>
ESL 160: College English Transition

Sample Syllabus

Description
This course covers the integration of critical reading and writing skills needed for college success. Students demonstrate their ability to comprehend, analyze, and synthesize information from course readings and to write effective academic essays based on those readings. Students focus their ability to use academic vocabulary; write with appropriate sentence structure and grammatical form; and to summarize, paraphrase, synthesize, and document sources. The goal of this course is to prepare students to enter ENG 101.

Credits: 6
Semester Offered: F/S
Prerequisites: Non-native speaker of English AND high school diploma or equivalent AND ESL 105 and 115 OR placement by ESL coordinator (coordinator will make decision by combination of CELSA score, Accuplacer Reading score, and a short writing sample).

Objectives & Outcomes:

- Students improve their reading comprehension
  
  Outcomes: On successful completion of this course, the student will be able to:
  o Identify main ideas and supporting details
  o Recognize and understand different text types/organizational patterns
  o Make inferences in critical reading, including but not limited to:
    • Identifying the author’s purpose
    • Evaluating evidence/recognize bias

- Students expand their academic vocabulary
  
  Outcomes: On successful completion of this course, the student will be able to:
  o Use context clues and word parts to determine word meaning
  o Analyze and use correct word forms
  o Learn and use appropriate collocations
  o Understand connotations
  o Effectively use such tools as dictionary and thesaurus

- Students develop an effective writing process
  
  Outcomes: On successful completion of this course, the student will be able to:
  o Gather and develop ideas through analysis and discussion of course reading (prewriting)
  o Plan all writing assignments using a variety of brainstorming and outlining techniques (prewriting and planning)
  o Recognize, identify, and correct their own error patterns (revising & editing)

- Students write effectively in response to readings
Outcomes: On successful completion of this course, the student will be able to:
  o Summarize, paraphrase, and quote reading material
  o Express opinions in reaction to readings, relating their own ideas to those from readings
  o Use evidence from sources to support an argument
  o Document sources appropriately

• Students write essays displaying unity, support, coherence and appropriate sentence structure

Outcomes: On successful completion of this course, the student will be able to:
  o Develop a main point or thesis
  o Write sentences and paragraphs that support the thesis
  o Use appropriate word order to connect ideas
  o Link sentences and paragraphs with appropriate transitions
  o Write at least three essays in at least two different rhetorical modes

Methods of Instruction
In this interactive classroom environment, students will be guided through the stages of the writing process, working individually, in groups, and as a whole class. Class discussions will draw upon readings and personal experiences to help students discover, refine, express, and clarify their ideas to produce effective academic writing.

Course Requirements
Students will actively participate in classroom activities and complete assignments at home. Students will complete multiple drafts to refine their written essays. All students must take the departmental final exam (see below).

Suggested Texts
University Success, Reading, Transition Level (Zwier and Vosters) AND University Success, Writing, Transition Level (Norloff and Renehan) (Pearson)

Evaluation and Grading
Students will be graded on a combination of the following:
  o Essays: Students will produce at least three essays over the course of the semester. Students will have time to brainstorm, plan, receive feedback, and complete at least two drafts before the essay is graded.
  o Tests & Quizzes: A variety of tests and quizzes will be used to evaluate students’ reading comprehension and their mastery of vocabulary, writing, and grammar topics.
  o Participation
  o Departmental Final Exam (see below)

Final Exam/Exit Process
At the end of the course, all students will take a departmental final exam. For this exam, students will be required to read and comprehend one or more reading selections and write an essay of 2-3 pages, typed
and double-spaced, in response to a given prompt. This prompt will require the student to analyze the readings, formulate an opinion/thesis, and support that thesis with evidence from the text and from the writer’s own experiences/observations.

Students will be given a copy of the readings approximately one week in advance, to read and annotate at home, but during the exam students will be given a clean copy of the readings (and not permitted to use their annotations). Students will not see the writing prompt until the exam period. Students can use the English-only dictionaries provided in the testing room, as well as the dictionary/thesaurus/spelling tools that are embedded within the word-processing program the student uses to type the exam. Use of other translators or websites is forbidden, and will result in an automatic F. All exit exams will be given in a classroom equipped with computers or laptops.

Evaluation: Student essays will be evaluated by a group of at least two readers (and one “tiebreaker”). At least one of these readers must be a non-ESL English faculty member. It is agreed that the professor who taught the course will have the opportunity to provide input – either in borderline cases, or in cases where he/she disagrees strongly with the decision of the readers.

The evaluation team will decide whether the student proceeds directly to ENG 101 or if he/she needs to take ENG 091 and/or 096.
COURSE REVISION PROPOSAL

Course Number and Name (current) : AUT 102 Fundamentals of Automotive Service

1. Originator: Don Morin Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of _Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: _____X____ Not Recommended: _________
   Comments:

7. VP/Academic Affairs: ___________________________ Date: ______________
   Recommended: _______ Not Recommended: _________
   Comments:

8. Learning Council: _____________________________ Date: ______________
   Recommended: _______ Not Recommended: _________
   Comments:

9. VP/Academic Affairs: ___________________________ Date: ______________
   Approved: _________ Not Approved: ___________
   Comments:
Type of Revision:
___ Description ___ Prerequisite _X__Corequisite ___ Number ___ Name ___ #credits ___ Elective Type ___ other (explain)

Course Discipline or Department: AUT | School: Business, Engineering & Technology

Current Course Name: Fundamentals of Automotive Service

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

AUT 102 Fundamentals of Automotive Service

This course provides students the fundamentals of working in the automotive industry. It covers dealership workshop operations and organization, and how to work safely in a shop environment. Students learn to identify the major components and systems of an automobile; how to navigate both printed and electronic service information systems; and how to follow service procedures. The course focuses on the proper use of shop equipment such as hand tools, power tools, and specialty tools, including proper usage, storage and safety guidelines; fasteners, fluids, and vehicle maintenance; and measuring devices such as micrometers and dial indicators.

Credits: 3

Semester Offered: F

Note: Two hours lecture, three hours laboratory

Proposed Description (include all proposed changes):

AUT 102 Fundamentals of Automotive Service

This course provides students the fundamentals of working in the automotive industry. It covers dealership workshop operations and organization, and how to work safely in a shop environment. Students learn to identify the major components and systems of an automobile; how to navigate both printed and electronic service information systems; and how to follow service procedures. The course focuses on the proper use of shop equipment such as hand tools, power tools, and specialty tools, including proper usage, storage and safety guidelines; fasteners, fluids, and vehicle maintenance; and measuring devices such as micrometers and dial indicators.

Credits: 3

Corequisites: AUT 111 & AUT 131

Semester Offered: F

Note: Two hours lecture, three hours laboratory

Rationale for the change:
To ensure students take all Semester 1 courses together.
Provide a description of any change in course content. NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

*Automotive Technology - Associate in Applied Science (Program Code: AT)*
*Ford Maintenance and Light Repair Certificate (Program Code: AMF)*

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
Course Number and Name (current) : AUT 111 Automotive Electrical Systems

1. Originator: Don Morin Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: ____________________________ Date: 10/23/18
   Recommended: ___ X ___  Not Recommended: _______
   Comments:

7. VP/Academic Affairs: ____________________________ Date: _________________
   Recommended: _______  Not Recommended: _______
   Comments:

8. Learning Council: ______________________________ Date: _________________
   Recommended: _______  Not Recommended: _______
   Comments:

9. VP/Academic Affairs: ____________________________ Date: _________________
   Approved: _______  Not Approved: _______
   Comments:
### COURSE REVISION PROPOSAL

**Type of Revision:**
- _X_ Description
- ___ Prerequisite
- ___ Corequisite
- ___ Number
- ___ Name
- ___ #credits
- ___ Elective Type
- ___ other (explain)

<table>
<thead>
<tr>
<th>Course Discipline or Department:</th>
<th>School: Business, Engineering &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Number:</td>
<td>AUT 111</td>
</tr>
<tr>
<td>Current Course Name:</td>
<td><strong>Automotive Electrical Systems</strong></td>
</tr>
</tbody>
</table>

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**AUT 111 Automotive Electrical Systems**

This course covers basic automotive electrical theory and operation including the battery and starting and charging system. Students learn electrical diagnostic tools and testing using all service publications in their available formats, obtain information needed for diagnosis, use the Symptom-to-System-to-Component-to-Cause (SSCC) diagnostic process, and learn repair procedures.

**Credits: 4**

**Semester Offered: F**

**Note: Three hours lecture, three hours laboratory**

**Proposed Description (include all proposed changes):**

**AUT 111 Automotive Electrical Systems**

This course covers basic automotive electrical theory and operation including the battery and starting and charging system. Students learn electrical diagnostic tools and testing using all service publications in their available formats, obtain information needed for diagnosis, use the Symptom-to-System-to-Component-to-Cause (SSCC) diagnostic process, and learn repair procedures.

**Credits: 4**

**Corequisites: AUT 102 & AUT 131**

**Semester Offered: F**

**Note: Three hours lecture, three hours laboratory**

**Rationale for the change:**
To ensure students take all Semester 1 courses together.

**Provide a description of any change in course content. NA**

**List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):**
**Automotive Technology - Associate in Applied Science (Program Code: AT)**

**Ford Maintenance and Light Repair Certificate (Program Code: AMF)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
COURSE REVISION PROPOSAL

Course Number and Name (current) : AUT 113 Basic Automotive Electronics

1. Originator: Don Morin Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019
4. Reviewed by Program and Process (if applicable) Date:
5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:
6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: _____ X _____    Not Recommended: ________
   Comments:
7. VP/Academic Affairs: ___________________________ Date: __________
   Recommended: _______    Not Recommended: ________
   Comments:
8. Learning Council: ______________________________ Date: __________
   Recommended: _______    Not Recommended: ________
   Comments:
9. VP/Academic Affairs: ___________________________ Date: __________
   Approved: _______    Not Approved: ________
   Comments:
## COURSE REVISION PROPOSAL

**Type of Revision:**
- ___ Description
- ___ Prerequisite
- ___ Corequisite
- ___ Number
- ___ Name
- ___ #credits
- ___ Elective Type
- ___ other (explain)

<table>
<thead>
<tr>
<th>Course Discipline or Department: AUT</th>
<th>School: Business, Engineering &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Number: AUT 113</td>
<td></td>
</tr>
<tr>
<td>Current Course Name: <strong>Basic Automotive Electronics</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**AUT 113 Basic Automotive Electronics**

This course explores the internal workings of automotive microprocessors, interrelationship of inputs and outputs, and sensor input and output controlling devices. Through classroom exercises, students examine electronically controlled components and systems, identify and describe the functions of various sensors, learn the types of generated signals, understand the internal workings of the automotive microprocessor, and describe and explain the operation of various output devices.

**Credits: 3**

**Prerequisite:** AUT 111

**Semester Offered: S**

**Note:** Two hours lecture, three hours laboratory

**Proposed Description (include all proposed changes):**

**AUT 113 Basic Automotive Electronics**

This course explores the internal workings of automotive microprocessors, interrelationship of inputs and outputs, and sensor input and output controlling devices. Through classroom exercises, students examine electronically controlled components and systems, identify and describe the functions of various sensors, learn the types of generated signals, understand the internal workings of the automotive microprocessor, and describe and explain the operation of various output devices.

**Credits: 3**

**Prerequisite:** AUT 111, Corequisite: AUT 211

**Semester Offered: S**

**Note:** Two hours lecture, three hours laboratory
<table>
<thead>
<tr>
<th>Rationale for the change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure students take all Semester 5 courses together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a description of any change in course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Automotive Technology - Associate in Applied Science (Program Code: AT)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please confer with the coordinator of the affected department.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attach current and proposed academic maps (with changes in <strong>bold</strong>) for all affected programs. You can obtain academic maps from Barb Zabka.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Please submit a generic syllabus to your dean with all of the revisions included.</th>
</tr>
</thead>
</table>
COURSE REVISION PROPOSAL

Course Number and Name (current): AUT 121 Basic Gasoline Engines

1. Originator: Don Morin Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18

6. AA Leadership Team: ____________________________ Date: 10/23/18
   Recommended: _____ X _____ Not Recommended: ________
   Comments:

7. VP/Academic Affairs: ____________________________ Date: ______________
   Recommended: _______ Not Recommended: ________
   Comments:

8. Learning Council: ______________________________ Date: ______________
   Recommended: _______ Not Recommended: ________
   Comments:

9. VP/Academic Affairs: ____________________________ Date: ______________
   Approved: _______ Not Approved: ________
   Comments:
<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th>___ Description ___ Prerequisite ___ Corequisite ___ Number ___ Name ___ #credits ___ Elective Type ___ other (explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Discipline or Department: AUT</td>
<td>School: Business, Engineering &amp; Technology</td>
</tr>
<tr>
<td>Current Course Number: AUT 121</td>
<td></td>
</tr>
<tr>
<td>Current Course Name: Basic Gasoline Engines</td>
<td></td>
</tr>
<tr>
<td>Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):</td>
<td></td>
</tr>
<tr>
<td>AUT 121 Basic Gasoline Engines</td>
<td></td>
</tr>
<tr>
<td>This course covers the basic functions of gasoline engines. Topics include operation, design, diagnostic, and repair strategies. Students disassemble measure, inspect, and reassemble engines to blueprint specifications and perform dynamic tests in a laboratory environment. Students learn how to describe the major components of a gasoline engine and explain how they contribute to an engine’s performance and operation.</td>
<td></td>
</tr>
<tr>
<td>Credits: 4</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: AUT 102</td>
<td></td>
</tr>
<tr>
<td>Semester Offered: S</td>
<td></td>
</tr>
<tr>
<td>Note: Three hours lecture, three hours laboratory</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Proposed Description (include all proposed changes): | |
| AUT 121 Basic Gasoline Engines | |
| This course covers the basic functions of gasoline engines. Topics include operation, design, diagnostic, and repair strategies. Students disassemble measure, inspect, and reassemble engines to blueprint specifications and perform dynamic tests in a laboratory environment. Students learn how to describe the major components of a gasoline engine and explain how they contribute to an engine’s performance and operation. | |
| Credits: 4 | |
| Prerequisite: AUT 102; Coreq: AUT 125 | |
| Semester Offered: S | |
| Note: Three hours lecture, three hours laboratory | |</p>
<table>
<thead>
<tr>
<th><strong>Rationale for the change:</strong></th>
<th>To ensure students take all Semester 2 courses together.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide a description of any change in course content.</strong></td>
<td>NA</td>
</tr>
<tr>
<td><strong>List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):</strong></td>
<td></td>
</tr>
<tr>
<td>Automotive Technology - Associate in Applied Science (Program Code: AT)</td>
<td>Ford Maintenance and Light Repair Certificate (Program Code: AMF)</td>
</tr>
<tr>
<td>Please confer with the coordinator of the affected department.</td>
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<tr>
<td>Attach current and proposed academic maps (with changes in <strong>bold</strong>) for all affected programs. You can obtain academic maps from Barb Zabka.</td>
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<td></td>
</tr>
</tbody>
</table>
2018- 2019
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Course Number and Name (current) : AUT 125 Engine Testing/Performance Analysis

1. Originator: Don Morin                      Date: October 7, 2018
2. School Dean: Betty Lauer                    Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of _Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: _____ X _____   Not Recommended: ________
   Comments:

7. VP/Academic Affairs: __________________________ Date: ________________
   Recommended: ________   Not Recommended: ________
   Comments:

8. Learning Council: ____________________________ Date: _________________
   Recommended: ________   Not Recommended: ________
   Comments:

9. VP/Academic Affairs: __________________________ Date: ________________
   Approved: ________   Not Approved: ________
   Comments:
### COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th>___ Description ___ Prerequisite ___ Corequisite ___ Number ___ Name ___ #credits ___ Elective Type ___ other (explain)</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>School: Business, Engineering &amp; Technology</th>
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<table>
<thead>
<tr>
<th>Current Course Number: AUT 125</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Course Name: <strong>Engine Testing/Performance Analysis</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):</th>
</tr>
</thead>
</table>

**AUT 125 Engine Testing/Performance Analysis**

This course covers basic engine performance, operations, and testing. Topics include the theory and operation of engine systems including ignition, fuel and air management, and emission control using current diagnostic methods and tools. Students diagnose and repair engine performance-related problems and learn how to explain the operations and relationships between engine performance and emissions.

**Credits:** 4

**Prerequisite:** AUT 102, AUT 111

**Semester Offered:** S

**Note:** Three hours lecture, three hours laboratory

<table>
<thead>
<tr>
<th>Proposed Description (include all proposed changes):</th>
</tr>
</thead>
</table>

**AUT 125 Engine Testing/Performance Analysis**

This course covers basic engine performance, operations, and testing. Topics include the theory and operation of engine systems including ignition, fuel and air management, and emission control using current diagnostic methods and tools. Students diagnose and repair engine performance-related problems and learn how to explain the operations and relationships between engine performance and emissions.

**Credits:** 4

**Prerequisite:** AUT 102, AUT 111; **Coreq:** AUT 121

**Semester Offered:** S

**Note:** Three hours lecture, three hours laboratory
<table>
<thead>
<tr>
<th>Rationale for the change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure students take all Semester 2 courses together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a description of any change in course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology - Associate in Applied Science (Program Code: AT)</td>
</tr>
<tr>
<td>Ford Maintenance and Light Repair Certificate (Program Code: AMF)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please confer with the coordinator of the affected department.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attach current and proposed academic maps (with changes in <strong>bold</strong>) for all affected programs. You can obtain academic maps from Barb Zabka.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Please submit a generic syllabus to your dean with all of the revisions included.</th>
</tr>
</thead>
</table>
Course Number and Name (current) : AUT 131 Brake Systems

1. Originator: Don Morin Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18 Comments:

6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: _____ X _____ Not Recommended: ________
   Comments:

7. VP/Academic Affairs: ___________________________ Date: ______________
   Recommended: ________ Not Recommended: ________
   Comments:

8. Learning Council: ___________________________ Date: ______________
   Recommended: ________ Not Recommended: ________
   Comments:

9. VP/Academic Affairs: ___________________________ Date: ______________
   Approved: ________ Not Approved: ________
   Comments:
COURSE REVISION PROPOSAL

Type of Revision:

___ Description ___ Prerequisite ___X__Corequisite ___ Number ___ Name ___ #credits
___ Elective Type ___ other (explain)

Course Discipline or Department: AUT
School: Business, Engineering & Technology

Current Course Number: AUT 131
Current Course Name: Brake Systems

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**AUT 131 Brake Systems**

This course focuses on the basics of hydraulic principles, and the types, components, and operation of brake systems. Students learn the specific types of master cylinders, disc brakes, drum brakes, and anti-lock brakes with emphasis on diagnosing brake problems and making adjustments and repairs. The course concentrates on the diagnosis and repair of car and light truck anti-lock brakes and stability systems using equipment specified by manufacturers.

**Credits:** 3

**Semester Offered:** F

**Note:** Two hours lecture, three hours laboratory

Proposed Description (include all proposed changes):

**AUT 131 Brake Systems**

This course focuses on the basics of hydraulic principles, and the types, components, and operation of brake systems. Students learn the specific types of master cylinders, disc brakes, drum brakes, and anti-lock brakes with emphasis on diagnosing brake problems and making adjustments and repairs. The course concentrates on the diagnosis and repair of car and light truck anti-lock brakes and stability systems using equipment specified by manufacturers.

**Credits:** 3

Corequisites: AUT 102 & AUT 111

**Semester Offered:** F

**Note:** Two hours lecture, three hours laboratory

Rationale for the change:
To ensure students take all Semester 1 courses together.

Provide a description of any change in course content. NA
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology - Associate in Applied Science</td>
<td>AT</td>
</tr>
<tr>
<td>Ford Maintenance and Light Repair Certificate</td>
<td>AMF</td>
</tr>
</tbody>
</table>

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold** for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
2018- 2019
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Course Number and Name (current) : AUT 133 Suspension, Steering & Alignment

1. Originator: Don Morin Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019
4. Reviewed by Program and Process (if applicable) Date:
5. Recommended by the School of _Business, Engineering & Technology Date: 10/18/18
6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: _____X_____ Not Recommended: ________
   Comments:
7. VP/Academic Affairs: ___________________________ Date: _______________
   Recommended: _______ Not Recommended: ________
   Comments:
8. Learning Council: ______________________________ Date: ______________
   Recommended: _______ Not Recommended: ________
   Comments:
9. VP/Academic Affairs: ___________________________ Date: ______________
   Approved: ________ Not Approved: _________
   Comments:
# COURSE REVISION PROPOSAL

| Type of Revision: |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
| ___ Description | ___ Prerequisite | _X_ Corequisite | ___ Number | ___ Name | ___ #credits | ___ Elective Type | ___ other (explain) |
|  |  |  |  |  |  |  |  |

<table>
<thead>
<tr>
<th>Course Discipline or Department: AUT</th>
<th>School: Business, Engineering &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Number: AUT 133</td>
<td></td>
</tr>
<tr>
<td>Current Course Name: <strong>Suspension, Steering &amp; Alignment</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUT 133 Suspension, Steering &amp; Alignment</strong></td>
</tr>
</tbody>
</table>

This course examines conventional suspension, air suspension, and programmed/automatic ride control systems. Students learn the theory and operation of basic steering systems, rack and pinion steering systems, and variable and electronic steering systems. Topics include two - four-wheel alignment and use of specialized steering equipment. Students gain an entry-level knowledge of suspension and steering as the foundation for performing comprehensive vehicle suspension and steering performance evaluations and repairs.

**Credits: 3**

**Prerequisite: AUT 102**

**Semester Offered: SU**

**Note: Two hours lecture, three hours laboratory**

<table>
<thead>
<tr>
<th>Proposed Description (include all proposed changes):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUT 133 Suspension, Steering &amp; Alignment</strong></td>
</tr>
</tbody>
</table>

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**Credits: 3**

**Prerequisite: AUT 102; Coreq: AUT 141**

**Semester Offered: SU**

**Note: Two hours lecture, three hours laboratory**

<table>
<thead>
<tr>
<th>Rationale for the change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure students take all Semester 3 courses together.</td>
</tr>
</tbody>
</table>
Provide a description of any change in course content. NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

*Automotive Technology - Associate in Applied Science (Program Code: AT)*
*Ford Maintenance and Light Repair Certificate (Program Code: AMF)*

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
2018- 2019
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Course Number and Name (current) : AUT 141 Climate Control System

1. Originator: Don Morin       Date: October 7, 2018
2. School Dean: Betty Lauer    Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of _Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: _________________________________ Date: 10/23/18
   Recommended: _____ X _____ Not Recommended: _________
   Comments:

7. VP/Academic Affairs: _________________________________ Date: _____________
   Recommended: _______ Not Recommended: _________
   Comments:

8. Learning Council: _________________________________ Date: ________________
   Recommended: _______ Not Recommended: _________
   Comments:

9. VP/Academic Affairs: _________________________________ Date: ________________
   Approved: _______ Not Approved: _________
   Comments:
### COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th>___ Description ___ Prerequisite <em>X</em> Corequisite ___ Number ___ Name ___ #credits ___ Elective Type ___ other (explain)</th>
</tr>
</thead>
</table>

**Course Discipline or Department:** AUT  
**School:** Business, Engineering & Technology  
**Current Course Number:** AUT 141  
**Current Course Name:** Climate Control System

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**AUT 141 Climate Control System**

This course explores the air conditioning and heater components through an understanding of basic refrigeration principles and the use of diagnostic tools. Students learn how to diagnose and repair A/C and heating related problems (including controls, switches, compressors, and clutches) and learn to perform leak testing, recharging, and safety procedures. Students acquire the knowledge necessary to obtain a National Institute Automotive Service Excellence (ASE) certification in this field.

**Credits:** 3  
**Prerequisite:** AUT 121  
**Semester Offered:** SU  
**Note:** Two hours lecture, three hours laboratory

**Proposed Description (include all proposed changes):**

**AUT 141 Climate Control System**

This course explores the air conditioning and heater components through an understanding of basic refrigeration principles and the use of diagnostic tools. Students learn how to diagnose and repair A/C and heating related problems (including controls, switches, compressors, and clutches) and learn to perform leak testing, recharging, and safety procedures. Students acquire the knowledge necessary to obtain a National Institute Automotive Service Excellence (ASE) certification in this field.

**Credits:** 3  
**Prerequisite:** AUT 121; Coreq: AUT 133  
**Semester Offered:** SU  
**Note:** Two hours lecture, three hours laboratory

**Rationale for the change:**
To ensure students take all Semester 3 courses together.
Provide a description of any change in course content. NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

- **Automotive Technology - Associate in Applied Science (Program Code: AT)**
- **Ford Maintenance and Light Repair Certificate (Program Code: AMF)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
Course Number and Name (current) : AUT 211 Electronic Powertrain Control Systems

1. Originator: Don Morin Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019
4. Reviewed by Program and Process (if applicable) Date:
5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:
6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: _____ X _____ Not Recommended: ________
   Comments:
7. VP/Academic Affairs: ___________________________ Date: ________________
   Recommended: ________ Not Recommended: __________
   Comments:
8. Learning Council: ___________________________ Date: ________________
   Recommended: ________ Not Recommended: __________
   Comments:
9. VP/Academic Affairs: ___________________________ Date: ________________
   Approved: ________ Not Approved: __________
**Type of Revision:**
- ___ Description ___ Prerequisite ___ Corequisite ___ Number ___ Name ___ #credits
- ___ Elective Type ___ other (explain)

<table>
<thead>
<tr>
<th>Course Discipline or Department: AUT</th>
<th>School: Business, Engineering &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Number: AUT 211</td>
<td></td>
</tr>
<tr>
<td>Current Course Name: <strong>Electronic Powertrain Control Systems</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**AUT 211 Electronic Powertrain Control Systems**

This course covers the repair of devices that manage engine operations, emissions, and powertrain systems. Through a combination of lectures and laboratory work students learn to diagnose and repair electronic powertrain control systems. The course also examines the regulations for the second generation of On-Board Diagnostics (OBD II) and the latest developments in powertrain controls.

**Credits:** 5

**Prerequisite:** AUT 125

**Semester Offered:** S

**Note:** Four hours lecture, three hours laboratory

**Proposed Description (include all proposed changes):**

**AUT 211 Electronic Powertrain Control Systems**

This course covers the repair of devices that manage engine operations, emissions, and powertrain systems. Through a combination of lectures and laboratory work students learn to diagnose and repair electronic powertrain control systems. The course also examines the regulations for the second generation of On-Board Diagnostics (OBD II) and the latest developments in powertrain controls.

**Credits:** 5

**Prerequisite:** AUT 125, **Corequisite:** AUT 113

**Semester Offered:** S

**Note:** Four hours lecture, three hours laboratory

**Rationale for the change:**
To ensure students take all Semester 5 courses together.

**Provide a description of any change in course content.** NA
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

**Automotive Technology - Associate in Applied Science (Program Code: AT)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (**with changes in bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
2018- 2019
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Course Number and Name (current) : AUT 251 Automotive Drive Train

1. Originator: Don Morin          Date: October 7, 2018
2. School Dean: Betty Lauer       Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: ________________________________ Date: 10/23/18
   Recommended: _____ X_____  Not Recommended: ________
   Comments:

7. VP/Academic Affairs: ________________________________ Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments:

8. Learning Council: ________________________________ Date: ________________
   Recommended: ________  Not Recommended: ________
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9. VP/Academic Affairs: ________________________________ Date: ________________
   Approved: ________  Not Approved: ________
   Comments:
### COURSE REVISION PROPOSAL

<table>
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<tr>
<th>Type of Revision:</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Number</th>
<th>Name</th>
<th>#credits</th>
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</table>

**Course Discipline or Department:** AUT  
**School:** Business, Engineering & Technology

**Current Course Number:** AUT 251  
**Current Course Name:** **Automotive Drive Train**

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**AUT 251 Automotive Drive Train**

This course covers manual transmissions, manual transaxles, clutch systems, operation assemblies, and front wheel drive halfshafts. Students learn how to explain driveline functions, including three-, four-, and five-speed manual transmissions and transaxles. They also learn how to diagnose and repair rear differentials, and locate and repair driveline vibrations problems in two-wheel drive, four-wheel drive, and all-wheel drive systems.

**Credits:** 3  
**Prerequisite:** AUT 121  
**Semester Offered:** F  
**Note:** Two hours lecture, three hours laboratory  
**Note:** Two hours lecture, three hours laboratory

**Proposed Description (include all proposed changes):**

**AUT 251 Automotive Drive Train**

This course covers manual transmissions, manual transaxles, clutch systems, operation assemblies, and front wheel drive halfshafts. Students learn how to explain driveline functions, including three-, four-, and five-speed manual transmissions and transaxles. They also learn how to diagnose and repair rear differentials, and locate and repair driveline vibrations problems in two-wheel drive, four-wheel drive, and all-wheel drive systems.

**Credits:** 3  
**Prerequisite:** AUT 121; Corequisite: AUT 253  
**Semester Offered:** F  
**Note:** Two hours lecture, three hours laboratory

**Rationale for the change:**  
To ensure students take all Semester 4 courses together.
Provide a description of any change in course content. NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

**Automotive Technology - Associate in Applied Science (Program Code: AT)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
### Automotive Technology - Associate in Applied Science (Program Code: AT)

#### Course Title | Course # | Offered | Credits | Prerequisites | Milestones
---|---|---|---|---|---
**Semester 1 (Fall)**
Fundamentals of Automotive Service | AUT 102 | F | 3 | | Apply and get accepted to this program (Program Code: AT).
Automotive Electrical Systems | AUT 111 | F | 4 | | Register for and successfully complete all courses to graduate in five semesters.
Brake Systems | AUT 131 | F | 3 | | Complete AUT 102, AUT 111, and AUT 131.
Composition I | ENG 101 | F/S/SU | 3 | ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate place score | Complete ENG 101.

**Total** | **13**

**Semester 2 (Spring)**
Basic Gasoline Engines | AUT 121 | S | 4 | AUT 102 | Meet with a QCC Career Services Representative and attend Workshops. See [www.QCC.edu/career-services](http://www.QCC.edu/career-services).
Engine Testing/Performance Analysis | AUT 125 | S | 4 | AUT 102, AUT 111 | If considering transfer, meet with a QCC Transfer Services Advisor (Room 61A). See [www.QCC.edu/transfer](http://www.QCC.edu/transfer).
Composition II or Technical Writing | ENG 102 | F/S/SU | 3 | ENG 101 | Complete prerequisite(s) for the Mathematics Elective or Science Elective or Lab Science Elective.
Mathematics Elective or Science Elective or Lab Science Elective | --- | F/S/SU | 3-4 | | Complete ENG 102 or ENG 105.

**Total** | **14-15**

**Semester 3 (Summer)**
Suspension, Steering & Alignment | AUT 133 | SU | 3 | AUT 102 | Complete AUT courses and FYE 101 or PSY 158.
Climate Control System | AUT 141 | SU | 3 | AUT 121 | |
First Year Experience or | FYE 101 | | | | |
Human Relations in Organizations | PSY 158 | F/S/SU | 3 | ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate place score | |

**Total** | **9**

**Semester 4 (Fall)**
Automotive Drive Train | AUT 251 | F | 3 | AUT 121 | Meet with Program Coordinator to discuss readiness for AUT 299.
Automotive Transmission & Transaxle | AUT 253 | F | 4 | Coreq: AUT 251 | If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process.
Pre Cooperative Education Seminar | CPS 298 | F/S | 0 | | Meet with a Career Services Representative for Job Search Assistance services.
Elective | --- | F/S/SU | 3 | | |
Liberal Arts Elective | --- | F/S/SU | 3 | | |

**Total** | **13**

**Semester 5 (Spring)**
Basic Automotive Electronics | AUT 113 | S | 3 | AUT 111 | |
Electronic Powertrain Control Systems | AUT 211 | S | 5 | AUT 125 | |
Field Experience and Cooperative Education in Automotive Technology or Business Elective | AUT 299 | F/S/SU | 3 | CPS 298, Approval of Program Coordinator | |
Speech Communication Skills | SPH 101 | F/S/SU | 3 | ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate place score | |

**Total** | **14**

**Total Credits Required** | **63-64**
# Automotive Technology - Associate in Applied Science (Program Code: AT)

<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><strong>Semester 1 (Fall)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fundamentals of Automotive Service</strong></td>
<td>AUT 102</td>
<td>F</td>
<td>3</td>
<td>Coreq: AUT 111 &amp; AUT 131</td>
<td>Apply and get accepted to this program (Program Code: AT).</td>
</tr>
<tr>
<td><strong>Automotive Electrical Systems</strong></td>
<td>AUT 111</td>
<td>F</td>
<td>4</td>
<td>Coreq: AUT 102 &amp; AUT 131</td>
<td>Register for and successfully complete all courses to graduate in five semesters.</td>
</tr>
<tr>
<td><strong>Brake Systems</strong></td>
<td>AUT 131</td>
<td>F</td>
<td>3</td>
<td>Coreq: AUT 102 &amp; AUT 111</td>
<td>Complete AUT 102, AUT 111, and AUT 131.</td>
</tr>
<tr>
<td><strong>Composition I</strong></td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
<td>Complete prerequisite(s) for the Mathematics Elective or Science Elective or Lab Science Elective.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2 (Spring)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meet with a QCC Career Services Representative and attend Workshops. <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
</tr>
<tr>
<td><strong>Basic Gasoline Engines</strong></td>
<td>AUT 121</td>
<td>S</td>
<td>4</td>
<td>AUT 102; Coreq: AUT 125</td>
<td>If considering transfer, meet with a QCC Transfer Services Advisor (Room 81A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
</tr>
<tr>
<td><strong>Engine Testing/Performance Analysis</strong></td>
<td>AUT 125</td>
<td>S</td>
<td>4</td>
<td>AUT 102, AUT 111; Coreq: AUT 121</td>
<td>Complete ENG 101.</td>
</tr>
<tr>
<td><strong>Composition II or Technical Writing</strong></td>
<td>ENG 102</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 101</td>
<td>Complete prerequisite(s) for the Mathematics Elective or Science Elective or Lab Science Elective.</td>
</tr>
<tr>
<td><strong>Mathematics Elective or Science Elective or Lab Science Elective</strong></td>
<td>---</td>
<td>F/S/SU</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>14-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 3 (Summer)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete AUT courses and FYE 101 or PSY 158.</td>
</tr>
<tr>
<td><strong>Suspension, Steering &amp; Alignment</strong></td>
<td>AUT 133</td>
<td>SU</td>
<td>3</td>
<td>AUT 102; Coreq: AUT 141</td>
<td></td>
</tr>
<tr>
<td><strong>Climate Control System</strong></td>
<td>AUT 141</td>
<td>SU</td>
<td>3</td>
<td>AUT 121; Coreq: AUT 133</td>
<td></td>
</tr>
<tr>
<td><strong>First Year Experience or Human Relations in Organizations</strong></td>
<td>PSY 158</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 4 (Fall)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meet with Program Coordinator to discuss readiness for AUT 299.</td>
</tr>
<tr>
<td><strong>Autos Drive Train</strong></td>
<td>AUT 251</td>
<td>F</td>
<td>3</td>
<td>AUT 121; Coreq: AUT 253</td>
<td>If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
</tr>
<tr>
<td><strong>Automotive Transmission &amp; Transaxle</strong></td>
<td>AUT 253</td>
<td>F</td>
<td>4</td>
<td>Coreq: AUT 251</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
</tr>
<tr>
<td><strong>Pre Cooperative Education Seminar</strong></td>
<td>CPS 298</td>
<td>F/S</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>---</td>
<td>F/S/SU</td>
<td>3</td>
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<td><strong>Semester 5 (Spring)</strong></td>
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<td>Continue with/complete the transfer application process.</td>
</tr>
<tr>
<td><strong>Basic Automotive Electronics</strong></td>
<td>AUT 113</td>
<td>S</td>
<td>3</td>
<td>AUT 111; Coreq: AUT 211</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<tr>
<td><strong>Electronic Powertrain Control Systems</strong></td>
<td>AUT 211</td>
<td>S</td>
<td>5</td>
<td>AUT 125; Coreq: AUT 113</td>
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<tr>
<td><strong>Field Experience and Cooperative Education in Automotive Technology or Business Elective</strong></td>
<td>AUT 299</td>
<td>F/S/SU</td>
<td>3</td>
<td>CPS 298, Approval of Program Coordinator</td>
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<tr>
<td><strong>Speech Communication Skills</strong></td>
<td>SPH 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
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**Total Credits Required** 63-64
### Ford Maintenance and Light Repair Certificate (Program Code: AMF)

#### Current

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<th>Prerequisites</th>
<th>Milestones</th>
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<tr>
<td>Fundamentals of Automotive Service</td>
<td>AUT 102</td>
<td>F</td>
<td>3</td>
<td></td>
<td>Register for and successfully complete all courses to graduate in three semesters.</td>
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<tr>
<td>Automotive Electrical Systems</td>
<td>AUT 111</td>
<td>F</td>
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<tr>
<td>Brake Systems</td>
<td>AUT 131</td>
<td>F</td>
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<tr>
<td>Basic Gasoline Engines</td>
<td>AUT 121</td>
<td>S</td>
<td>4</td>
<td>AUT 102</td>
<td>Meet with Academic Advisor to discuss associate degree (Program Code: AT).</td>
</tr>
<tr>
<td>Engine Testing/Performance Analysis</td>
<td>AUT 125</td>
<td>S</td>
<td>4</td>
<td>AUT 102, AUT 111</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<tr>
<td><strong>Semester 3 (Summer)</strong></td>
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<tr>
<td>Suspension, Steering &amp; Alignment</td>
<td>AUT 133</td>
<td>SU</td>
<td>3</td>
<td>AUT 102</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
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<tr>
<td>Climate Control System</td>
<td>AUT 141</td>
<td>SU</td>
<td>3</td>
<td>AUT 121</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<td><strong>Total</strong></td>
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#### Proposed

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<tr>
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<tr>
<td>Fundamentals of Automotive Service</td>
<td>AUT 102</td>
<td>F</td>
<td>3</td>
<td>Coreq: AUT 111 &amp; AUT 131</td>
<td>Register for and successfully complete all courses to graduate in three semesters.</td>
</tr>
<tr>
<td>Automotive Electrical Systems</td>
<td>AUT 111</td>
<td>F</td>
<td>4</td>
<td>Coreq: AUT 102 &amp; AUT 131</td>
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<tr>
<td>Brake Systems</td>
<td>AUT 131</td>
<td>F</td>
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<td>Coreq: AUT 102 &amp; AUT 111</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Basic Gasoline Engines</td>
<td>AUT 121</td>
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<td>4</td>
<td>AUT 102; Coreq: AUT 125</td>
<td>Meet with Academic Advisor to discuss associate degree (Program Code: AT).</td>
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<tr>
<td>Engine Testing/Performance Analysis</td>
<td>AUT 125</td>
<td>S</td>
<td>4</td>
<td>AUT 102, AUT 111; Coreq: AUT 121</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
</tr>
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<td><strong>Total</strong></td>
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<tr>
<td>Suspension, Steering &amp; Alignment</td>
<td>AUT 133</td>
<td>SU</td>
<td>3</td>
<td>AUT 102; Coreq: AUT 141</td>
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<tr>
<td>Climate Control System</td>
<td>AUT 141</td>
<td>SU</td>
<td>3</td>
<td>AUT 121; Coreq: AUT 133</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<td><strong>Total</strong></td>
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</table>
COURSE REVISION PROPOSAL

Course Number and Name (current) : CST 205 IT Security Foundations

Originator: Dean Polnerow  Date: 10-11-2018
School Dean: Dean Betty Lauer  Date: 10-11-2018
Effective Date: Spring 2019

Reviewed by Program and Process (if applicable)  Date:

Recommended by the School of Business, Engineering & Technology  Date: 10/18/18
Comments: unanimous vote

AA Leadership Team: ___________________________  Date: _________________
Recommended: ________  Not Recommended: ________
Comments:

VP/Academic Affairs: ___________________________  Date: _________________
Recommended: ________  Not Recommended: ________
Comments:

Learning Council: ___________________________  Date: _________________
Recommended: ________  Not Recommended: ________
Comments:

VP/Academic Affairs: ___________________________  Date: _________________
Approved: ________  Not Approved: ________
Comments:
## COURSE REVISION PROPOSAL

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<tr>
<td>___ Description</td>
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<tr>
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<tr>
<td>___ Corequisite</td>
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<tr>
<td>___ Number</td>
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<tr>
<td>___ Name</td>
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<td>___ #credits</td>
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</table>

| ___ Elective Type          |
| ___ other (explain)        |

**Course Discipline or Department:** CSET  
**School:** BET

**Current Course Number:** CST 205

**Current Course Name:** IT Security Foundations

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**CST 205 IT Security Foundations**
This course provides students with knowledge of the basic information security goals of availability, integrity, accuracy, and confidentiality. Vocabulary and terminology specific to the field of information security are discussed. Detection of exposures and vulnerabilities with their appropriate countermeasures, planning, and administrative controls are also discussed. Students become competent in the five areas of security, including general security, communications security, infrastructure security, cryptography, and operational/organizational security. This course presents subject-matter contained within CompTIA's Security+ exam.

Credits: 3  
Semester Offered: S/SU  
Prerequisites: CSC 141, CSC 234

Proposed Description (include all proposed changes):

**CST 205 IT Security Foundations**
This course provides students with knowledge of the basic information security goals of availability, integrity, accuracy, and confidentiality. Vocabulary and terminology specific to the field of information security are discussed. Detection of exposures and vulnerabilities with their appropriate countermeasures, planning, and administrative controls are also discussed. Students become competent in the five areas of security, including general security, communications security, infrastructure security, cryptography, and operational/organizational security. This course presents subject-matter contained within CompTIA's Security+ exam.

Credits: 3  
Semester Offered: F/S/SU  
Prerequisites: ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate placement score

**Rationale for the change:**

1) This change is in response to the CompTIA change in curriculum that places this course contents as an entry level.  
2) This course is expected to be used in a variety of non-CSET programs throughout the college, starting with Criminal Justice.  
3) This modification will facilitate a common core semester for CSET programs.
Provide a description of any change in course content.

**Remove technical prerequisites and add English College Readiness.**

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

CSET:
- Computer Support Option - SECS
- Cybersecurity Certificate – CBS
- Cybersecurity Option – SECY
- Enterprise IT Option – SEIT
- Forensics Option – SEF
- Unix Systems Administrator Certificate - USAC

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Milestones</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
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<td>Apply and get accepted to this program (Program Code: SECS).</td>
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<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
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<td>Coreq: CSC 141</td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
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<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
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<td>ENG 091 with a grade of &quot;C&quot; or higher,</td>
<td>Meet with Academic Advisor about co-enrolling in CSET certificate.</td>
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<tr>
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<td>ENG 096 with a grade of “C” or higher;</td>
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<td>or approp place score</td>
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<tr>
<td>Speech Communication Skills</td>
<td>SPH 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher,</td>
<td>Complete CSC 141, CSC 234, and ENG 101.</td>
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<td>ENG 096 with a grade of “C” or higher;</td>
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<td>or approp place score</td>
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<tr>
<td>Mathematics Elective</td>
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<td>F/S/SU</td>
<td>3</td>
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<td>Complete the Mathematics Elective.</td>
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<td><strong>Total</strong></td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>Introduction to Microcomputer Applications</td>
<td>CIS 111</td>
<td>F/S/SU</td>
<td>3</td>
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<td>Meet with a QCC Career Services Representative and attend</td>
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<td>Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<td>IT Help Desk Concepts</td>
<td>CSC 105</td>
<td>F/S/SU</td>
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<tr>
<td>Computer Hardware and Support</td>
<td>CSC 233</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>If considering transfer, meet with a QCC Transfer Services Advisor</td>
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<tr>
<td></td>
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<td>(Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
</tr>
<tr>
<td>Windows Server Operating Systems</td>
<td>CSC 241</td>
<td>F/S/SU</td>
<td>3</td>
<td>CSC 141</td>
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<td>Composition II</td>
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<td>ENG 101</td>
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<tr>
<td>Advanced Microcomputer Applications</td>
<td>CIS 112</td>
<td>F/S/SU</td>
<td>3</td>
<td>CIS 111</td>
<td>Meet with Program Coordinator to discuss readiness for CST 299.</td>
</tr>
<tr>
<td>Introduction to Programming with C++ or</td>
<td>CIS 121</td>
<td>F/S</td>
<td>3</td>
<td>Coreq: CIS 111 or CIS 115</td>
<td>If considering transfer, meet with representatives of four-year schools</td>
</tr>
<tr>
<td>Systems Programming and Scripting</td>
<td>CSC 201</td>
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<td>CSC 141, Coreq: CST 245</td>
<td>to discuss/begin the transfer</td>
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<td>Pre Cooperative Education Seminar</td>
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<td>process.</td>
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<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
<td>F/S/SU</td>
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<td>MAT 100 or approp place score, Coreq: CST 234</td>
<td>Meet with a Career Services Representative for Job Search</td>
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<td>UNIX Operating Systems I</td>
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<td>Mobile Operating Systems</td>
<td>CSC 140</td>
<td>F/S</td>
<td>3</td>
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<td>If seeking employment, review</td>
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<td>IT Security Foundations</td>
<td>CST 205</td>
<td>S/SU</td>
<td>3</td>
<td>CSC 141, CSC 234</td>
<td>industry certification requirements and opportunities.</td>
</tr>
<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
<td>CST 299</td>
<td>F/S/SU</td>
<td>3</td>
<td>CPS 298, Approval of Program Coordinator</td>
<td>Continue with/complate the transfer application process.</td>
</tr>
<tr>
<td>Technical and Workplace Writing</td>
<td>ENG 205</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 102, Computer Literacy</td>
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</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>---</td>
<td>F/S/SU</td>
<td>3</td>
<td></td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Total Credits Required</strong></td>
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# Computer Systems Engineering Technology - Computer Support Option - Associate in Science

**Program Code: SECS**

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<th>Course #</th>
<th>Offered</th>
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<th>Prerequisites</th>
<th>Milestones</th>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
<td></td>
<td>Apply and get accepted to this program (Program Code: SECS).</td>
</tr>
<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Meet with Academic Advisor about co-enrolling in CSET certificate.</td>
</tr>
<tr>
<td>Speech Communication Skills</td>
<td>SPH 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete CSC 141, CSC 234, and ENG 101.</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td></td>
<td>F/S/SU</td>
<td>3</td>
<td></td>
<td>Complete the Mathematics Elective.</td>
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<tr>
<td><strong>Semester 2</strong></td>
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<tr>
<td>Introduction to Microcomputer Applications</td>
<td>CIS 111</td>
<td>F/S/SU</td>
<td>3</td>
<td></td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
</tr>
<tr>
<td>IT Help Desk Concepts</td>
<td>CSC 105</td>
<td>F/S/SU</td>
<td>2</td>
<td></td>
<td>If considering transfer, meet with a QCC Transfer Services Advisor (Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
</tr>
<tr>
<td>Computer Hardware and Support</td>
<td>CSC 233</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
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</tr>
<tr>
<td>Windows Server Operating Systems</td>
<td>CSC 241</td>
<td>F/S/SU</td>
<td>3</td>
<td>Coreq: CSC 141</td>
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<tr>
<td>Composition II</td>
<td>ENG 102</td>
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<td>Advanced Microcomputer Applications</td>
<td>CIS 112</td>
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<td>Meet with Program Coordinator to discuss readiness for CST 299.</td>
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<tr>
<td>Introduction to Programming with C++ or</td>
<td>CIS 121</td>
<td>F/S</td>
<td>3</td>
<td>Coreq: CIS 111 or CIS 115</td>
<td>If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
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<tr>
<td>Systems Programming and Scripting</td>
<td>CSC 201</td>
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<td>Coreq: CST 245</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
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<td>Pre Cooperative Education Seminar</td>
<td>CPS 298</td>
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<tr>
<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
<td>F/S/SU</td>
<td>3</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
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<td>CST 205</td>
<td>F/S/SU</td>
<td>3</td>
<td>Coreq: CIS 111 or CIS 115</td>
<td>Continue with/complete the transfer application process.</td>
</tr>
<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
<td>CST 299</td>
<td>F/S/SU</td>
<td>3</td>
<td>CPS 298, Approval of Program Coordinator</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td>Technical and Workplace Writing</td>
<td>ENG 205</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 102, Computer Literacy</td>
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<td>Windows Client Operating Systems</td>
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<td>Apply and get accepted to this program (Program Code: SECY).</td>
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<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
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<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Meet with Academic Advisor about co-enrolling in CSET certificate.</td>
</tr>
<tr>
<td>Speech Communication Skills</td>
<td>SPH 101</td>
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<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete CSC 141, CSC 234, and ENG 101.</td>
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<td>Coreq: CSC 141</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<td>Windows Server Operating Systems</td>
<td>CSC 241</td>
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<td>3</td>
<td>CSC 141</td>
<td>If considering transfer, meet with a QCC Transfer Services Advisor (Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
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<td>IT Security Foundations</td>
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<td>CSC 141</td>
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<td>Composition II</td>
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<td>Meet with Program Coordinator to discuss readiness for CST 299.</td>
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<td>Systems Programming and Scripting</td>
<td>CSC 201</td>
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<td>CSC 141, Coreq: CST 245</td>
<td>If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
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<td>Computer Forensics</td>
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<td>CSC 141</td>
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<td>Advanced Topics in Security</td>
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<td>CST 205</td>
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<tr>
<td>Internetworking Principles and Protocols</td>
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<td>UNIX Operating Systems I</td>
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<td>Technical and Workplace Writing</td>
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<td>Ethical Hacking</td>
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<td>CSC 201, CST 205</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
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<td>Routing Technologies</td>
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<td>Coreq: CST 231</td>
<td>Continue with/complete the transfer application process.</td>
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<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
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<td>CPS 298, Approval of Program Coordinator</td>
<td>Complete CST 209 and CST 240.</td>
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<tr>
<td>Liberal Arts Elective</td>
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<td>Social Science Elective</td>
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### Computer Systems Engineering Technology - Cybersecurity Option - Associate in Science

**Program Code: SECY**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
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<th>Prerequisites</th>
<th>Milestones</th>
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<td>Apply and get accepted to this program (Program Code: SECY).</td>
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<td>Networking Technologies</td>
<td>CSC 234</td>
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<td>4</td>
<td>Coreq: CSC 141</td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
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<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
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<tr>
<td>Speech Communication Skills</td>
<td>SPH 101</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete CSC 141, CSC 234, and ENG 101.</td>
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<td>Computer Hardware and Support</td>
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<td>4</td>
<td>Coreq: CSC 141</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<tr>
<td>Windows Server Operating Systems</td>
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<td>CSC 141</td>
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<tr>
<td>IT Security Foundations</td>
<td>CST 205</td>
<td>F/S/SU</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete CSC 241, CST 205, and ENG 102.</td>
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<td>Enterprise IT Systems Security</td>
<td>CST 208</td>
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<tr>
<td>Composition II</td>
<td>ENG 102</td>
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<td>Meet with Program Coordinator to discuss readiness for CST 299.</td>
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<tr>
<td>Systems Programming and Scripting</td>
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<td>CSC 141, Coreq: CST 245</td>
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<tr>
<td>Advanced Topics in Security</td>
<td>CST 211</td>
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<td>CST 205</td>
<td>Complete CSC 201 and CST 231.</td>
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<tr>
<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
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<td>CST 209</td>
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<td>CSC 201, CST 205</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
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<tr>
<td>Routing Technologies</td>
<td>CST 240</td>
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<td>Continue with/complete the transfer application process.</td>
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<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
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<td>CPS 298, Approval of Program Coordinator</td>
<td>Complete CST 209 and CST 240.</td>
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<td>Liberal Arts Elective</td>
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<td>IT Help Desk Concepts</td>
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<td>Speech Communication Skills</td>
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</tr>
<tr>
<td>IT Security Foundations</td>
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<td>CSC 141, CSC 234</td>
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<td>Composition II</td>
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<td>Network Infrastructure Management</td>
<td>CST 235</td>
<td>S</td>
<td>3</td>
<td>CSC 234, Coreq: CST 231</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
</tr>
<tr>
<td>UNIX Operating Systems I</td>
<td>CST 245</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Complete CST 231.</td>
</tr>
<tr>
<td>CSET Elective</td>
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<td>S/SU</td>
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<td>CSET Elective</td>
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<td><strong>Semester 4</strong></td>
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</tr>
<tr>
<td>Telecommunications in Business</td>
<td>CST 207</td>
<td>F/S</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
</tr>
<tr>
<td>Enterprise Networking and Application Infrastructure</td>
<td>CST 238</td>
<td>S/SU</td>
<td>3</td>
<td>Coreq: CSC 241</td>
<td>Continue with/complete the transfer application process.</td>
</tr>
<tr>
<td>Routing Technologies</td>
<td>CST 240</td>
<td>S</td>
<td>3</td>
<td>Coreq: CST 231</td>
<td>Complete CST 238 and CST 240.</td>
</tr>
<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
<td>CST 299</td>
<td>F/S/SU</td>
<td>3</td>
<td>CPS 298, Approval of Program Coordinator</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>---</td>
<td>F/S/SU</td>
<td>3</td>
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<tr>
<td>Social Science Elective</td>
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<td><strong>Total</strong></td>
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<td><strong>Total Credits Required</strong></td>
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</table>
## Computer Systems Engineering Technology - Enterprise Information Technology (IT) Option

***Proposed***

### Associate in Science (Program Code: SEIT)

<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>IT Help Desk Concepts</td>
<td>CSC 105</td>
<td>F/S/SU</td>
<td>2</td>
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<td>Apply and get accepted to this program (Program Code: SEIT).</td>
</tr>
<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
<td></td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
</tr>
<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Meet with Academic Advisor about co-enrolling in CSET certificate.</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete CSC 141, CSC 234, and ENG 101.</td>
</tr>
<tr>
<td>Speech Communication Skills</td>
<td>SPH 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete the Mathematics Elective.</td>
</tr>
<tr>
<td>Mathematics Elective</td>
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<td>F/S/SU</td>
<td>3</td>
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### Semester 2

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<th>Prerequisites</th>
<th>Milestones</th>
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<tbody>
<tr>
<td>Storage Technologies</td>
<td>CSC 210</td>
<td>S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
</tr>
<tr>
<td>Computer Hardware and Support</td>
<td>CSC 233</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>If considering transfer, meet with a QCC Transfer Services Advisor (Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>. with</td>
</tr>
<tr>
<td>Windows Server Operating Systems</td>
<td>CSC 241</td>
<td>F/S/SU</td>
<td>3</td>
<td>Coreq: CSC 141</td>
<td></td>
</tr>
<tr>
<td><strong>IT Security Foundations</strong></td>
<td>CST 205</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete CSC 241 and ENG 102.</td>
</tr>
<tr>
<td>Composition II</td>
<td>ENG 102</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
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<tr>
<td>Project Management</td>
<td>MGT 205</td>
<td>F/S</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
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<td><strong>Total</strong></td>
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### Semester 3

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<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Milestones</th>
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<tbody>
<tr>
<td>Pre Cooperative Education Seminar</td>
<td>CPS 298</td>
<td>F/S</td>
<td>0</td>
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<td>For the CSET Electives, choose: CST 250, CST 251, CST 252, CST 253, or CST 254.</td>
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<tr>
<td>Systems Programming and Scripting</td>
<td>CSC 201</td>
<td>F/S</td>
<td>3</td>
<td>Coreq: CST 245</td>
<td>Meet with Program Coordinator to discuss readiness for CST 299.</td>
</tr>
<tr>
<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 100 or approp place score, Coreq: CST 234</td>
<td>If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
</tr>
<tr>
<td>Network Infrastructure Management</td>
<td>CST 235</td>
<td>S</td>
<td>3</td>
<td>Coreq: CST 234</td>
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</tr>
<tr>
<td>UNIX Operating Systems I</td>
<td>CST 245</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CST 141</td>
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</tr>
<tr>
<td>CSET Elective</td>
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<td>S/SU</td>
<td>1</td>
<td></td>
<td>Complete CST 299.</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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<td>F/S/SU</td>
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### Semester 4

<table>
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<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Milestones</th>
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<tbody>
<tr>
<td>Telecommunications in Business</td>
<td>CST 207</td>
<td>F/S</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
</tr>
<tr>
<td>Enterprise Networking and Application Infrastructure</td>
<td>CST 238</td>
<td>S/SU</td>
<td>3</td>
<td>Coreq: CST 241</td>
<td>Continue with/complete the transfer application process.</td>
</tr>
<tr>
<td>Routing Technologies</td>
<td>CST 240</td>
<td>S</td>
<td>3</td>
<td>Coreq: CST 231</td>
<td>Complete CST 238 and CST 240.</td>
</tr>
<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
<td>CST 299</td>
<td>F/S/SU</td>
<td>3</td>
<td>CPS 298, Approval of Program Coordinator</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>---</td>
<td>F/S/SU</td>
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<tr>
<td>Social Science Elective</td>
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<td><strong>Total</strong></td>
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### Total Credits Required

74
### Computer Systems Engineering Technology - Forensics Option - Associate in Science
**Program Code: SEF**

<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>E-Business Law &amp; Ethics</td>
<td>BSL 103</td>
<td>F/S</td>
<td>3</td>
<td>Coreq: CIS 111</td>
<td>Apply and get accepted to this program (Program Code: SEF).</td>
</tr>
<tr>
<td>Introduction to Criminal Justice</td>
<td>CRJ 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher; or approp place score</td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
</tr>
<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
<td></td>
<td>Meet with Academic Advisor about co-enrolling in CSET certificate.</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher; ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete CSC 141, ENG 101, and the Mathematics Elective.</td>
</tr>
<tr>
<td>Mathematics Elective</td>
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<tr>
<td>Criminal Investigation</td>
<td>CRJ 207</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 101</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
</tr>
<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>If considering transfer, meet with a QCC Transfer Services Advisor (Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
</tr>
<tr>
<td>Windows Server Operating Systems</td>
<td>CSC 241</td>
<td>F/S/SU</td>
<td>3</td>
<td>CSC 141</td>
<td></td>
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<tr>
<td>Composition II</td>
<td>ENG 102</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 101</td>
<td>Complete CSC 234 and ENG 102.</td>
</tr>
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<td>Social Science Elective</td>
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<tr>
<td>Semester 3</td>
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<tr>
<td>Pre Cooperative Education Seminar</td>
<td>CPS 298</td>
<td>F/S</td>
<td>0</td>
<td></td>
<td>Meet with Program Coordinator to discuss readiness for CST 299.</td>
</tr>
<tr>
<td>Evidence &amp; Court Procedure</td>
<td>CRJ 211</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 101</td>
<td>If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
</tr>
<tr>
<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 100 or approp place score, Coreq: CSC 234</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
</tr>
<tr>
<td>UNIX Operating Systems I</td>
<td>CST 245</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Complete CST 231.</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>---</td>
<td>F/S/SU</td>
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<tr>
<td>Liberal Arts Elective</td>
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<td>Semester 4</td>
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<tr>
<td>Computer Hardware and Support</td>
<td>CSC 233</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
</tr>
<tr>
<td>IT Security Foundations</td>
<td>CST 205</td>
<td>S/SU</td>
<td>3</td>
<td>CSC 141, CSC 234</td>
<td>Continue with/complete the transfer application process.</td>
</tr>
<tr>
<td>Computer Forensics</td>
<td>CST 206</td>
<td>F/S</td>
<td>3</td>
<td>CSC 141</td>
<td>Complete CST 205 and CST 206.</td>
</tr>
<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
<td>CST 299</td>
<td>F/S/SU</td>
<td>3</td>
<td>CPS 298, Approval of Program Coordinator</td>
<td>Complete CST 299 (with Program Coordinator approval).</td>
</tr>
<tr>
<td>Speech Communication Skills</td>
<td>SPH 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher; ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**Total Credits Required** 64
## Computer Systems Engineering Technology - Forensics Option - Associate in Science Proposed

(Program Code: SEF)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
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<th>Prerequisites</th>
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<tr>
<td>E-Business Law &amp; Ethics</td>
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<td>F/S</td>
<td>3</td>
<td>Coreq: CIS 111</td>
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<tr>
<td>Introduction to Criminal Justice</td>
<td>CRJ 101</td>
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<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
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<td></td>
<td>Meet with Academic Advisor about co-enrolling in CSET certificate.</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropr place score</td>
<td>Complete CSC 141, ENG 101, and the Mathematics Elective.</td>
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<tr>
<td>Mathematics Elective</td>
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<td>Criminal Investigation</td>
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</tr>
<tr>
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<td>CSC 241</td>
<td>F/S/SU</td>
<td>3</td>
<td>CSC 141</td>
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</tr>
<tr>
<td>Composition II</td>
<td>ENG 102</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 101</td>
<td>Complete CSC 234 and ENG 102.</td>
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<tr>
<td>Social Science Elective</td>
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<td><strong>Semester 3</strong></td>
<td>Meet with Program Coordinator to discuss readiness for CST 299.</td>
</tr>
<tr>
<td>Pre Cooperative Education Seminar</td>
<td>CPS 298</td>
<td>F/S</td>
<td>0</td>
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<td>CST 231</td>
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<td>MAT 100 or appropr place score, Coreq: CSC 234</td>
<td>Complete CST 231.</td>
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<tr>
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<td>Liberal Arts Elective</td>
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<td>F/S/SU</td>
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<tr>
<td>Liberal Arts Elective</td>
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<td>F/S/SU</td>
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<td></td>
<td><strong>Semester 4</strong></td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
</tr>
<tr>
<td>Computer Hardware and Support</td>
<td>CSC 233</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Continue with/complete the transfer application process.</td>
</tr>
<tr>
<td>IT Security Foundations</td>
<td>CST 205</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropr place score</td>
<td>Complete CST 205 and CST 206.</td>
</tr>
<tr>
<td>Computer Forensics</td>
<td>CST 206</td>
<td>F/S</td>
<td>3</td>
<td>CSC 141</td>
<td>Complete CST 299 (with Program Coordinator approval).</td>
</tr>
<tr>
<td>Cooperative Work Experience &amp; Seminar</td>
<td>CST 299</td>
<td>F/S/SU</td>
<td>3</td>
<td>CPS 298, Approval of Program Coordinator</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td>Speech Communication Skills</td>
<td>SPH 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropr place score</td>
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<tr>
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<td><strong>Total</strong> 16</td>
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<td><strong>Total Credits Required</strong></td>
<td>64</td>
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</table>
## Cyber Security Certificate (Program Code: CBS) - Current

<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>E-Business Law &amp; Ethics</td>
<td>BSL 103</td>
<td>F/S</td>
<td>3</td>
<td>Coreq: CIS 111</td>
<td>Apply and get accepted to this program (Program Code: CBS).</td>
</tr>
<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
<td></td>
<td>Register for and successfully complete all courses to graduate in two semesters.</td>
</tr>
<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Meet with Academic Advisor about co-enrolling in CSET associate degree.</td>
</tr>
<tr>
<td>UNIX Operating Systems I</td>
<td>CST 245</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

### Semester 2

<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>IT Security Foundations</td>
<td>CST 205</td>
<td>S/SU</td>
<td>3</td>
<td>CSC 141, CSC 234</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>,</td>
</tr>
<tr>
<td>Computer Forensics</td>
<td>CST 206</td>
<td>F/S</td>
<td>3</td>
<td>CSC 141</td>
<td></td>
</tr>
<tr>
<td>Enterprise IT Systems Security</td>
<td>CST 208</td>
<td>S</td>
<td>3</td>
<td>CSC 141</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
</tr>
<tr>
<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 100 or approp place score, Coreq: CST 234</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
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</tbody>
</table>

**Total Credits Required**: 27

---

## Cyber Security Certificate (Program Code: CBS) - Proposed

<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>E-Business Law &amp; Ethics</td>
<td>BSL 103</td>
<td>F/S</td>
<td>3</td>
<td>Coreq: CIS 111</td>
<td>Apply and get accepted to this program (Program Code: CBS).</td>
</tr>
<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
<td></td>
<td>Register for and successfully complete all courses to graduate in two semesters.</td>
</tr>
<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Meet with Academic Advisor about co-enrolling in CSET associate degree.</td>
</tr>
<tr>
<td>UNIX Operating Systems I</td>
<td>CST 245</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

### Semester 2

<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>IT Security Foundations</td>
<td>CST 205</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of ‘C’ or higher, ENG 096 with a grade of ‘C’ or higher, or approp place score</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>,</td>
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<td>Computer Forensics</td>
<td>CST 206</td>
<td>F/S</td>
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<td>CST 208</td>
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<tr>
<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 100 or approp place score, Coreq: CST 234</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
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</table>

**Total Credits Required**: 27

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## UNIX Systems Administrator Certificate (Program Code: USAC) - Current

<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>Mobile Operating Systems</td>
<td>CSC 140</td>
<td>F/S</td>
<td>3</td>
<td></td>
<td>Apply and get accepted to this program (Program Code: USAC).</td>
</tr>
<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
<td></td>
<td>Register for and successfully complete all courses to graduate in two semesters.</td>
</tr>
<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Meet with Academic Advisor about co-enrolling in CSET associate degree.</td>
</tr>
<tr>
<td>UNIX Operating Systems I</td>
<td>CST 245</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
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<tr>
<td><strong>Total</strong></td>
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### Semester 2

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Milestones</th>
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</thead>
<tbody>
<tr>
<td>Systems Programming and Scripting</td>
<td>CSC 201</td>
<td>F/S</td>
<td>3</td>
<td>CSC 141, Coreq: CST 245</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>,</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course #</td>
<td>Offered</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Milestones</td>
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<tr>
<td>IT Security Foundations</td>
<td>CST 205</td>
<td>S/SU</td>
<td>3</td>
<td>CSC 141, CSC 234</td>
<td></td>
</tr>
<tr>
<td>Internetworking Principles and Protocols</td>
<td>CST 231</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 100 or approp place score, Coreq: CSC 234</td>
<td>If seeking employment, review industry certification requirements and opportunities.</td>
</tr>
<tr>
<td>UNIX Operating Systems II</td>
<td>CST 246</td>
<td>S</td>
<td>3</td>
<td>CST 245</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td>Web Server Administration</td>
<td>CST 250</td>
<td>S/SU</td>
<td>1</td>
<td>CSC 141 or CST 245</td>
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<td>Total Credits Required</td>
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**UNIX Systems Administrator Certificate (Program Code: USAC)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
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<th>Prerequisites</th>
<th>Milestones</th>
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<tr>
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<tr>
<td>Mobile Operating Systems</td>
<td>CSC 140</td>
<td>F/S</td>
<td>3</td>
<td></td>
<td>Apply and get accepted to this program (Program Code: USAC).</td>
</tr>
<tr>
<td>Windows Client Operating Systems</td>
<td>CSC 141</td>
<td>F/S/SU</td>
<td>4</td>
<td></td>
<td>Register for and successfully complete all courses to graduate in two semesters.</td>
</tr>
<tr>
<td>Networking Technologies</td>
<td>CSC 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
<td>Meet with Academic Advisor about co-enrolling in CSET associate degree.</td>
</tr>
<tr>
<td>UNIX Operating Systems I</td>
<td>CST 245</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: CSC 141</td>
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<td>Total</td>
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<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Programming and Scripting</td>
<td>CSC 201</td>
<td>F/S</td>
<td>3</td>
<td>CSC 141, Coreq: CST 245</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<tr>
<td><strong>IT Security Foundations</strong></td>
<td>CST 205</td>
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<td>Total</td>
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<tr>
<td>Total Credits Required</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
NEW COURSE PROPOSAL

1. Course Number and Name: ERG 280 Engineering Computation and Modeling

2. Originator: Dadbeh Bigonahy Date: September 21, 2018

3. School Dean: Dean Betty Lauer Date:

4. Effective Date: Spring semester 2019

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

6. Recommended by the School of Business, Engineering & Technology Date: 10/18/18

   Comments:

7. AA Leadership Team: ________________________________ Date: _________________

   Recommended: _______ Not Recommended: _______

   Comments:

8. VP/Academic Affairs: ________________________________ Date: _________________

   Recommended: _______ Not Recommended: _______

   Comments:

9. Learning Council: ________________________________ Date: _________________

   Recommended: _______ Not Recommended: _______

   Comments:

10. VP/Academic Affairs: ________________________________ Date: _________________

    Approved: _______ Not Approved: _______

    Comments:
NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>Course Discipline/Department: Engineering</th>
<th>School: Business, Engineering &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: ERG 280</td>
<td></td>
</tr>
<tr>
<td>Course Name: Engineering Computation and Modeling</td>
<td></td>
</tr>
<tr>
<td>Prerequisites and/or corequisites (confer with affected department coordinator): Calculus I MAT 233</td>
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<tr>
<td>CIP code (check with IRAP Office): 27.0304</td>
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<tr>
<td>Effective Term/year: Spring 2019</td>
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</table>

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

ERG 280 replaces CSC 221 C++ for Scientists & Engineers. CSC 221 C++ for Scientists & Engineers is algebra based, and therefore not transferable to some four-year colleges and universities. Transferred students are required to take a Calculus-based course using Mathematical software, such as MATLAB, SCILAB, or PYTHON.

ERG 280 Engineering Computation and Modeling is calculus based, utilizes mathematical software, is transferable, and satisfies a science requirement at most four-year colleges and Universities.

Concepts around engineering, modeling, and simulation are very appealing to four-year colleges and universities. Any student with the background of QCC’s Calculus I can take this course.

There will be students from other colleges and Universities that will take ERG 280 Engineering computation and Modeling for transferring to their colleges and Universities.

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.

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: Engineering - Biomedical Engineering Option - ERBM

*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.

Engineering – ERG

Expected enrollment per term: 60

Expected enrollment per year: 200

Will any of the following be required:

Additional staff _NO__ Additional space _NO__ Additional equipment _NO__ Additional library resources _NO__

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

Lecture Hours: 45  |  Lab hours: 0  |  Clinic Hours: 0

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/Corequisite):

ERG 280 Engineering Computation and Modeling

This course explores the application of mathematical models in engineering and biological engineering phenomena. Students use mathematical computational software to create, solve and analyze the results of the models. Students present, in the classroom, the effects of the project on engineering projects, the environment, and life forms in general. Classroom discussion topics include: computer hardware; software; architecture; programming; functions; matrices; plotting; logical functions; selection structures; repetition structures; arrays; numerical techniques; solving equations and systems of equations; creating files; numerical differentiation and integration; and solving differential equations numerically.

Credits: 3

Prerequisite: MAT 233

Semester Offered: S

Provide the following course information selected form 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)

  Students who successfully complete the course are able to:
  - Model a biomedical or physical phenomena, mathematically formulate the problem
  - Solve the formulated model using MATLAB
  - Plot 2D and 3D graphs
  - Evaluate approximations and errors
  - Analyze the result for accuracy, feasibility, and utilization
  - Discuss the impact of the result on environment, society, local and global

- Teaching procedures (briefly describe)

  Classes are conducted in the form of lectures, discussions, and examples. Students are encouraged to participate in the discussions.

- Course topics and/or assignments and/or required and/or supplemental reading

- Tentative test schedule/assignment(s) schedule
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Overview of MATLAB, Interactive Sessions, Modeling, Problem Solving, Computer architecture, hardware, software, I/O devices, memories, RAM, ROM, PROM, EPROM, EEPROM, UV PROM, compilers, programming, modularity</td>
</tr>
<tr>
<td>02</td>
<td>Built in Functions, Arrays and Plots, Working with Files, Problem Solving Methodologies</td>
</tr>
<tr>
<td>03</td>
<td>Numeric, Cell, and Structure Arrays, element by Element Operations, Matrix Operations, Polynomial Operations</td>
</tr>
<tr>
<td>04</td>
<td><strong>First program (project) due</strong>&lt;br&gt;Elementary Mathematically Functions, User-Defined Functions, File Functions</td>
</tr>
<tr>
<td>05</td>
<td><strong>TEST ONE:</strong>&lt;br&gt;<strong>Programming with MATLAB</strong>&lt;br&gt;<strong>Second and Third program due</strong>&lt;br&gt;Relational Operators and Logical Variables, Conditional Statements</td>
</tr>
<tr>
<td>06</td>
<td><strong>Fourth and Fifth program due</strong>&lt;br&gt;For Loops, While Loops, The switch Structure, Debugging MATLAB Programs, Applications to Simulation</td>
</tr>
<tr>
<td>07</td>
<td><strong>Sixth program due</strong>&lt;br&gt;xy Plotting Functions, Additional Commands and Plot Types, Three-Dimensional plots</td>
</tr>
<tr>
<td>08</td>
<td><strong>Test Two:</strong>&lt;br&gt;<strong>Seventh and Eighth program due</strong>&lt;br&gt;Model Building and Regression, Function Discovery, Regression, The Basic Fitting Interface</td>
</tr>
<tr>
<td>09</td>
<td><strong>Ninth program due</strong>&lt;br&gt;Data files, creating and using data files, random file access, applications: pollen counts, master/transaction file update, text and binary files, I/O file stream objects and methods, and reading and writing character files</td>
</tr>
<tr>
<td>10</td>
<td><strong>Tenth and Eleventh program due</strong>&lt;br&gt;Statistics and Histograms, Normal Distribution, Random Number Generation, Interpolation</td>
</tr>
<tr>
<td>11</td>
<td><strong>Twelfth program due</strong>&lt;br&gt;Matrix Methods for Linear Equations, The Left-Division Method, Undetermined Systems, Overdetermined Systems, A General Solution Program</td>
</tr>
<tr>
<td>12</td>
<td><strong>Test 3</strong>&lt;br&gt;<strong>Thirteenth program due</strong>&lt;br&gt;Numerical Methods for Calculus and Differential Equations, Numerical Integration, First-Order Differential Equations, Higher-Order Differential Equations, Special Methods for Linear Equations</td>
</tr>
<tr>
<td>13</td>
<td><strong>Fourteenth program due</strong>&lt;br&gt;Simulation Diagrams, Introduction to Simulink, Linear State-Variable Models, Simulation of a Nonlinear Vehicle Suspension Model, Symbolic Processing with MATLAB</td>
</tr>
</tbody>
</table>
14 Review
Final TEST; Will be during the final exam week.

- Basis for student grading and calculation of final grade as well as criteria for evaluating student performance
  - There will be four tests. The lowest grade of the first three will be dropped. The fourth test is the final exam. It will be comprehensive and will count as two tests.
  - FINAL EXAM WILL SUBSTITUTE A MISSING TEST
  - Students are required to write and execute 14 programs (projects). Each correct program (projects) will be graded on a scale of zero to 10 according to the algorithm, output, flowchart, data used, and the questions that I will ask about the individual approach to the problem. Students can miss 2 programs (projects). The average time needed for each program (projects) is four hours. Programs must be turned in on due dates at the beginning of the class. LATE PROGRAMS (PROJECTS) WILL NOT BE ACCEPTED.
  - Quizzes will be given spontaneously. Together with home works they will count as 5 points.
  - Students should devote about 12 distraction-free hours per week to master the subject and to write and execute the computer programs (projects).
  - Programs (projects) will be assigned from the text book.

Programs (projects)  35%
Tests    55%
Attendance       05%
Quizzes and homework 05%
Total           100%

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.

<p>| CONNECTION TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES | I, M, E, |</p>
<table>
<thead>
<tr>
<th></th>
<th>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>
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<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>E</td>
</tr>
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<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
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<td>E</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>E</td>
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<tr>
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<td>E</td>
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<td>Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.</td>
<td>E</td>
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<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>E</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)
DEGREE OR CERTIFICATE REVISION PROPOSAL

1. Degree or Certificate Name and Code (current): Engineering – ERG – Associate in Science

2. Originator: Dadbeh Bigonahy Date: October 1, 2018

3. School Dean: Dean Betty Lauer Date: October 1, 2018

4. Effective Date: Spring semester 2019

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

6. Recommended by the School of __________________________ Date: _________________
   Comments:

7. AA Leadership Team: __________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

8. VP/Academic Affairs: __________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

9. Learning Council: __________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

10. VP/Academic Affairs: __________________________ Date: _________________
    Approved: ________ Not Approved: ________
    Comments:
### Degree or Certificate Revision Proposal

**11. Degree or Certificate name and code:** Engineering – ERG – Associate in Science

Provide a detailed list of the proposed changes to the degree or certificate.

1. Remove CSC 221 C++ for scientists and Engineers from semester 1.
2. Move Social Science Elective from semester 2 to semester 1.
3. Add new course ERG 280 Engineering Computation and Modeling to semester 2.

**Attachments:**
- Please see attached
- Current academic map
- Proposed academic map with changes in **bold**

Submit separate proposals for any new courses or revised courses in the degree or certificate.

Please list here the new courses or revised courses for which separate proposals will be submitted.

ERG 280 Engineering Computation and Modeling

Provide a rationale for the proposed changes.

CSC 221 C++ with MAT 124 prerequisite is not transferable to some colleges and Universities, a mathematical software with calculus prerequisite and some introductory modeling is transferable. ERG 280 Engineering Computation and Modeling will use a mathematical software such as MATLAB, SCILAB, or PYTON replaces CSC 221 C++ for Scientists and Engineers. Any student with calculus I background can take ERG 280 and transfer it to any science program. Biomedical Engineering students are required to take a mathematical software when they transfer, while they can take ERG 280 course as option and transfer.

Do any of the proposed changes affect the program goals and/or the program student learning outcomes?

Please indicate any revisions to the program goals and/or program student learning outcomes.

Scientific programs require a mathematical software to calculate, plot, and analyze the results of a real life phenomenon that are mathematically modeled. ERG 280 will satisfy more this requirement.

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments.

Please confer with the coordinators of affected departments.

Department(s) Affected: CSC 221 C++ for scientists and Engineers is required only for Engineering Program. It was conferred with professor Hao Loi Coordinator of Computer Science Program.

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.

This change strengthens the articulation agreements that we have for Engineering.

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?

No.

If yes please provide a rationale.

Will any of the following be required:

Additional staff _NO_  Additional space _NO_  Additional equipment _NO_  Additional library resources _NO_

Provide a rationale for any needs indicated and include approximate cost of equipment.
Please complete the following tables for your program or indicate the date of the Academic Matters (within the last three years) where they have previously been published.

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>12. PROGRAM STUDENT LEARNING OUTCOMES FOR Engineering – ERG – Associate in Science</th>
<th>Supporting course(s)</th>
<th>I, M, E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ENGINEERING</td>
<td>ALL</td>
<td>E</td>
</tr>
<tr>
<td>2 Apply knowledge of mathematics, biology, science, and engineering</td>
<td>CHM 123 CSC 221 ERG 101 MAT 223 CHM 124 MAT 234 PHY 105 ERG 211 ERG 221 MAT 235 MAT 237 PHY 106 ERG 223 ERG 225 MAT 238 MAT 243 PHY 205</td>
<td>I, M, E</td>
</tr>
<tr>
<td>3 Design and conduct experiments, as well as to analyze and interpret data</td>
<td>CHM 123 CSC 221 ERG 101 MAT 223 CHM 124 MAT 234 PHY 105 ERG 211 ERG 221 MAT 235 MAT 237 PHY 106 ERG 223 ERG 225</td>
<td>I, M, E</td>
</tr>
</tbody>
</table>
For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

### 13. GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR Engineering – ERG – Associate in Science

<table>
<thead>
<tr>
<th>Supporting course(s)</th>
<th>I,M,E</th>
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</thead>
<tbody>
<tr>
<td>Communication Skills: Students will write and speak effectively.</td>
<td>ENG 101 ENG 102</td>
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<td>CHM 123</td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>CHM 123 CSC 221 ERG 101 MAT 223 CHM 124 MAT 234 PHY 105 ERG 211 ERG 221 MAT 235 MAT 237 PHY 106</td>
</tr>
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<td>Supporting course(s)</td>
<td>I,M,E</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>ERG 223 ERG 225 MAT 238 MAT 243 PHY 205</td>
<td></td>
</tr>
<tr>
<td>CHM 123 CSC 221 ERG 101 MAT 223 CHM 124 MAT 234 PHY 105 ERG 211 ERG 221 MAT 235 MAT 237 PHY 106 ERG 223 ERG 225 MAT 238 MAT 243 PHY 205</td>
<td>E</td>
</tr>
<tr>
<td>CSC 221</td>
<td>E</td>
</tr>
<tr>
<td>ENG 101 ENG 102</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>E</td>
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<td>E</td>
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</table>

**Scientific Reasoning:** Students will relate scientific methods of inquiry to the acquisition of knowledge.

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## Engineering - Associate in Science (Program Code: ERG)

<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><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers I</td>
<td>CHM 123</td>
<td>F/S/SU</td>
<td>4</td>
<td>Coreq: MAT 233</td>
<td>Apply and get accepted to this program (Program Code: ERG).</td>
</tr>
<tr>
<td>C++ For Scientists &amp; Engineers</td>
<td>CSC 221</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 124, Coreq: MAT 233</td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Meet with Program Coordinator.</td>
</tr>
<tr>
<td>Engineering Graphics</td>
<td>ERG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 124</td>
<td>Attend Transfer Services events. For information see <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
</tr>
<tr>
<td>Calculus I</td>
<td>MAT 233</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 124</td>
<td>Complete ENG 101 and MAT 233.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td>17</td>
<td></td>
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</tr>
<tr>
<td>Principles of Chemistry for Engineers II</td>
<td>CHM 124</td>
<td>F/S/SU</td>
<td>4</td>
<td>CHM 123, MAT 233</td>
<td>Meet with a QCC Transfer Services Advisor (Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>. Attend Transfer Services events.</td>
</tr>
<tr>
<td>Composition II</td>
<td>ENG 102</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 101</td>
<td></td>
</tr>
<tr>
<td>Calculus II</td>
<td>MAT 234</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 233</td>
<td></td>
</tr>
<tr>
<td>General Physics I</td>
<td>PHY 105</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 233</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>---</td>
<td>F/S/SU</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Semester 3</strong></td>
<td></td>
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</tr>
<tr>
<td>Introduction to Materials Science</td>
<td>ERG 211</td>
<td>F/S/U</td>
<td>3</td>
<td>CHM 123, PHY 105</td>
<td>Meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
</tr>
<tr>
<td>Statics</td>
<td>ERG 221</td>
<td>F/IN</td>
<td>3</td>
<td>Coreq: MAT 235, PHY 106</td>
<td></td>
</tr>
<tr>
<td>Calculus III</td>
<td>MAT 235</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 234</td>
<td></td>
</tr>
<tr>
<td>Probability &amp; Statistics for Engineers and Scientists</td>
<td>MAT 237</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 234</td>
<td></td>
</tr>
<tr>
<td>General Physics II</td>
<td>PHY 106</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 234, PHY 105</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Semester 4</strong></td>
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</tr>
<tr>
<td>Thermodynamics</td>
<td>ERG 223</td>
<td>S/SU</td>
<td>3</td>
<td>CHM 124, MAT 235, PHY 106</td>
<td>Continue with/completes the transfer application process.</td>
</tr>
<tr>
<td>Strength of Materials</td>
<td>ERG 225</td>
<td>S/SU</td>
<td>3</td>
<td>ERG 221, MAT 235, Coreq: MAT 238</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td>Differential Equations</td>
<td>MAT 238</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 235</td>
<td></td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>MAT 243</td>
<td>F/S/SU</td>
<td>3</td>
<td>Coreq: MAT 238</td>
<td></td>
</tr>
<tr>
<td>General Physics III</td>
<td>PHY 205</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 235, PHY 106, Coreq: MAT 238</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td>16</td>
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</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td></td>
<td></td>
<td>68</td>
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</tr>
</tbody>
</table>
### Engineering - Associate in Science (Program Code: ERG)

#### Proposed

<table>
<thead>
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<td>Principles of Chemistry for Engineers I CHM 123</td>
<td>F/S/SU</td>
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<td>Social Science Elective</td>
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<tr>
<td>Composition I ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
<td></td>
</tr>
<tr>
<td>Calculus I MAT 233</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 124</td>
<td>Attend Transfer Services events.</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td>17</td>
<td>Complete ENG 101 and MAT 233.</td>
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<tr>
<td><strong>Semester 2</strong></td>
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<tr>
<td>Principles of Chemistry for Engineers II CHM 124</td>
<td>F/S/SU</td>
<td>4</td>
<td>CHM 123, MAT 233</td>
<td>Meet with a QCC Transfer Services Advisor (Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
<td></td>
</tr>
<tr>
<td>Composition II ENG 102</td>
<td>F/S/SU</td>
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<td>ENG 101</td>
<td>Attend Transfer Services events.</td>
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<tr>
<td>Calculus II MAT 234</td>
<td>F/S/SU</td>
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<td>MAT 233</td>
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<tr>
<td>General Physics I PHY 105</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 233</td>
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<tr>
<td><strong>Engineering Computation and Modeling</strong> ERG 280</td>
<td>F/S/SU</td>
<td>3</td>
<td>MAT 233</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Introduction to Materials Science ERG 211</td>
<td>F/SU</td>
<td>3</td>
<td>CHM 123, PHY 105</td>
<td>Meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
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<tr>
<td>Statics ERG 221</td>
<td>F/IN</td>
<td>3</td>
<td>Coreq: MAT 235, PHY 106</td>
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<tr>
<td>Calculus III MAT 235</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 234</td>
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<td>Probability &amp; Statistics for Engineers and Scientists MAT 237</td>
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<td>MAT 234</td>
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<td>General Physics II PHY 106</td>
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<td>MAT 234, PHY 105</td>
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<td><strong>Total</strong></td>
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<td><strong>Semester 4</strong></td>
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</tr>
<tr>
<td>Thermodynamics ERG 223</td>
<td>S/SU</td>
<td>3</td>
<td>CHM 124, MAT 235, PHY 106</td>
<td>Continue with/completed the transfer application process.</td>
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<td>Strength of Materials ERG 225</td>
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<td>MAT 235</td>
<td></td>
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</tr>
<tr>
<td>Linear Algebra MAT 243</td>
<td>F/S/SU</td>
<td>3</td>
<td>Coreq: MAT 238</td>
<td></td>
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<tr>
<td>General Physics III PHY 205</td>
<td>F/S/SU</td>
<td>4</td>
<td>MAT 235, PHY 106, Coreq: MAT 238</td>
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<td><strong>Total</strong></td>
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<td><strong>Total Credits Required</strong></td>
<td></td>
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<td>68</td>
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</tr>
</tbody>
</table>
COURSE REVISION PROPOSAL

Course Number and Name (current) : HVC 101 Basic Refrigeration Systems and Heat Theory

1. Originator: Robert Recko Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: ______X____ Not Recommended: ________
   Comments:

7. VP/Academic Affairs: ___________________________ Date: ______________
   Recommended: ______ Not Recommended: ________
   Comments:

8. Learning Council: ___________________________ Date: ______________
   Recommended: ______ Not Recommended: ________
   Comments:

9. VP/Academic Affairs: ___________________________ Date: ______________
   Approved: ______ Not Approved: ________
   Comments:
## COURSE REVISION PROPOSAL

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<th>Type of Revision:</th>
<th>___ Description ___ Prerequisite ___ Corequisite ___ Number ___ Name ___ #credits ___ Elective Type ___ other (explain)</th>
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### Course Discipline or Department: HVAC

### School: Business, Engineering & Technology

### Current Course Number: HVC 101

### Current Course Name: **Basic Refrigeration Systems and Heat Theory**

### Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**HVC 101 Basic Refrigeration Systems and Heat Theory**

This course introduces students to the basic concepts of heat transfer that dictate the behavior and operation of both heating and cooling systems. Topics lay the groundwork for the basic refrigeration cycle, including sensible, latent, and specific heat. Temperature and pressure concepts are also applied to refrigeration system models. This course includes a laboratory component.

**Credits: 4**

**Prerequisite:** Enrollment limited to HVC majors only

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

### Proposed Description (include all proposed changes):

This course introduces students to the basic concepts of heat transfer that dictate the behavior and operation of both heating and cooling systems. Topics lay the groundwork for the basic refrigeration cycle, including sensible, latent, and specific heat. Temperature and pressure concepts are also applied to refrigeration system models. This course includes a laboratory component.

**Credits: 4**

**Prerequisite:** Enrollment limited to HVC majors only.

**Corequisite:** HVC 102 & HVC 105

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

### Rationale for the change:
To ensure students enroll in all Semester 1 courses together.

### Provide a description of any change in course content. NA

### List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

---

*Academic Matters - November 13, 2018*
<table>
<thead>
<tr>
<th><strong>Heating Ventilation Air Conditioning Certificate (Program Code: HVAC)</strong></th>
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<tbody>
<tr>
<td>Please confer with the coordinator of the affected department.</td>
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<tr>
<td>Attach current and proposed academic maps (with changes in <strong>bold</strong>) for all affected programs. You can obtain academic maps from Barb Zabka.</td>
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<tr>
<td>Please submit a generic syllabus to your dean with all of the revisions included.</td>
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</table>
Course Number and Name (current) : HVC 102 Basic Electricity

1. Originator: Robert Recko Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: ________________________________ Date: 10/23/18
   Recommended: _______X____ Not Recommended: _______
   Comments:

7. VP/Academic Affairs: ________________________________ Date: _________________
   Recommended: _______ Not Recommended: _______
   Comments:

8. Learning Council: ________________________________ Date: _________________
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   Comments:

9. VP/Academic Affairs: ________________________________ Date: _________________
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   Comments:
## COURSE REVISION PROPOSAL

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</table>

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**HVC 102 Basic Electricity**

Students are exposed to AC fundamentals, Ohm’s Law, and other circuit rules effecting circuit behavior, as well as basic electrical components used to develop series and parallel control circuits. Laboratory exercises focus on creating wiring diagrams, and then applying them to actual wiring practices on working circuitry. Students are trained in the use of electrical meters to develop troubleshooting procedures. Electrical Safety is incorporated into all activities. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** Enrollment limited to HVC majors only.

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

Proposed Description (include all proposed changes):

**HVC 102 Basic Electricity**

Students are exposed to AC fundamentals, Ohm’s Law, and other circuit rules effecting circuit behavior, as well as basic electrical components used to develop series and parallel control circuits. Laboratory exercises focus on creating wiring diagrams, and then applying them to actual wiring practices on working circuitry. Students are trained in the use of electrical meters to develop troubleshooting procedures. Electrical Safety is incorporated into all activities. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** Enrollment limited to HVC majors only.

**Corequisite:** HVC 101 & HVC 105

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

Rationale for the change:
To ensure students enroll in all Semester 1 courses together.
Provide a description of any change in course content. NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

*Heating Ventilation Air Conditioning Certificate (Program Code: HVAC)*

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
COURSE REVISION PROPOSAL

Course Number and Name (current) : HVC 104 Massachusetts Refrigeration Code

1. Originator: Robert Recko          Date: October 7, 2018
2. School Dean: Betty Lauer         Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: __________________________ Date: 10/23/18
   Recommended: _____ X _____ Not Recommended: ________  
   Comments:

7. VP/Academic Affairs: __________________________ Date: ______________
   Recommended: _______ Not Recommended: ________
   Comments:

8. Learning Council: __________________________ Date: ______________
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   Comments:

9. VP/Academic Affairs: __________________________ Date: ______________
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<td><strong>Course Discipline or Department:</strong> HVAC</td>
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<td><strong>Current Course Number:</strong> HVC 104</td>
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<tr>
<td><strong>Current Course Name:</strong> Massachusetts Refrigeration Code</td>
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</table>

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**HVC 104 Massachusetts Refrigeration Code**

This class explores the regulations of the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE 15) and the Refrigeration Safety Code to ensure that systems are assembled and installed to code specifications as well as being safe for buildings and its occupants. Laboratory exercises apply ASHRAE 15 and Environmental Protection Agency regulations to shop-built projects that illustrate compliance in both installation and service procedures. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** HVC 101, Enrollment limited to HVC majors only

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

Proposed Description (include all proposed changes):

**HVC 104 Massachusetts Refrigeration Code**

This class explores the regulations of the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE 15) and the Refrigeration Safety Code to ensure that systems are assembled and installed to code specifications as well as being safe for buildings and its occupants. Laboratory exercises apply ASHRAE 15 and Environmental Protection Agency regulations to shop-built projects that illustrate compliance in both installation and service procedures. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** HVC 101, Enrollment limited to HVC majors only.

**Corequisite:** HVC 106 & HVC 107

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

Rationale for the change:
To ensure students enroll in all Semester 2 courses together.
Provide a description of any change in course content. NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

**Heating Ventilation Air Conditioning Certificate (Program Code: HVAC)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in bold) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
COURSE REVISION PROPOSAL

Course Number and Name (current) : HVC 105 Massachusetts Electrical Code

1. Originator: Robert Recko Date: October 7, 2018
2. School Dean: Betty Lauer Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: __________________________ Date: 10/23/18
   Recommended: ______ X ______ Not Recommended: _______
   Comments:

7. VP/Academic Affairs: __________________________ Date: __________
   Recommended: ______ Not Recommended: ______
   Comments:

8. Learning Council: __________________________ Date: __________
   Recommended: ______ Not Recommended: ______
   Comments:

9. VP/Academic Affairs: __________________________ Date: __________
   Approved: ______ Not Approved: ______
   Comments:
**COURSE REVISION PROPOSAL**

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<tr>
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<td>___ Elective Type ___ other (explain)</td>
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**Course Discipline or Department:** HVAC  
**School:** Business, Engineering & Technology

**Current Course Number:** HVC 105

**Current Course Name:** Massachusetts Electrical Code

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**HVC 105 Massachusetts Electrical Code**

Wiring practices required by the Mass. Electrical Code (National Electrical Code) are detailed as they apply to the wide variety of heating, ventilation, air conditioning, and refrigeration equipment. Laboratory exercises demonstrate the application of these practices on controls, relays, timers, motors, circuit protection and electrical supplies for safety and functionality. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** Enrollment limited to HVC majors only

**Corequisite:** HVC 102

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

**Proposed Description (include all proposed changes):**

**HVC 105 Massachusetts Electrical Code**

Wiring practices required by the Mass. Electrical Code (National Electrical Code) are detailed as they apply to the wide variety of heating, ventilation, air conditioning, and refrigeration equipment. Laboratory exercises demonstrate the application of these practices on controls, relays, timers, motors, circuit protection and electrical supplies for safety and functionality. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** Enrollment limited to HVC majors only.

**Corequisite:** HVC 101 & 102

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

**Rationale for the change:**
To ensure students enroll in all Semester 1 courses together.
Provide a description of any change in course content. NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

**Heating Ventilation Air Conditioning Certificate (Program Code: HVAC)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
2018- 2019
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Course Number and Name (current) : HVC 106 Comfort Heating Systems

1. Originator: Robert Recko Date: October 7, 2018

2. School Dean: Betty Lauer Date: October 7, 2018

3. Effective Date: Fall 2019

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

5. Recommended by the School of _Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: __________________________ Date: 10/23/18
   Recommended: _____X____ Not Recommended: ________
   Comments:

7. VP/Academic Affairs: __________________________ Date: ______________
   Recommended: ________ Not Recommended: ________
   Comments:

8. Learning Council: __________________________ Date: ______________
   Recommended: ________ Not Recommended: ________
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9. VP/Academic Affairs: __________________________ Date: ______________
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</table>

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**HVC 106 Comfort Heating Systems**

This course is a study of mechanical energy systems that use gas, oil, and electricity for comfort heating applications. An emphasis on energy efficiency and awareness of energy costs is inherent in the content. Hands-on laboratories cover the installation and use of electrical controls, system evaluation, mechanical and electrical troubleshooting of residential and light commercial applications. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** HVC 101, Enrollment limited to HVC majors only

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

**Proposed Description (include all proposed changes):**

**HVC 106 Comfort Heating Systems**

This course is a study of mechanical energy systems that use gas, oil, and electricity for comfort heating applications. An emphasis on energy efficiency and awareness of energy costs is inherent in the content. Hands-on laboratories cover the installation and use of electrical controls, system evaluation, mechanical and electrical troubleshooting of residential and light commercial applications. This course includes a laboratory component.

**Credits:** 4

**Prerequisite:** HVC 101, Enrollment limited to HVC majors only.

**Corequisite:** HVC 104 & HVC 107

**Semester Offered:** F/S

**Note:** Three hours lecture, three hours laboratory

**Rationale for the change:**
To ensure students enroll in all Semester 2 courses together.

**Provide a description of any change in course content. NA**
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

**Heating Ventilation Air Conditioning Certificate (Program Code: HVAC)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
Course Number and Name (current): HVC 107 Comfort Cooling Systems

1. Originator: Robert Recko               Date: October 7, 2018
2. School Dean: Betty Lauer               Date: October 7, 2018
3. Effective Date: Fall 2019

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

5. Recommended by the School of _Business, Engineering & Technology Date: 10/18/18
   Comments:

6. AA Leadership Team: ___________________________ Date: 10/23/18
   Recommended: _____ X _____ Not Recommended: _______
   Comments:

7. VP/Academic Affairs: ___________________________ Date: ________________
   Recommended: _______ Not Recommended: _______
   Comments:

8. Learning Council: ___________________________ Date: ________________
   Recommended: _______ Not Recommended: _______
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9. VP/Academic Affairs: ___________________________ Date: ________________
   Approved: _______ Not Approved: _______
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<td>Current Course Disciplines or Department:</td>
<td>HVAC</td>
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<td>Current Course Number</td>
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<tr>
<td>Current Course Name</td>
<td><strong>Comfort Cooling Systems</strong></td>
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Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**HVC 107 Comfort Cooling Systems**

This course is a study of mechanical cooling equipment used in comfort cooling, heat pump, and other indoor environmental applications. Hands-on laboratories cover the installation and use of electrical controls, system evaluation, and mechanical and electrical troubleshooting of residential and light commercial applications. Strategies for energy efficiency maintenance procedures are matched to appropriate equipment. This course includes a laboratory component.

**Credits: 4**

**Prerequisite: HVC 101, Enrollment limited to HVC majors only**

**Semester Offered: F/S**

**Note: Three hours lecture, three hours laboratory**

Proposed Description (include all proposed changes):

**HVC 107 Comfort Cooling Systems**

This course is a study of mechanical cooling equipment used in comfort cooling, heat pump, and other indoor environmental applications. Hands-on laboratories cover the installation and use of electrical controls, system evaluation, and mechanical and electrical troubleshooting of residential and light commercial applications. Strategies for energy efficiency maintenance procedures are matched to appropriate equipment. This course includes a laboratory component.

**Credits: 4**

**Prerequisite: HVC 101, Enrollment limited to HVC majors only**

**Corequisite: HVC 104 & HVC 106**

**Semester Offered: F/S**

**Note: Three hours lecture, three hours laboratory**

Rationale for the change:
To ensure students enroll in all Semester 2 courses together.

Provide a description of any change in course content. NA
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

**Heating Ventilation Air Conditioning Certificate (Program Code: HVAC)**

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
# Heating Ventilation Air Conditioning Certificate (Program Code: HVAC)

## Current

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<tr>
<th>Course Title</th>
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<th>Credits</th>
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<th>Milestones</th>
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<tr>
<td>Introduction to Microcomputer Applications</td>
<td>CIS 111</td>
<td>F/S/SU</td>
<td>3</td>
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<td>Register for and successfully complete all courses to graduate in two semesters.</td>
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<tr>
<td>Basic Refrigeration Systems and Heat Theory</td>
<td>HVC 101</td>
<td>F/S</td>
<td>4</td>
<td>Enrollment limited to HVC majors only</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<tr>
<td>Basic Electricity</td>
<td>HVC 102</td>
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<td>Enrollment limited to HVC majors only</td>
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<td>Massachusetts Electrical Code</td>
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**Semester 2 (Spring)**

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<th>Credits</th>
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<tr>
<td>Massachusetts Refrigeration Code</td>
<td>HVC 104</td>
<td>F/S</td>
<td>4</td>
<td>HVC 101, Enrollment limited to HVC majors only</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
</tr>
<tr>
<td>Comfort Heating Systems</td>
<td>HVC 106</td>
<td>F/S</td>
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<td>HVC 101, Enrollment limited to HVC majors only</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<td>Comfort Cooling Systems</td>
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**Total Credits Required** 27

## Proposed

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<th>Milestones</th>
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<td></td>
<td>Register for and successfully complete all courses to graduate in two semesters.</td>
</tr>
<tr>
<td>Basic Refrigeration Systems and Heat Theory</td>
<td>HVC 101</td>
<td>F/S</td>
<td>4</td>
<td>Enrollment limited to HVC majors only, Coreq: HVC 102 &amp; HVC 105</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<tr>
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<td>F/S</td>
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<td>HVC 101, Enrollment limited to HVC majors only, Coreq: HVC 106, HVC 107</td>
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</tr>
<tr>
<td>Comfort Heating Systems</td>
<td>HVC 106</td>
<td>F/S</td>
<td>4</td>
<td>HVC 101, Enrollment limited to HVC majors only, Coreq: HVC 104, HVC 107</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<tr>
<td>Comfort Cooling Systems</td>
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</table>

**Total Credits Required** 27
2018-2019
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

1. Course Number and Name (current): DAS 101 Clinical Science 1

2. Originator: Jennifer McKeon Date: 9/12/18

3. School Dean: Pat Schmohl Date: 9/12/18

4. Effective Date: Fall 2019

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

6. Recommended by the School of __Healthcare____________ Date: ___ September 20, 2018___
   Comments: Unanimous vote

7. AA Leadership Team: ____________________________ Date: _________________
   Recommended: _______ Not Recommended: _______
   Comments:

8. VP/Academic Affairs: ____________________________ Date: _________________
   Recommended: _______ Not Recommended: _______
   Comments:

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

10. VP/Academic Affairs: ____________________________ Date: _________________
    Approved: _______ Not Approved: _______
    Comments:
2018 - 2019  
QUINSIGAMOND COMMUNITY COLLEGE  
COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>_<em>X</em> Description</td>
<td>___ Prerequisite</td>
<td>___ Corequisite</td>
<td>___ Number</td>
<td>___ Name</td>
<td>___ #credits</td>
<td>___ Elective Type</td>
<td>___ other (explain)</td>
</tr>
</tbody>
</table>

Course Discipline or Department: Dental Assisting  
School: Healthcare

Current Course Number: DAS 101

Current Course Name: Clinical Science 1

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

DAS 101 Clinical Science 1  
This course covers terminology and procedures performed in a general dental office. Students learn oral diagnosis, treatment of dental disease, management of medical emergencies, and dental therapeutics.  
Credits: 3  
Semester Offered: F  
Prerequisites: BIO 100, DAS 151

Proposed Description (include all proposed changes):

DAS 101 Clinical Science 1  
This course covers terminology and procedures performed in a general dental office. Students learn oral diagnosis, treatment of dental disease, management of medical emergencies, and dental therapeutics.  
**Students will also gain familiarity in Pharmacology including addiction.**  
Credits: 3  
Semester Offered: F  
Prerequisites: BIO 100, DAS 151

Rationale for the change:

CODA Is asking for a familiarity in Pharmacology which is taught in DAS 101 but not mentioned in the course description

Provide a description of any change in course content.

Remains the same

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Dental Assisting Certificate –DA  
Allied Dental Services-Health Science Option-ADHS  
Allied Dental Services-Dental Sales/Marketing Option-ADDS  
Allied Dental Services-Dental Office Management Option-ADDO

Please confer with the coordinator of the affected department.
Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
1. Course Number and Name (current): DAS 151 Dental Assisting 1

2. Originator: Jennifer McKeon  
   Date: 9/12/18

3. School Dean: Pat Schmohl  
   Date: 9/12/18

4. Effective Date: Fall 2019

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

6. Recommended by the School of Healthcare Date: __ September 20, 2018__
   Comments: Unanimous vote

7. AA Leadership Team: ___________________________  
   Date: __________________
   Recommended: _______  
   Not Recommended: _______
   Comments:

8. VP/Academic Affairs: ___________________________  
   Date: __________________
   Recommended: _______
   Not Recommended: _______
   Comments:

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

10. VP/Academic Affairs: ___________________________  
    Date: __________________
    Approved: _______
    Not Approved: _______
    Comments:
### Course Revision Proposal

**Type of Revision:**
- X Description
- Prerequisite
- Corequisite
- Number
- Name
- Credits
- Elective Type
- Other (explain)

**Course Discipline or Department:** Dental Assisting  
**School:** Healthcare

**Current Course Number:** DAS 151

**Current Course Description:**
DAS 151 Dental Assisting 1  
This course prepares students to provide chairside assistance to the dentist in all phases of general and specialty dentistry. Topics include principles of four-handed dentistry, instrument use and identification, exposure control, OSHA regulation, and hazard control recommendations. Students explore dental ethics, jurisprudence, and manipulation of chairside intraoral materials. Students gain a familiarity with a professional dental setting through a 36 hour externship in a local dental office.  
Credits: 4  
Semester Offered: F  
Corequisites: DAS 101

**Proposed Description:**
DAS 151 Dental Assisting 1  
This course prepares students to provide chairside assistance to the dentist in all phases of general and specialty dentistry. Topics include principles of four-handed dentistry, instrument use and identification, exposure control, OSHA regulation, and hazard control recommendations. Students explore dental ethics, jurisprudence, and manipulation of chairside intraoral materials. Students gain a familiarity with a professional dental setting through an externship in a local dental office.  
Credits: 4  
Semester Offered: F  
Corequisites: DAS 101

**Rationale for the change:**
Students would spend 4 nine hour days (8-5) at a dental office during the Fall semester and this would include lunch. The days should be 8 hour days whereas lunch doesn’t count as hands on dentistry. I would like to keep a specific number of hours out of the description. From year to year the hours may vary throughout the program semesters.

**Provide a description of any change in course content.**
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Dental Assisting Certificate –DA  
Allied Dental Services-Health Science Option-ADHS  
Allied Dental Services-Dental Sales/Marketing Option-ADDS  
Allied Dental Services-Dental Office Management Option-ADDO

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
2018- 2019
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

1. **Course Number and Name (current)**: DAS 153 Dental Assisting Clinical Practicum

2. **Originator**: Jennifer McKeon  
   **Date**: 9/12/18

3. **School Dean**: Pat Schmohl  
   **Date**: 9/12/18

4. **Effective Date**: Intersession 2019

5. **Reviewed by Program and Process (if applicable)**  
   **Date**: N/A

6. **Recommended by the School of Healthcare**  
   **Date**: September 20, 2018
   **Comments**: Unanimous vote

7. **AA Leadership Team**  
   **Date**: ________________
   **Recommended**: ________  
   **Not Recommended**: ________
   **Comments**: ________________

8. **VP/Academic Affairs**  
   **Date**: ________________
   **Recommended**: ________  
   **Not Recommended**: ________
   **Comments**: ________________

9. **Learning Council**  
   **Date**: ________________
   **Recommended**: ________  
   **Not Recommended**: ________
   **Comments**: ________________

10. **VP/Academic Affairs**  
    **Date**: ________________
    **Approved**: ________  
    **Not Approved**: ________
    **Comments**: ________________
**2018 - 2019**  
QUINSIGAMOND COMMUNITY COLLEGE  
COURSE REVISION PROPOSAL

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<th>Type of Revision:</th>
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</thead>
<tbody>
<tr>
<td><em>X</em> Description</td>
<td>___ Prerequisite</td>
</tr>
<tr>
<td>___ Elective Type</td>
<td>___ other (explain)</td>
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</tbody>
</table>

**Course Discipline or Department:** Dental Assisting  
**School:** Healthcare  
**Current Course Number:** DAS 153  
**Current Course Name:** Dental Assisting Clinical Practicum

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

DAS 153 Dental Assisting Clinical Practicum  
In the setting of a general dental office 60 hours rotation, students apply the skills and knowledge acquired in the classroom by competently performing dental assisting functions including participating in four-handed chairside techniques and related dental assisting procedures. Students are responsible for recruiting patients to participate in full-mouth radiographic series  
Credits: 2  
Semester Offered: IN  
Prerequisites: BIO 100, DAS 101, DAS 151, DHY 131

**Proposed Description (include all proposed changes):**

DAS 153 Dental Assisting Clinical Practicum  
In the setting of a general dental office, during hours of rotation, students will apply the skills and knowledge acquired in the classroom by competently performing dental assisting functions including participating in four-handed chairside techniques and related dental assisting procedures. Students are responsible for recruiting patients to participate in full-mouth radiographic series  
Credits: 2  
Semester Offered: IN  
Prerequisites: BIO 100, DAS 101, DAS 151, DHY 131

**Rationale for the change:**

Students would spend nine hour days (8-5) at a dental office during the Intersession semester and this would include lunch. The days should be 8 hour days whereas lunch doesn’t count as hands on dentistry. I would like to keep a specific number of hours out of the description. From year to year the hours may vary throughout the program semesters. If we have snow dates during intersession it often changes the number of hours during IN

**Provide a description of any change in course content.**
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting Certificate – DA</td>
<td>DA</td>
</tr>
<tr>
<td>Allied Dental Services-Health Science Option-ADHS</td>
<td>ADHS</td>
</tr>
<tr>
<td>Allied Dental Services-Dental Sales/Marketing Option-ADDS</td>
<td>ADDS</td>
</tr>
<tr>
<td>Allied Dental Services-Dental Office Management Option-ADDO</td>
<td>ADDO</td>
</tr>
</tbody>
</table>

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold** for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
1. **Course Number and Name (current):** DAS 155 Dental Assisting II

2. **Originator:** Jennifer McKeon  
   **Date:** 9/12/18

3. **School Dean:** Pat Schmohl  
   **Date:** 9/12/18

4. **Effective Date:** Spring 2019

5. **Reviewed by Program and Process (if applicable):**  
   **Date:** N/A

6. **Recommended by the School of Healthcare:**  
   **Date:** ___ September 20, 2018 ___  
   **Comments:** Unanimous vote

7. **AA Leadership Team:**  
   **Date:** ________________  
   **Recommended:** _______  
   **Not Recommended:** _______  
   **Comments:**

8. **VP/Academic Affairs:**  
   **Date:** ________________  
   **Recommended:** _______  
   **Not Recommended:** _______  
   **Comments:**

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

10. **VP/Academic Affairs:**  
    **Date:** ________________  
    **Approved:** _______  
    **Not Approved:** _______  
    **Comments:**
Type of Revision:

___ X Description ___ Prerequisite ___ Corequisite ___ Number ___ Name ___ #credits
___ Elective Type ___ other (explain)

Course Discipline or Department: Dental Assisting   School: Healthcare

Current Course Number: DAS 155

Current Course Name: Dental Assisting II

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

DAS 155 Dental Assisting II
In the setting of a general and specialty dental office rotations, students apply the skills and knowledge acquired in the classroom by competently performing dental assisting functions including participating in four-handed chairside techniques and related dental assisting procedures. A minimum of 200 externship hours is required. Students must attend weekly seminars to discuss extern issues and topics related to the practice of dentistry. The course also provide a review of the DANB CDA examination

Credits: 6
Semester Offered: S
Prerequisites: DAS 153

Proposed Description (include all proposed changes):

DAS 155 Dental Assisting II
In the setting of a general and specialty dental office rotations, students apply the skills and knowledge acquired in the classroom by competently performing dental assisting functions including participating in four-handed chairside techniques and related dental assisting procedures. A minimum number of externship hours will be required. Students must attend weekly seminars to discuss extern issues and topics related to the practice of dentistry. The course also provide a review of the DANB CDA examination

Credits: 6
Semester Offered: S
Prerequisites: DAS 153

Rationale for the change:

Students previously would spend nine hour days (8-5) at a dental office during the Spring semester and this would include lunch. The days should be 8 hour days whereas lunch doesn’t count as hands on dentistry. I would like to keep a specific number of hours out of the description. From year to year the hours may vary throughout the program semesters. If we have snow dates during intersession it often increases the number of hours in the Spring

Provide a description of any change in course content.
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

- Dental Assisting Certificate –DA
- Allied Dental Services-Health Science Option-ADHS
- Allied Dental Services-Dental Sales/Marketing Option-ADDS
- Allied Dental Services-Dental Office Management Option-ADDO

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
2018-2019
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

1. Course Number and Name (current): DHY 211 Dental Hygiene Process III

2. Originator: Jane Gauthier Date: 9/17/18

3. School Dean: Pat Schmohl Date: 9/17/18

4. Effective Date: Fall 2019

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

6. Recommended by the School of ___Healthcare____ Date: __September 20, 2018__
   Comments: Unanimous vote

7. AA Leadership Team: ___________________________ Date: ____________
   Recommended: _______ Not Recommended: _______
   Comments:

8. VP/Academic Affairs: ___________________________ Date: ____________
   Recommended: _______ Not Recommended: _______
   Comments:

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

10. VP/Academic Affairs: ___________________________ Date: ____________
    Approved: _______ Not Approved: _______
    Comments:
## Type of Revision:
- **Description**
- **X** Prerequisite
- **_** Corequisite
- **_** Number
- **_** Name
- **_** #credits
- **_** Elective Type
- **_** other (explain)

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<thead>
<tr>
<th>Course Discipline or Department: Dental Hygiene</th>
<th>School: Healthcare</th>
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</thead>
<tbody>
<tr>
<td>Current Course Number: DHY 211</td>
<td></td>
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<tr>
<td>Current Course Name: Dental Hygiene Process III</td>
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<table>
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<tr>
<th>Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DHY 211 Dental Hygiene Process III</strong></td>
</tr>
<tr>
<td>This course continues the preparation in the dental hygiene process of care and emphasizes the theory of implementation of care for periodontally involved patients including advanced periodontal instrumentation, and the use of chemotherapeutic agents. Students evaluate dental hygiene care through case study applications. This course emphasizes the student demonstrating understanding of dental hygiene implementation and evaluation using critical thinking, problem solving, professional demeanor and sound judgment in providing direct patient care in supervised clinical sessions.</td>
</tr>
<tr>
<td><strong>Credits: 5</strong></td>
</tr>
<tr>
<td><strong>Prerequisites: BIO 112, DHY 113</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Description (include all proposed changes):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DHY 211 Dental Hygiene Process III</strong></td>
</tr>
<tr>
<td>This course continues the preparation in the dental hygiene process of care and emphasizes the theory of implementation of care for periodontally involved patients including advanced periodontal instrumentation, and the use of chemotherapeutic agents. Students evaluate dental hygiene care through case study applications. This course emphasizes the student demonstrating understanding of dental hygiene implementation and evaluation using critical thinking, problem solving, professional demeanor and sound judgment in providing direct patient care in supervised clinical sessions.</td>
</tr>
<tr>
<td><strong>Credits: 5</strong></td>
</tr>
<tr>
<td><strong>Prerequisites: BIO 112, DHY 113, BIO 232</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for the change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course content in BIO 232 is the basis for much of the information presented in DHY 211 including the treatment of periodontal infections in patients and the use of chemotherapeutic agents in treating those patients. Medical Microbiology has always been a part of the curriculum and sequenced so that the students would obtain the information prior to taking DHY 211, however since it was not listed as a prerequisite course, students could take it any time before graduation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a description of any change in course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change in course content. The only change is the addition of BIO 232, Medical Microbiology as a prerequisite course.</td>
</tr>
</tbody>
</table>
List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Please confer with the coordinator of the affected department. No departments affected

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.
Done. Syllabus reviewed by dean.
# Dental Hygiene - Associate in Science (Program Code: DH)

## Current

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Milestones</th>
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<tr>
<td><strong>Semester 1 (Summer I)</strong></td>
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</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 111</td>
<td>F/S/SU</td>
<td>4</td>
<td>BIO 101 or High School Advanced Placement Biology, Coreq: ENG 101</td>
<td>Register for and successfully complete all courses to graduate in nine semesters.</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete BIO 111 with a grade of “C” or higher. Complete ENG 101. Complete prerequisite(s) for CHM 101.</td>
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<tr>
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<td><strong>Semester 2 (Summer II)</strong></td>
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<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 112</td>
<td>F/S/SU</td>
<td>4</td>
<td>BIO 111</td>
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<tr>
<td>Introduction to the Chemistry of Living Systems</td>
<td>CHM 101</td>
<td>F/S/SU</td>
<td>4</td>
<td>CHM 090 or one year of High School Chemistry, MAT 095 with a grade of “C” or higher; or approp place score</td>
<td>Complete both BIO 112 and CHM 101 with grades of “C” or higher. Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<tr>
<td>Dental Anatomy</td>
<td>DHY 125</td>
<td>SU</td>
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<td><strong>Semester 3 (Fall)</strong></td>
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<tr>
<td>Dental Hygiene Process I</td>
<td>DHY 111</td>
<td>F</td>
<td>4</td>
<td>BIO 112, CHM 101, DHY 125</td>
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<tr>
<td>Anatomy of the Head &amp; Neck</td>
<td>DHY 121</td>
<td>F</td>
<td>2</td>
<td>Admission to Dental Assisting or Dental Hygiene program</td>
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<tr>
<td>Oral Histology &amp; Embryology</td>
<td>DHY 123</td>
<td>F</td>
<td>2</td>
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<td>Dental Radiology</td>
<td>DHY 131</td>
<td>F</td>
<td>3</td>
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<tr>
<td>Introduction to Psychology</td>
<td>PSY 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
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<td>Practice Management for the Dental Hygienist</td>
<td>DHY 116</td>
<td>IN</td>
<td>1</td>
<td>DHY 111</td>
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<td><strong>Semester 5 (Spring)</strong></td>
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<tr>
<td>Dental Hygiene Process II</td>
<td>DHY 112</td>
<td>S</td>
<td>5</td>
<td>BIO 112, CHM 101, DHY 111, DHY 131, Coreq: DHY 250</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
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<td>Periodontology</td>
<td>DHY 124</td>
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<tr>
<td>Oral Pathology</td>
<td>DHY 126</td>
<td>S</td>
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<td>Local Anesthesia for the Dental Hygienist</td>
<td>DHY 150</td>
<td>S</td>
<td>2</td>
<td>BIO 111, CHM 101, DHY 111, DHY 121, DHY 125, DHY 131, Coreq: DHY 112, DHY 122</td>
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<tr>
<td>Nutrition in Oral and Systemic Health</td>
<td>DHY 250</td>
<td>S</td>
<td>2</td>
<td>BIO 112, Coreq: DHY 112</td>
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<td><strong>Total</strong></td>
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<td><strong>Semester 6 (Summer I)</strong></td>
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<tr>
<td>Medical Microbiology</td>
<td>BIO 232</td>
<td>F/S/SU</td>
<td>4</td>
<td>BIO 112 or CHM 105 or CHM 123</td>
<td>Complete BIO 232 with a grade of “C” or higher.</td>
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<tr>
<td>Composition II</td>
<td>ENG 102</td>
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<td>ENG 101</td>
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<td><strong>Semester 7 (Summer II)</strong></td>
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<tr>
<td>Dental Hygiene Process Summer Clinic</td>
<td>DHY 113</td>
<td>SU</td>
<td>1</td>
<td>DHY 112, DHY 250</td>
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<td><strong>Semester 8 (Fall)</strong></td>
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<tr>
<td>Health Promotion</td>
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<td>Dental Materials</td>
<td>DHY 241</td>
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<td>Introductory Sociology (Principles)</td>
<td>SOC 101</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
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<td>Dental Ethics, Jurisprudence &amp; Professional Issues</td>
<td>DHY 202</td>
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<td>For the Liberal Arts Elective, SPH 101 suggested if considering transfer to bachelor degree program.</td>
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<td>Dental Hygiene Process IV</td>
<td>DHY 212</td>
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<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<td>Anatomy &amp; Physiology I</td>
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<td>BIO 101 or High School Advanced Placement Biology, Coreq: ENG 101</td>
<td>Register for and successfully complete all courses to graduate in nine semesters.</td>
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<td>ENG 101</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete BIO 111 with a grade of “C” or higher. Complete ENG 101. Complete prerequisite(s) for CHM 101.</td>
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<td>4</td>
<td>BIO 111</td>
<td>Complete both BIO 112 and CHM 101 with grades of “C” or higher.</td>
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<td>Introduction to the Chemistry of Living Systems</td>
<td>CHM 101</td>
<td>F/S/SU</td>
<td>4</td>
<td>CHM 090 or one year of High School Chemistry, MAT 095 with a grade of “C” or higher; or approp place score</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<td>Dental Anatomy</td>
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<td>Anatomy of the Head &amp; Neck</td>
<td>DHY 121</td>
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<td>Admission to Dental Assisting or Dental Hygiene program</td>
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<td>Oral Histology &amp; Embryology</td>
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<td>DHY 131</td>
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<td>Practice Management for the Dental Hygienist</td>
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<td>Nutrition in Oral and Systemic Health</td>
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<td>Medical Microbiology</td>
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<td>BIO 112 or CHM 105 or CHM 123</td>
<td>Complete BIO 232 with a grade of “C” or higher.</td>
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<td>Dental Materials</td>
<td>DHY 241</td>
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<td>Introductory Sociology (Principles)</td>
<td>SOC 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
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<td>DHY 211</td>
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COURSE REVISION PROPOSAL

1. **Course Number and Name (current):** PHA 299 - Public Health Co-Operative Externship

2. **Originator:** Jaime Vallejos  
   **Date:** 10/01/18

3. **School Dean:** C. Pat Schmohl, Jr.  
   **Date:** 10/05/18

4. **Effective Date:** Summer 2019

5. **Reviewed by Program and Process (if applicable):**  
   **Date:** N/A

6. **Recommended by the School of Healthcare:**  
   **Date:** October 18, 2018  
   **Comments:** Unanimous vote

7. **AA Leadership Team:**  
   **Date:** ________________  
   **Recommended:** ________  
   **Not Recommended:** ________  
   **Comments:**

8. **VP/Academic Affairs:**  
   **Date:** ________________  
   **Recommended:** ________  
   **Not Recommended:** ________  
   **Comments:**

9. **Learning Council:**  
   **Date:** ________________  
   **Recommended:** ________  
   **Not Recommended:** ________  
   **Comments:**

10. **VP/Academic Affairs:**  
    **Date:** ________________  
    **Approved:** ________  
    **Not Approved:** ________  
    **Comments:**
### COURSE REVISION PROPOSAL

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<th>Type of Revision:</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Number</th>
<th>Name</th>
<th>#credits</th>
<th>Elective Type</th>
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<td>Current Course Discipline or Department:</td>
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<td>School: Healthcare</td>
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| Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites): | **PHA 299 Public Health Co-Operative Externship**

This course provides students with real world experience in health careers in a public health setting. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete the cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement.

Semester Offered: F/S/SU  
Credits: 6  
Prerequisites: BIO 241, HST 212, PHA 103

**Proposed Description (include all proposed changes):**

PHA 299 Public Health Co-Operative Externship

This course provides students with real world experience in health careers in a public health setting. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete the cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement.

Semester Offered: F/S/SU  
Credits: 3  
Prerequisites: BIO 241, CPS 298, HST 212 or PSC 201, PHA 103

**Rationale for the change:**  
After teaching course the first time it was determined that the students are meeting the learning outcomes in less time. This change is based on externship site feedback, local employer comments, and student feedback.
Provide a description of any change in course content.

N/A

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

N/A

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.

Done. Reviewed by Dean Schmohl.
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<th>Semester 1</th>
<th>Course Title</th>
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<td>BIO 111</td>
<td>F/S/SU</td>
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<td>BIO 101 or High School Advanced Placement Biology, Coreq: ENG 101</td>
<td>Apply and get accepted to this program (Program Code: GSPL).</td>
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<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Register for and successfully complete all courses to graduate in six semesters.</td>
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<td>Survey of Personal Health</td>
<td>PHA 100</td>
<td>F/S/SU</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete BIO 111 and ENG 101.</td>
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<td>Introduction to Public Health</td>
<td>PHA 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete prerequisite(s) for CHM 101.</td>
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<td>Anatomy &amp; Physiology II</td>
<td>BIO 112</td>
<td>F/S/SU</td>
<td>4</td>
<td>BIO 111</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
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<td>Introduction to the Chemistry of Living Systems</td>
<td>CHM 101</td>
<td>F/S/SU</td>
<td>4</td>
<td>CHM 090 or one year of High School Chemistry, MAT 095 with a grade of “C” or higher; or approp place score</td>
<td>If considering transfer, meet with a QCC Transfer Services Advisor (Room 61A). See <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a>.</td>
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<td>Semester 3(Summer)</td>
<td>Medical Microbiology</td>
<td>BIO 232</td>
<td>F/S/SU</td>
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<td>BIO 112 or CHM 105 or CHM 123</td>
<td>Complete prerequisite(s) for MAT 122.</td>
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<td>Composition II</td>
<td>ENG 102</td>
<td>F/S/SU</td>
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<td>ENG 101</td>
<td>If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
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<td>Statistics</td>
<td>MAT 122</td>
<td>F/S/SU</td>
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<td>MAT 095 with a grade of “C” or higher; or approp place score</td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
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<td>Introductory Sociology (Principles)</td>
<td>SOC 101</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
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<td>F/S/SU</td>
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<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
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<td>Nutrition</td>
<td>BIO 241</td>
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<td>Continue with/complete the transfer application process.</td>
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<td>ENG 101</td>
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<td></td>
<td>Humanities Elective (200-level)</td>
<td>---</td>
<td>F/S/SU</td>
<td>3</td>
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<tr>
<td>Semester 6(Summer)</td>
<td>Public Health Co-Operative Externship</td>
<td>PHA 299</td>
<td>F/S/SU</td>
<td>6</td>
<td>BIO 241, HST 212 , PHA 103</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
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<td><strong>Total Credits Required</strong> 64</td>
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</table>
### General Studies - Public Health Option - Associate in Arts (Program Code: GSPL)  Proposed

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Milestones</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 111</td>
<td>F/S/SU</td>
<td>4</td>
<td>BIO 101 or High School Advanced Placement Biology, Coreq: ENG 101</td>
<td>Apply and get accepted to this program (Program Code: GSPL).</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Register for and successfully complete all courses to graduate in six semesters.</td>
</tr>
<tr>
<td>Survey of Personal Health</td>
<td>PHA 100</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete BIO 111 and ENG 101.</td>
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<tr>
<td>Introduction to Public Health</td>
<td>PHA 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Complete prerequisite(s) for CHM 101.</td>
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<td><strong>Total</strong></td>
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| **Semester 2**               |          |         |         |                                                                               |                                                                             |
| Anatomy & Physiology II      | BIO 112  | F/S/SU  | 4       | BIO 111                                                                       | Meet with a QCC Career Services Representative and attend Workshops. See www.QCC.edu/career-services. |
| Introduction to the Chemistry of Living Systems | CHM 101 | F/S/SU  | 4       | CHM 090 or one year of High School Chemistry, MAT 095 with a grade of “C” or higher; or approp place score | If considering transfer, meet with a QCC Transfer Services Advisor (Room 61A). See www.QCC.edu/transfer. |
| Introduction to Global Health | PHA 102  | F/S/SU  | 3       | ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score |                                                                             |
| Introduction to Psychology   | PSY 101  | F/S/SU  | 3       | ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score |                                                                             |
| **Total**                    |          |         | 14      |                                                                               |                                                                             |

| **Semester 3 (Summer)**      |          |         |         |                                                                               |                                                                             |
| Medical Microbiology         | BIO 232  | F/S/SU  | 4       | BIO 112 or CHM 105 or CHM 123                                                 | Complete prerequisite(s) for MAT 122.                                       |
| Humanities Elective          | ---      | F/S/SU  | 3       |                                                                               |                                                                             |
| **Total**                    |          |         | 7       |                                                                               |                                                                             |

| **Semester 4**               |          |         |         |                                                                               |                                                                             |
| Composition II               | ENG 102  | F/S/SU  | 3       | ENG 101                                                                       | If considering transfer, meet with representatives of four-year schools to discuss/begin the transfer application process. |
| Statistics                   | MAT 122  | F/S/SU  | 3       | MAT 095 with a grade of “C” or higher; or approp place score                  | Meet with a Career Services Representative for Job Search Assistance services. |
| Introductory Sociology       | SOC 101  | F/S/SU  | 3       | ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score |                                                                             |
| Speech Communication Skills  | SPH 101  | F/S/SU  | 3       | ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score |                                                                             |
| **Total**                    |          |         | 12      |                                                                               |                                                                             |

| **Semester 5**               |          |         |         |                                                                               |                                                                             |
| Nutrition                    | BIO 241  | F/S/SU  | 3       | BIO 101 or BIO 111                                                            | Continue with/complete the transfer application process.                   |
| Pre Cooperative Education Seminar | CPS 298 | F/S     | 0       |                                                                               |                                                                             |
| The United States Constitution | HST 212  | F       | 3       | ENG 101                                                                       |                                                                             |
| United States Government     | PSC 201  | F/S/SU  |         |                                                                               |                                                                             |
| Public Health Epidemiology   | PHA 103  | F/S/SU  | 3       | CHM 101, MAT 122, PHA 100, PHA 101, PHA 102                                  |                                                                             |
| Humanities Elective (200-level) | ---      | F/S/SU  | 3       |                                                                               |                                                                             |
| **Total**                    |          |         | 12      |                                                                               |                                                                             |

| **Semester 6 (Summer)**      |          |         |         |                                                                               |                                                                             |
| Public Health Co-Operative Externship | PHA 299 | F/S/SU  | 3       | BIO 241, CPS 298, HST 212 or PSC 210, PHA 103                               | Submit an Intent to Graduate Form, located on The Q.                        |
| **Total**                    |          |         | 3       |                                                                               |                                                                             |

**Total Credits Required**  61
COURSE REVISION PROPOSAL

1. Course Number and Name (current): PNP 101 Practical Nursing I

2. Originator: Maureen Ricotta/Meg Yoder Date: 10/09/18

3. School Dean: Pat Schmohl Date: 10/09/18

4. Effective Date: Fall 2019

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

6. Recommended by the School of Healthcare Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: _______________________________ Date: ________________
   Recommended: ________ Not Recommended: ________
   Comments:

8. VP/Academic Affairs: _______________________________ Date: ________________
   Recommended: ________ Not Recommended: ________
   Comments:

9. Learning Council: _________________________________ Date: ________________
   Recommended: ________ Not Recommended: ________
   Comments:

10. VP/Academic Affairs: ______________________________ Date: ________________
    Approved: ________ Not Approved: ________
    Comments:
Type of Revision:
___ Description    _X_ Prerequisite    _X_ Corequisite    ___ Number   _X_ Name   ___ #credits
___ Elective Type       ___ other (explain)

Course Discipline or Department: Practical Nursing  School: Healthcare

Current  Course Number: PNP 101
Current Course Name: Practical Nursing I

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

PNP 101 Practical Nursing I
This course examines contemporary basic nursing practice and the role of the practical nurse. Students study nursing theory and techniques of fundamental nursing skills concurrently in classroom, laboratory, and longterm and rehabilitation clinical practice settings. The course emphasizes health assessment, health maintenance, and adaptation to illness with the older adult. Nursing process is introduced as the framework for meeting the patient’s identified self-care needs. Students acquire a level of competency in basic skills.

Credits: 10
Semester Offered: F
Prerequisites: Acceptance to the PNP Program
Corequisites: BIO 100 or BIO 140

Proposed Description (include all proposed changes):

PNP 101 Practical Nursing I: Fundamentals of Nursing
This course examines contemporary basic nursing practice and the role of the practical nurse. Students study nursing theory and techniques of fundamental nursing skills concurrently in classroom, laboratory, and longterm and rehabilitation clinical practice settings. The course emphasizes health assessment, health maintenance, and adaptation to illness with the older adult. Nursing process is introduced as the framework for meeting the patient’s identified self-care needs. Students acquire a level of competency in basic skills.

Credits: 10
Semester Offered: F
Prerequisites: Acceptance to the PNP Program, BIO 100 or BIO 112, PSY 101

Rationale for the change:
Align course name to program and course content. Align prerequisites to the first semester courses.

Provide a description of any change in course content.

No change.

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in bold) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.

Done. Syllabus reviewed by dean.
1. Course Number and Name (current): PNP 111 Introduction to Pharmacology

2. Originator: Maureen Ricotta/Meg Yoder  Date: 10/9/18

3. School Dean: Pat Schmohl  Date: 10/9/18

4. Effective Date: Fall 2019

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

6. Recommended by the School of Healthcare  Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: ____________________________  Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments: 

8. VP/Academic Affairs: ____________________________  Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments: 

9. Learning Council: ________________________________  Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments: 

10. VP/Academic Affairs: ____________________________  Date: ________________
    Approved: ________  Not Approved: ________
    Comments: 
<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th>___ Description <em>X</em> Prerequisite <em>X</em> Corequisite ___ Number ___ Name ___ #credits</th>
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</thead>
<tbody>
<tr>
<td>Elective Type</td>
<td>___ other (explain)</td>
</tr>
<tr>
<td>Course Discipline or Department:</td>
<td>Practical Nursing</td>
</tr>
<tr>
<td>School:</td>
<td>Healthcare</td>
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<td>Current Course Number:</td>
<td>PNP 111</td>
</tr>
<tr>
<td>Current Course Name:</td>
<td>Introduction to Pharmacology</td>
</tr>
</tbody>
</table>

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

**PNP 111 Introduction to Pharmacology**

This course examines fundamental pharmacological concepts, drug sources and forms, controlled substance schedules, pregnancy categories, and drug references. Students learn the ethical and legal responsibilities associated with medication administration; and, review basic math concepts, common systems of measurement, and calculation of drug dosages. The course focuses on nursing principles essential to safe administration of medication. Anti-infective and immunologic agent drugs serve as the model for discussion and demonstration.

**Credits: 3**  
**Semester Offered: F**  
**Prerequisites: Acceptance to the PNP Program**  
**Corequisites: BIO 100 or BIO 140**

**Proposed Description (include all proposed changes):**

**PNP 111 Introduction to Pharmacology**

This course examines fundamental pharmacological concepts, drug sources and forms, controlled substance schedules, pregnancy categories, and drug references. Students learn the ethical and legal responsibilities associated with medication administration; and, review basic math concepts, common systems of measurement, and calculation of drug dosages. The course focuses on nursing principles essential to safe administration of medication. Anti-infective and immunologic agent drugs serve as the model for discussion and demonstration.

**Credits: 3**  
**Semester Offered: F**  
**Prerequisites: Acceptance to the PNP Program, BIO 100 or BIO 112, PSY 101**

**Rationale for the change:**

Align prerequisites to the first semester courses.

**Provide a description of any change in course content.**

No change.

**List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):**

Please confer with the coordinator of the affected department.

**Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.**

Please submit a generic syllabus to your dean with all of the revisions included.

Done. Syllabus reviewed by dean.
2018-2019
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name:   PNP 121 Practical Nursing II: Pediatric Nursing

2. Originator: Maureen Ricotta    Date: 10/10/18

3. School Dean: Pat Schmohl    Date: 10/10/18

4. Effective Date:  Intersession 2020

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

6. Recommended by the School of Healthcare    Date: October 18, 2018
   Comments: Unanimous vote

7. VP/Academic Affairs: _________________________________    Date: _________________
   Recommended: ________    Not Recommended: ________
   Comments: _________________________________

8. Learning Council: _________________________________    Date: _________________
   Recommended: ________    Not Recommended: ________
   Comments: _________________________________

9. VP/Academic Affairs: _________________________________    Date: _________________
   Approved: ________    Not Approved: ________
   Comments: _________________________________
# NEW COURSE PROPOSAL

**Course Discipline/Department:** Pediatrics/Nurse Education/Practical Nursing  
**School:** Healthcare

**Course Number:**  
PNP 121

**Course Name:**  
Practical Nursing II: Pediatric Nursing

**Prerequisites and/or corequisites (confer with affected department coordinator):**  
PNP 101, PNP 111

**CIP code (check with IRaP Office):**

**Effective Term/year:**  
Intersession 2020

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

This course has traditionally been offered over the summer months with maternity and leadership. To increase student’s ability to process the information PN faculty feels it would be best to offer this portion of the curriculum as a stand-alone course over intersession. This also enables students to finish the curriculum at the end of June with their peers in other Practical Nursing programs. This enables students to write NCLEX and procure a nursing position during peak employment time. This is in alignment with the financial aid office. Currently students have difficulty securing funding for the non-traditional summer session.

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  
__ 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.

**Expected enrollment per term:**  
90  
**Expected enrollment per year:**  
90

Will any of the following be required:

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: 15</th>
<th>Lab hours:</th>
<th>Clinic Hours: 45</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):

PNP 121 Practical Nursing II: Pediatric Nursing
This course focuses on the introduction to pediatric nursing. Topics include growth, development, and physiologic needs of the child and health problems common to children from infancy through adolescence. Students also study health maintenance, accident prevention, the emotional impact of hospitalization; and roles, responsibilities and typical job functions of the graduate practical nurse. Students participate in selected clinical experiences.
2 credits
Intersession
PNP 101, PNP 111

Lecture Hours per semester: Lab Hours per semester: Clinic Hours or Internship Hours per semester:
(e.g.; 45 hr. for 3 credit course) 15

Provide the following course information selected form 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
  - FA Davis Bundle ISBN: 978-0-8036-9279
- Student Learning Outcomes
  - Upon successful completion of the course, the student will be able to:
    - Apply the nursing process when caring for pediatric clients.
    - Utilize infection control practice as an integral part of nursing care.
    - Demonstrate competency with identified nursing care skills.
    - Practice principles of safety when caring for children.
    - Demonstrate the ability to communicate therapeutically with the family unit.
    - Identify resources within the community that provide assistance to meet the needs of the family.
    - Document appropriately significant data related to assigned clients.
    - Apply critical thinking skills in providing nursing care.
    - Employ principles of teaching when meeting the needs of the family unit.
    - Maintain optimal communication with appropriate members of the health care team.
    - Demonstrate understanding of cultural diversity in meeting client needs.
    - Practice within legal and ethical boundaries when providing care to assigned clients.

- Teaching procedures (briefly describe)
  - Lecture and Discussion Pre-post clinical conferences
  - Required and suggested readings Clinical Experiences
  - Written and oral reports Critical thinking exercises
  - Audiovisual aids Workbook assignments

- Course topics and/or assignments and/or required and/or supplemental reading
MODULE I: GROWTH AND DEVELOPMENT OF THE CHILD

Learning Objectives: At the conclusion of this module, the student will:

1. Discuss growth and development of the child
2. Describe factors influencing growth and development, including genetic, nutritional, and environmental factors
3. Explain the six stages of psychosexual development according to Freud
4. Interpret Erikson’s eight stages of psychosocial development
5. Identify and describe the four stages of Piaget’s theory of cognitive development
6. Discuss the ideas included in Kohlberg’s theory of the development of moral reasoning
7. Support the important aspects of positive communication techniques for children of various age groups and their caregivers
8. Describe appropriate developmental tasks during each stage of development
9. Describe physical growth and development that occurs throughout childhood
10. Discuss nutritional requirements during the first year of life
11. Interpret immunizations including schedule, reason, and side effects
12. Discuss important safety issues during each stage of development
13. Explain language development during each stage of development
14. Name three factors which facilitate communication with pediatric clients and their caregivers.
15. Describe the role of therapeutic play for the hospitalized child.
16. Identify the emotional response of the child to illness and hospitalization.
17. List four safety measures important when caring for the hospitalized child.
18. Discuss modifications necessary when administering medications to a pediatric client.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING ACTIVITY</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Development</td>
<td>Lecture And Discussion</td>
<td>Workbook Assignment</td>
</tr>
<tr>
<td>Developmental Tasks</td>
<td>Linnard-Palmer Text</td>
<td>Examination Questions</td>
</tr>
<tr>
<td>Growth &amp; Development</td>
<td>Chapters 20 Pp 291-303; 21, 22, 23, 24,</td>
<td>Pediatric Paperwork</td>
</tr>
<tr>
<td>Extrusion Reflex</td>
<td>25, 26, 27, 28, Linnard-Palmer Workbook</td>
<td>Clinical Performance</td>
</tr>
<tr>
<td>Pincer Grasp</td>
<td>Chapters 21, 22, 23, 24, 25, 26, 27, 28,</td>
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<tr>
<td>SIDS</td>
<td>Lecture And Discussions</td>
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<td>Autonomy</td>
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<td>Discipline and Punishment</td>
<td>Critical Thinking Exercises</td>
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<tr>
<td>Types Of Play Therapeutic Play</td>
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<tr>
<td>Safety</td>
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<tr>
<td>Communicating With The Pediatric Client And Caregivers.</td>
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<tr>
<td>Safety Precautions.</td>
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<td>Pediatric Nursing Measures:</td>
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<tr>
<td>• Bathing</td>
<td>Clinical Practice</td>
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<tr>
<td>• Vital Signs</td>
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<tr>
<td>• Height And Weight</td>
<td>NCLEX Review</td>
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<tr>
<td>• Pediatric Assessment</td>
<td></td>
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<tr>
<td>• Hydration</td>
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<tr>
<td>Medication Administration.</td>
<td></td>
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</tr>
</tbody>
</table>

MODULE II: NURSING CARE OF THE CHILD WITH A HEALTH DISORDER
Learning objectives: At the conclusion of this module, the student will:

1. Discuss the child’s cardiovascular and hematologic systems.
2. Discuss a child’s body systems.
3. Differentiate sensory impairments found in children.
4. Differentiate care provided to children as related to various illnesses common in pediatrics.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING ACTIVITY</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>Attention Deficit Hyperactivity Disorder.</td>
<td>Linnard-Palmer Text Chapters 29-30, 32-40</td>
<td>Workbook Assignment</td>
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<tr>
<td>Seizure Disorder</td>
<td>Linnard-Palmer Workbook Chapters 29-30, 32-40</td>
<td>Examination Questions</td>
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<tr>
<td>Asthma</td>
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<td>Appendicitis</td>
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<tr>
<td>Intestinal Parasites</td>
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<tr>
<td>Diabetes</td>
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<td>Rheumatic Fever</td>
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<td>Definition Scoliosis</td>
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<td>Care Of Child With:</td>
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<td>Scoliosis</td>
<td>Critical Thinking Exercises</td>
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<tr>
<td>Osteomyelitis</td>
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<td>Juvenile Rheumatoid Arthritis</td>
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<td>Skin Disorders</td>
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<td>Lyme Disease</td>
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<tr>
<td>Care Of The Dying Child</td>
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</tr>
<tr>
<td>Settings For Care Of The Dying Child</td>
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</tbody>
</table>

Nursing Process:
- Assessment,
- Diagnosis
- Planning/Goals
- Intervention
- Evaluation

Personal Choices, Lifestyles
- Sexual Orientation
- Health Care Decisions
- Culture

MODULE III: SPECIAL CONCERNS OF PEDIATRIC NURSING

Learning objectives: At the conclusion of this module, the student will:

1. Describe nursing responsibilities when caring for a child for a before, during, and after a procedure or treatment
2. List methods of reducing elevated body temperature in a child
3. Describe nursing care for three types of ostomies that are created in children with problems related to elimination
4. Discuss the role of the nurse in assisting with procedures related to blood collection, lumbar puncture, and diagnostic tests and studies in children
5. Explain concerns common to many families of children with a chronic illness
6. Identify ways the nurse may encourage growth and development, self-care, and socialization in the child with a chronic illness
7. Discuss types child abuse
8. Describe Munchausen syndrome by proxy
9. Explain factors that affect the child’s understanding of death
10. Describe the role of anticipatory grief in the grieving process
11. Discuss the role of the nurse in caring for the dying child and the child’s family

Threads: 1, 2, 3, 4, 5, 6, 7, 9

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING ACTIVITY</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restraints</td>
<td>Lecture And Discussion.</td>
<td>Examination.</td>
</tr>
<tr>
<td>Ostomies</td>
<td>Linnard-Palmer Text</td>
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<tr>
<td>Types Of Feedings</td>
<td>Chapters 26, 27, 28, 31</td>
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<tr>
<td>Chronic Illness</td>
<td>Linnard-Palmer Workbook</td>
<td>Pediatric Care Guides</td>
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<tr>
<td>Denial</td>
<td>Chapters 26, 27, 28, 31</td>
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<td>Respite Care</td>
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<td>Clinical Performance.</td>
</tr>
<tr>
<td>Stigma</td>
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<td>Child Abuse</td>
<td>Critical Thinking Exercises</td>
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<td>Dysfunctional Family</td>
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<td>Sexual Assault</td>
<td>Clinical Practice</td>
<td>Clinical Conference</td>
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<tr>
<td>Anticipatory Grief</td>
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<td>Participation</td>
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<td>Hospice</td>
<td>NCLEX Review</td>
<td>Clinical Evaluation Of Nursing</td>
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<td>Interventions Of School Age Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problems.</td>
</tr>
</tbody>
</table>

Nursing Process:
- Assessment
- Diagnosis
- Planning/Goals
- Intervention
- Evaluation

- Tentative test schedule/assignment(s) schedule
  - See day-by-day schedule
- Basis for student grading and calculation of final grade as well as criteria for evaluating student performance.
  - Final Cumulative Exam........................................ 100%
  - Clinical performance......................................... Pass/Fail (See evaluation tool)

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>E</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>M</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer and emerging technologies effectively.</td>
<td>M</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>M</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>E</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>E</td>
</tr>
<tr>
<td><strong>Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</strong></td>
<td>M</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)

___ Civic Learning is not a component of this course (NA)
1. Course Number and Name (current):  PNP 200 Practical Nursing II: Medical/Surgical/Mental Health Nursing

2. Originator:  Maureen Ricotta/Meg Yoder Date: 10/9/18

3. School Dean:  Pat Schmohl Date: 10/9/18

4. Effective Date:  Fall 2019

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

6. Recommended by the School of Healthcare Date: October 18, 2018
   Comments:  Unanimous vote

7. AA Leadership Team: ______________________ Date: _________________
   Recommended: _______ Not Recommended: _______
   Comments:

8. VP/Academic Affairs: __________________________ Date: _________________
   Recommended: _______ Not Recommended: _______
   Comments:

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

10. VP/Academic Affairs: __________________________ Date: _________________
    Approved: _______ Not Approved: _______
    Comments:
### 2018 - 2019
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

<table>
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<tr>
<th>Type of Revision:</th>
<th>___ Description</th>
<th>X_ Prerequisite</th>
<th>X_ Corequisite</th>
<th>___ Number</th>
<th>X_ Name</th>
<th>___ #credits</th>
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<tbody>
<tr>
<td>Elective Type</td>
<td>__ other (explain)</td>
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#### Course Discipline or Department:
Practical Nursing

#### School:
Healthcare

<table>
<thead>
<tr>
<th>Current Course Number:</th>
<th>PNP 200</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Course Name:</th>
<th>Practical Nursing II: Medical/Surgical/Mental Health Nursing</th>
</tr>
</thead>
</table>

#### Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**PNP 200 Practical Nursing II: Medical/Surgical/Mental Health Nursing**

This course focuses on medical surgical and mental health deviations affecting all body systems. Students begin to integrate nursing skills while recognizing mental health needs of the patient. The nursing process is used as the basis for discussion of assisting patients in adapting to acute or chronic health deviations, and interventions that facilitate patient movement to self-care. Health deviations are presented in a systematic approach by building upon knowledge of applied and social sciences. Students participate in learning experiences on selected clinical units in health care facilities in the Worcester County area.

**Credits: 11**

**Semester Offered: S**

**Prerequisites:** PNP 101, PNP 111, PSY 121

**Corequisites:** PNP 210, PNP 222, PNP 233

#### Proposed Description (include all proposed changes):

**PNP 200 Practical Nursing III: Medical/Surgical/Mental Health Nursing**

This course focuses on medical surgical and mental health deviations affecting all body systems. Students begin to integrate nursing skills while recognizing mental health needs of the patient. The nursing process is used as the basis for discussion of assisting patients in adapting to acute or chronic health deviations, and interventions that facilitate patient movement to self-care. Health deviations are presented in a systematic approach by building upon knowledge of applied and social sciences. Students participate in learning experiences on selected clinical units in health care facilities in the Worcester County area.

**Credits: 11**

**Semester Offered: S**

**Prerequisites:** PNP 121

Rationale for the change:

Align prerequisites to the previous semester course. Corequisites discussed through advising of students.

Provide a description of any change in course content.

No change.

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.

Done. Syllabus reviewed by dean.
1. Course Number and Name (current): PNP 210 Nutrition Concepts in Health and Illness
2. Originator: Maureen Ricotta/Meg Yoder Date: 10/9/18
3. School Dean: Pat Schmohl Date: 10/9/18
4. Effective Date: Fall 2019
5. Reviewed by Program and Process (if applicable) Date: N/A
6. Recommended by the School of Healthcare Date: October 18, 2018
   Comments: Unanimous vote
7. AA Leadership Team: ___________________________ Date: _______________
   Recommended: _______ Not Recommended: _______
   Comments: ________________________________
8. VP/Academic Affairs: ___________________________ Date: ______________
   Recommended: _______ Not Recommended: _______
   Comments: ________________________________
9. Learning Council: _______________________________ Date: ______________
   Recommended: _______ Not Recommended: _______
   Comments: ________________________________
10. VP/Academic Affairs: ___________________________ Date: ______________
    Approved: _______ Not Approved: _______
    Comments: ________________________________
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<th><em>X</em> Corequisite</th>
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<td>Elective Type</td>
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</table>

Course Discipline or Department: Practical Nursing  | School: Healthcare

Current Course Number: PNP 210

Current Course Name: Nutrition Concepts in Health and Illness

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**PNP 210 Nutrition Concepts in Health and Illness**

This course focuses on concepts of normal nutrition, principles related to health maintenance, and nutritional modifications required during states of illness. Students correlate principles of normal nutrition with therapeutic diets needed to promote health in culturally diverse individuals experiencing health deviations. Students acquire knowledge of dietary management of patients with a variety of pathological conditions.

**Credits:** 1  
**Semester Offered:** S  
**Prerequisites:** PNP 101, PNP 111, PSY 121  
**Corequisites:** PNP 210, PNP 222, PNP 233

Proposed Description (include all proposed changes):

**PNP 210 Nutrition Concepts in Health and Illness**

This course focuses on concepts of normal nutrition, principles related to health maintenance, and nutritional modifications required during states of illness. Students correlate principles of normal nutrition with therapeutic diets needed to promote health in culturally diverse individuals experiencing health deviations. Students acquire knowledge of dietary management of patients with a variety of pathological conditions.

**Credits:** 1  
**Semester Offered:** S  
**Prerequisites:** PNP 121

Rationale for the change:

Align prerequisites to the previous semester course. Corequisites discussed through advising of students.

Provide a description of any change in course content.

No change.

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.

Done. Syllabus reviewed by dean.
1. Course Number and Name (current): PNP 222 Clinical Pharmacology

2. Originator: Maureen Ricotta/Meg Yoder  
   Date: 10/9/18

3. School Dean: Pat Schmohl  
   Date: 10/9/18

4. Effective Date: Fall 2019

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

6. Recommended by the School of Healthcare  
   Date: October 18, 2018  
   Comments: Unanimous vote

7. AA Leadership Team: ___________________________  
   Date: ____________  
   Recommended: _______  
   Not Recommended: _______  
   Comments:

8. VP/Academic Affairs: ___________________________  
   Date: ____________  
   Recommended: _______  
   Not Recommended: _______  
   Comments:

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

10. VP/Academic Affairs: _________________________  
    Date: ______________  
    Approved: _______  
    Not Approved: _______  
    Comments:
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<th>Type of Revision:</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Number</th>
<th>Name</th>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</table>

Course Discipline or Department: Practical Nursing  
School: Healthcare  
Current Course Number: PNP 222  
Current Course Name: Clinical Pharmacology  
Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):  
**PNP 222 Clinical Pharmacology**  
This course examines the actions, uses, common side effects, adverse reactions, contraindications, and average dosage of the most commonly prescribed drugs, utilizing the framework of the nursing process. Students study drug classifications and the effects of drugs on the body systems, with emphasis on techniques used for solving dosage problems. Students learn three systems of measurement associated with medication administration and dosage calculation.  
Credits: 2  
Semester Offered: S  
Prerequisites: PNP 101, PNP 111, PSY 121  
Corequisites: PNP 210, PNP 222, PNP 233  

Proposed Description (include all proposed changes):  
**PNP 222 Clinical Pharmacology**  
This course examines the actions, uses, common side effects, adverse reactions, contraindications, and average dosage of the most commonly prescribed drugs, utilizing the framework of the nursing process. Students study drug classifications and the effects of drugs on the body systems, with emphasis on techniques used for solving dosage problems. Students learn three systems of measurement associated with medication administration and dosage calculation.  
Credits: 2  
Semester Offered: S  
Prerequisites: PNP 121  

Rationale for the change:  
Align prerequisites to the previous semester course. Corequisites discussed through advising of students.  

Provide a description of any change in course content.  
No change.  

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):  
Please confer with the coordinator of the affected department.  

Attach current and proposed academic maps (with changes in bold) for all affected programs. You can obtain academic maps from Barb Zabka.  

Please submit a generic syllabus to your dean with all of the revisions included.  
Done. Syllabus reviewed by dean.
1. Course Number and Name (current): PNP 233 Trends in Practical Nursing

2. Originator: Maureen Ricotta/Meg Yoder  
   Date: 10/9/18

3. School Dean: Pat Schmohl  
   Date: 10/9/18

4. Effective Date: Fall 2019

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

6. Recommended by the School of Healthcare  
   Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: ________________________________  
   Date: ________________
   Recommended: _________  
   Not Recommended: _________
   Comments:

8. VP/Academic Affairs: ________________________________  
   Date: ________________
   Recommended: _________  
   Not Recommended: _________
   Comments:

9. Learning Council: ________________________________  
   Date: ________________
   Recommended: _________  
   Not Recommended: _________
   Comments:

10. VP/Academic Affairs: ________________________________  
    Date: ________________
    Approved: _________  
    Not Approved: _________
    Comments:
### Type of Revision:

- Description:  
- Prerequisite:  
- Corequisite:  
- Number:  
- Name:  
- #credits:  

- Elective Type:  
- other (explain):  

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<th>Course Discipline or Department</th>
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</thead>
<tbody>
<tr>
<td>Practical Nursing</td>
<td>Healthcare</td>
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</table>

<table>
<thead>
<tr>
<th>Current Course Number</th>
<th>Current Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNP 233</td>
<td>Trends in Practical Nursing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNP 233 Trends in Practical Nursing</td>
</tr>
<tr>
<td>This course focuses on topics that prepare students both personally and vocationally for entrance into the nursing profession. It expands on legal and ethical considerations discussed in PNP 101 Practical Nursing I and introduces students to expectations placed on the graduate practical nurse. Topics include social issues that impact the health care system such as domestic abuse and homelessness, and the role of social service agencies. Students explore skills necessary for entry into the nursing workforce, including job search skills, resume and cover letter development, interviewing skills, and legal and licensure considerations.</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Semester Offered: S</td>
</tr>
<tr>
<td>Prerequisites: PNP 101, PNP 111, PSY 121</td>
</tr>
<tr>
<td>Corequisites: PNP 210, PNP 222, PNP 233</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Description (include all proposed changes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNP 233 Trends in Practical Nursing</td>
</tr>
<tr>
<td>This course focuses on topics that prepare students both personally and vocationally for entrance into the nursing profession. It expands on legal and ethical considerations discussed in PNP 101 Practical Nursing I: Fundamentals and introduces students to expectations placed on the graduate practical nurse. Topics include social issues that impact the health care system such as domestic abuse and homelessness, and the role of social service agencies. Students explore skills necessary for entry into the nursing workforce, including job search skills, resume and cover letter development, interviewing skills, and legal and licensure considerations.</td>
</tr>
<tr>
<td>Credits: 1</td>
</tr>
<tr>
<td>Semester Offered: S</td>
</tr>
<tr>
<td>Prerequisites: PNP 121</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for the change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align prerequisites to the previous semester course. Corequisites discussed through advising of students. Adjusted PNP 101 course name in the course description.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a description of any change in course content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change.</td>
</tr>
</tbody>
</table>

<table>
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<th>List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):</th>
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<tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Please submit a generic syllabus to your dean with all of the revisions included.</td>
</tr>
</tbody>
</table>

Done. Syllabus reviewed by dean.
# NEW COURSE PROPOSAL

1. **Course Number and Name:** PNP 240 Practical Nursing IV: Maternal/Newborn/Leadership Management Nursing  
   **Date:** 10/10/18

2. **Originator:** Maureen Ricotta/Margaret Yoder  
   **Date:** 10/10/18

3. **School Dean:** Pat Schmohl  
   **Date:** 10/10/18

4. **Effective Date:** Summer 2020

5. **Reviewed by Program and Process (if applicable)**  
   **Date:** N/A

6. **Recommended by the School of Healthcare**  
   **Date:** October 18, 2018  
   **Comments:** Unanimous vote

7. **AA Leadership Team:**  
   **Recommended:**  
   **Not Recommended:**  
   **Date:**
   **Comments:**

8. **VP/Academic Affairs:**  
   **Recommended:**  
   **Not Recommended:**  
   **Date:**
   **Comments:**

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

10. **VP/Academic Affairs:**  
    **Approved:**  
    **Not Approved:**  
    **Date:**
    **Comments:**
### NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>Course Discipline/Department:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternal/Newborn/Leadership Management/Nurse Education/Practical Nursing</td>
<td>Healthcare</td>
</tr>
</tbody>
</table>

#### Course Number:
- PNP 240

**Course Name:**
- Practical Nursing IV: Maternal/Newborn/Leadership Nursing

**Prerequisites and/or corequisites (confer with affected department coordinator):**
- PNP 200, PNP 210, PNP 222, PNP 233

**CIP code (check with IRaP Office):**

**Effective Term/year:**
- Summer 2020

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

This course has traditionally been offered over the summer months as pediatric, maternity and leadership. To increase student’s ability to process the information PN faculty feels it would be best to offer this portion of the curriculum as a reduced content course. This enables additional focus on leadership which is an integral part of practice as an LPN. This enables students to finish the curriculum at the end of June with their peers in other Practical Nursing programs. This enables students to write NCLEX and procure a nursing position during peak employment time. This is in alignment with the financial aid office. Currently students have difficulty securing funding for the non-traditional summer session.

**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.

**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*)
- 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.**

**Expected enrollment per term:**
- 90

**Expected enrollment per year:**
- 90

**Will any of the following be required:**
- 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: 135</th>
</tr>
</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**):

PNP 240

**Practical Nursing IV: Maternal/Newborn/Leadership Management Nursing**

This course focuses on the specialties of maternal-newborn, and leadership nursing. Topics include growth, development, and physiologic needs of the client throughout pregnancy, labor, delivery, and during the postpartum period. Students also study health maintenance, accident prevention, the emotional impact of hospitalization; and roles, responsibilities and typical job functions of the graduate practical nurse. Students participate in selected clinical experiences within affiliating acute, long-term and community agencies.

6 credits

Summer I

PNP 200, PNP 210, PNP 222, PNP 233

<table>
<thead>
<tr>
<th>Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course)</th>
<th>Lab Hours per semester:</th>
<th>Clinic Hours or Internship Hours per semester:</th>
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</thead>
<tbody>
<tr>
<td>45</td>
<td>135</td>
<td></td>
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</table>

Provide the following course information selected form 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
  - FA Davis Bundle ISBN: 978-0-8036-9279
- **Student Learning Outcomes** Upon successful completion of the course, the student will be able to:
  - Apply the nursing process when caring for maternal-newborn clients.
  - Utilize infection control practice as an integral part of nursing care.
  - Demonstrate competency with identified nursing care skills.
  - Practice principles of safety when caring for clients.
  - Demonstrate the ability to communicate therapeutically with the family unit.
  - Identify resources within the community that provide assistance to meet the needs of the family unit.
  - Document appropriately significant data related to assigned clients.
  - Apply critical thinking skills in providing nursing care.
  - Employ principles of teaching when meeting the needs of the family unit.
  - Maintain optimal communication with appropriate members of the health care team.
  - Demonstrate understanding of cultural diversity in meeting client needs.
  - Practice within legal and ethical boundaries when providing care to assigned clients.
  - Assume role of team leader in clinical setting.
  - Discuss responsibilities and role of graduate practical nurse.

- **Teaching procedures (briefly describe)**
  - Lecture and Discussion: Pre-post clinical conferences
  - Required and suggested readings: Clinical Experiences
  - Written and oral reports: Critical thinking exercises
MODULE I: LEADERSHIP

Learning objectives: At the conclusion of this module the student will:

1. Explain economic issues facing the health care industry and methods for controlling health care costs.
2. Describe the concept of continuous quality improvement.
3. Discuss changes that have occurred in the health care system.
4. Explain how recent trends have affected the settings for health care delivery.
5. Explore barriers to cultural competency in the delivery of safe and effective care.
6. Develop a culturally competent plan of care.

Threads: 1, 2, 3, 4, 9, and 10

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING ACTIVITY</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>Economic Issues In Health Care</td>
<td>Dahlkemper: Chapter 1, 4, 12</td>
<td>Workbook Assignments</td>
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<tr>
<td>Quality Improvement</td>
<td>Lecture &amp; Discussion</td>
<td>Examination</td>
</tr>
<tr>
<td>Trends In Health Care</td>
<td>Handouts</td>
<td>Clinical Performance</td>
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<td></td>
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<td>Clinical Conference Participation</td>
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<td>Assess The Clinical Environment</td>
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<td>And Evaluate The Effective Use Of         Of Care.</td>
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MODULE II: INTRODUCTION TO CARE OF MATERNAL/NEWBORN

Learning Objectives: At the conclusion of this module, the student will:

1. Describe current issues and trends in maternal-newborn nursing.
2. Identify the principles on which family-centered nursing is based.
3. Discuss the importance of considering the cultural practices and beliefs of families when planning nursing care.

Threads: 1, 2, 3, 4, 5, 8, 9, and 10

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<td>Compare And Contrast The Roles Of The LPN, RN, NP, CNS And CNM</td>
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**MODULE III: LEADERSHIP**

**Learning objectives:** At the conclusion of this module the student will:

1. Compare and contrast different types of communication.
2. Demonstrate effective communication in the clinical setting.
3. Acknowledge the importance of setting priorities with a focus on patient safety.
4. Establish a conflict resolution style.
5. Recognize the role of the LPN as a change agent.

Threads: 1, 2, 3, 4, 5, 8, 9, and 10

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<td>Share Leadership Experiences</td>
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**MODULE IVA: THE FAMILY IN THE POSTPARTUM PERIOD**

**Learning objectives:** At the conclusion of this module, the student will:

1. Describe five significant physical changes in the reproductive system.
2. Discuss three psychosocial events the family typically experiences after childbirth.
3. Explain parent-newborn attachment and the activities that take place during initial bonding.
4. Identify nursing assessments needed in caring for the postpartum client.
5. Describe three nursing interventions commonly used in providing postpartum care.
7. Discuss the various components of health promotion for the newborn.
8. Describe the advantages and disadvantages of breast-feeding versus bottle-feeding.
9. Identify discharge procedures and discharge teaching responsibilities toward mother and baby.
10. Discuss community resources available for mother and baby following discharge.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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<td>Linnard-Palmer Workbook Chapters 13 &amp; 14</td>
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<td>- Other Body Changes</td>
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<td>Parent-Newborn Attachment.</td>
<td>Clinical Objective: Teach Mother and/or Significant Other Home Care Of Newborn.</td>
<td>Clinical Evaluation Of Performance And Of Written Reports.</td>
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<td>Discharge And Follow-Up. The Role Of The Nurse.</td>
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<td>WIC Program</td>
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**MODULE IVB: THE FAMILY IN THE POSTPARTUM PERIOD COMPLICATIONS**

**Learning objectives:** At the conclusion of this module, the student will:

1. Differentiate between early and late postpartum hemorrhage conditions.
2. Identify nursing actions necessary to prevent puerperal infections.
3. Explain the care of a woman with postpartum thromboembolic disease.
4. Describe post-partum blues, post-partum depression, and post-partum psychosis.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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<td>- Puerperal Infections</td>
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<td>- Urinary Tract Infections</td>
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- Mastitis
- Birth Canal Problems
- Thrombophlebitis

Psychosocial Concerns:
- Grieving
- Cesarean Birth Complications
- Addicted Mothers
- Adolescent Considerations

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<td>Critical Thinking Exercises Clinical Objective: Observe Routine Procedures For Newborn Shortly After Birth.</td>
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MODULE V: FETAL DEVELOPMENT, NORMAL NEWBORN & NEWBORN NUTRITION

Learning objectives: At the conclusion of this module, the student will:

1. Explore the implications for nursing care related to fetal growth and development.
2. Summarize embryonic and fetal development.
3. State the significance of a diagnosis of post maturity during pregnancy.
4. Differentiate between the two basic types of twin pregnancies.
5. Identify risk factors that may interfere with normal fetal growth and development.
6. Describe the care of the neonate immediately after birth.
7. Describe the major physiologic adaptations of the cardiovascular system, including the closure of the fetal cardiovascular pathways.
8. Discuss the causes of physiologic jaundice.
9. Discuss the nurse’s role in preventing heat loss in the newborn.
10. Explain the effects of cold stress on the newborn.
11. Explain routine procedures performed in the first few hours of the neonate’s life.
12. List important infant adaptations to extra uterine life.
13. List five aspects of infant care that the mother should understand before discharge.
14. Discuss recommendations for newborn nutrition.
15. Compare and contrast breast and formula feeding.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10
MODULE VI: LABOR & DELIVERY

Learning objectives: At the conclusion of this module, the student will:

1. List the four main variables in the birth process.
2. Describe the onset of labor.
3. Distinguish between fetal position, fetal lie, and fetal presentation.
4. Define the four stages of labor.
5. Define the mechanisms of labor.
6. Describe the nurse’s role during each of the stages of labor.
7. List the non-medicated comfort measures that are available to women during labor and childbirth.
8. List analgesics commonly used during childbirth.
9. Discuss types of anesthesia used during labor and birth.
10. Discuss cultural considerations and their significance for families during labor and birth.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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<td>Workbook Assignments</td>
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<td>Maternal Assessment During Labor Fetal Assessment During Labor</td>
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MODULE VIIA: BIRTH PROCEDURES

Learning objectives: At the conclusion of this module, the student will:

1. Identify methods used to induce labor.
2. Describe amniotomy and discuss nursing responsibilities.
3. Explain the purpose of an amnioinfusion.
4. Explain patient care and assessments for a patient undergoing an external cephalic version.
5. Explain the Bishop’s score.
6. Discuss methods used to ripen a cervix and induce contractions.
7. Plan nursing care for a patient undergoing labor induction or augmentation.
8. Differentiate between a vacuum extractor assisted and forceps assisted vaginal delivery.
10. Discuss nursing responsibilities when preparing a patient for a Cesarean birth.
10. Identify the factors that indicate a patient is a candidate for VBAC.
12. Identify the factors that indicate a patient is a candidate for a VBAC.
13. Plan nursing care for the patient undergoing a TOLAC.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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<td>Care Of The Woman Undergoing Induction Or Augmentation Of Labor</td>
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<td>Cesarean Birth</td>
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**MODULE VIIB: COMPLICATIONS OF LABOR & DELIVERY**

**Learning objectives:** At the conclusion of this module, the student will:

1. Discuss the medical interventions and nursing care for a patient with an incompetent cervix
2. Explain the cause of dystocia.
3. Discuss implications and management of preterm labor.
4. Discuss nursing care and the common tocolytic medications used to manage preterm labor.
5. Identify the major complications of PROM
7. Differentiate oligohydramnios and polyhydramnios and potential complications.
8. Describe factors that can contribute to complications during labor.
9. Discuss the risks of a vaginal breech delivery.
10. Describe umbilical cord prolapse and the potential risk to the fetus.
11. Identify risk factors, symptoms, and management of the patient with a placental abruption.
12. Define precipitous labor and delivery and state nursing care that promotes safety for the woman and her fetus.
13. Identify risk factors for a shoulder dystocia.
14. Formulate a nursing care plan for a patient experiencing a uterine rupture.
15. Discuss the causes of utering inversion.
17. Identify signs and symptoms of amniotic fluid embolism (AFE) and discuss medical interventions.
18. Discuss care of the family experiencing perinatal loss and grief.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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Abnormal Amniotic Fluid Volume
Dysfunctional Labor
Breech Presentation
Fetus With Macrosomia
Prolapsed Umbilical Cord
Uterine Bleeding
Precipitous Labor And Birth
Uterine Rupture
Perinatal Loss And Grief
Disseminated Intravascular Coagulation (DIC)

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**MODULE VIIC: NEWBORN COMPLICATIONS**

Learning objectives: At the conclusion of this module, the student will

1. Define criteria for the preterm, small for gestational age, large for gestational age, and appropriate gestational age neonate.
2. Describe the physical appearance of the preterm neonate.
3. Discuss the nursing assessment of the preterm neonate.
4. Discuss the care of an infant with a diabetic mother.
5. Discuss the care of Chemically Exposed Infant
6. Discuss the care of the newborn exposed to HIV
7. Describe the process that occurs in meconium aspiration syndrome, TTN, PPHN.
8. Differentiate the three types of spina bifida.
9. Discuss the care of a newborn with cold stress, hypoglycemia, birth injuries
10. Describe the process of hyperbilirubinemia.
11. Discuss the care of a newborn with an infection.
12. Explain paternal grief as it relates to a family with a high risk newborn, or in the early period when birth anomalies first become identified and perinatal loss.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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<td>• Meconium Aspiration</td>
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<td>• Spina Bifida</td>
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<td>• Cold Stress</td>
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<td>• Birth Injuries</td>
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MODULE VIII: LEADERSHIP

Learning objectives: At the conclusion of this module the student will:

1. Outline the skills associated with managing client care
2. Integrate the knowledge of nurse practice laws, employer policies, job descriptions, and staff capabilities when making client assignments.
3. Describe some of the general responsibilities of the charge nurse for maintaining a safe environment.
4. Illustrate techniques for communicating with supervisors, visitors, and physicians.
5. List major steps in the admission and discharge process.
6. Explain the difference between transferring clients and referring clients.
7. Identify four common responses that may occur when clients are admitted to a health agency.
8. Utilize meaningful priority setting in the clinical arena.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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<td>Workbook Assignments&lt;br&gt;Examination&lt;br&gt;Clinical Performance&lt;br&gt;Clinical Conference Participation&lt;br&gt;Share Leadership Experiences</td>
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MODULE IX A: PRENATAL

Learning objectives: At the conclusion of this module, the student will

1. List the presumptive, probably and positive signs and symptoms of pregnancy.
2. Define the terms gravida, para, prime, multi, and nulli to describe a woman’s pregnancy history.
3. Determine the expected date of delivery (EDD) using Nagele’s rule.
4. Identify the physiologic changes that occur during pregnancy.
5. Discuss the importance of prenatal care.
6. Define the development tasks of pregnancy.
7. Discuss the significance of meeting the nutritional needs for pregnant women.
8. State topics the nurse includes in general health teaching.
9. Identify common discomforts associated with pregnancy.
10. Explain the goals of common methods of childbirth preparation.
11. Identify tests utilized in each trimester to assess fetal health.
12. Describe the use of amniocentesis as a diagnostic tool.
13. Describe how auscultation of fetal heart tones is accomplished.
14. Define fetal blood sampling.
15. Discuss nursing diagnoses associated with assessment of fetal health.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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**MODULE IX B: PRENATAL COMPLICATIONS**

Learning objectives: At the conclusion of this module, the student will

1. Describe assessments and nursing interventions for women diagnosed with the following: hyperemesis gravidarum, anemias, thrombolytic disease, pregnancy-induced hypertension
2. Discuss implications of blood incompatibilities.
3. Identify considerations in caring for the woman with diabetes in pregnancy.
4. Identify nursing considerations and special needs of the pregnant adolescent

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

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MODULE X: FAMILY PLANNING/WOMEN’S HEALTH ISSUES

Learning objectives: At the conclusion of this module, the student will:

1. Discuss the key factors that might influence an individual’s preferences for various contraceptive methods.
2. Facilitate discussion of client attitudes/perceptions about sexuality.
3. Explain the advantages and disadvantages of barrier methods, intrauterine devices, implants, oral contraceptives, natural family planning and sterilization.
4. Discuss client need/desire for contraception.
5. Describe therapies to facilitate pregnancy.
7. Describe common causes of male and female infertility.
8. Identify family structure and roles of family members.
9. Provide support of client/family in family planning decisions.
10. Identify stressors that impact family functioning.
11. Promote appropriate parental roles.
12. Recognize cultural influences that could impact client/family functioning.
14. Explain the physiologic changes and treatment modalities related to menopause.
15. Describe screening tests effective in detecting cancer in women.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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<tr>
<th>CONTENT</th>
<th>LEARNING ACTIVITY</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>

MODULE XI: LEADERSHIP

Learning objectives: At the conclusion of this module the student will:

1. Compare and contrast three styles of leadership.
2. Assess styles of leadership in various situations.
3. List qualities of effective leaders.
4. Describe characteristics of effective followers.
5. Describe at least one situation where each style of leadership is appropriate.
6. Exhibit principles of delegation in the clinical setting.
7. Demonstrate an understanding of the Nurse Practice Act.

Threads: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>LEARNING ACTIVITY</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Styles/Key Concepts</td>
<td>Dahlkemper: 8, 10, 21</td>
<td>Workbook Assignments</td>
</tr>
<tr>
<td>Qualities Of Effective Leaders</td>
<td>Lecture &amp; Discussion</td>
<td>Examination</td>
</tr>
<tr>
<td>Characteristics Of Effective Followers</td>
<td>Handouts</td>
<td>Clinical Performance</td>
</tr>
<tr>
<td>Nurse Practice Act</td>
<td></td>
<td>Clinical Conference Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share Leadership Experiences</td>
</tr>
</tbody>
</table>

- Tentative test schedule/assignment(s) schedule
  - See day-by-day schedule
- Basis for student grading and calculation of final grade as well as criteria for evaluating student performance
  - Module Exams………………………………………………100%
  - Clinical performance………………………………………Pass/Fail (See evaluation tool)

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.

<p>| CONNECTION TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES | I, M, E, NA |</p>
<table>
<thead>
<tr>
<th><strong>Communication Skills:</strong> Students will write and speak effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Literacy:</strong> 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>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong> Students will apply the concepts and methods of mathematics to solve problems.</td>
</tr>
<tr>
<td><strong>Scientific Reasoning:</strong> Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
</tr>
<tr>
<td><strong>Technical Literacy:</strong> Students will utilize computer an emerging technologies effectively.</td>
</tr>
<tr>
<td><strong>Aesthetics:</strong> Students will appreciate the variety of human experiences as expressed through the arts.</td>
</tr>
<tr>
<td><strong>Multiple Perspectives:</strong> Students will demonstrate knowledge and appreciation of diverse cultures.</td>
</tr>
<tr>
<td><strong>Ethics:</strong> Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.</td>
</tr>
<tr>
<td><strong>Impact of Technology:</strong> Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.</td>
</tr>
<tr>
<td><strong>Civic Literacy:</strong> Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</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)

___ Civic Learning is not a component of this course (NA)
2018 - 2019
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE OR CERTIFICATE REVISION PROPOSAL

1. Degree or Certificate Name and Code (current): Practical Nursing Certificate LP and Practical Nursing Certificate LPE

2. Originator: Margaret Yoder/Maureen Ricotta Date: 10/10/2018

3. School Dean: Pat Schmohl Date: 10/10/2018

4. Effective Date: Summer 2019

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

6. Recommended by the School of Healthcare Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: ________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

8. VP/Academic Affairs: ______________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

9. Learning Council: ______________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

10. VP/Academic Affairs: ______________________________ Date: _________________
    Approved: ________ Not Approved: ________
    Comments:
### Degree or Certificate Revision Proposal

**Degree or Certificate name and code:**
Practical Nursing Certificate LP and Practical Nursing Certificate LPE

Provide a detailed list of the proposed changes to the degree or certificate.

1. Changing the name of PNP 101 Practical Nursing I to PNP 101 Practical Nursing I: Fundamentals of Nursing.
2. Moving PSY 101 Introduction to Psychology from Fall to Summer I or II.
3. Adding BIO 112 Anatomy and Physiology II as an additional requisite course for the program.
4. Moving BIO 100 Principles of Human Biology or BIO 112 Anatomy and Physiology II from Fall to Summer I or II.
5. Extracting Pediatrics from PNP 202 and creating a new course PNP 121 Practical Nursing II: Pediatric Nursing to be offered during Intersession.
6. Retiring PNP 202 Practical Nursing III: Pediatric/Maternal/Newborn/Leadership Management Nursing and creating PNP 240 Practical Nursing IV: Maternal/Newborn/Leadership Nursing to be offered in Summer I.
7. Change the name of PNP 200 from Practical Nursing II: Medical/Surgical/Mental Health Nursing to Practical Nursing III: Medical/Surgical/Mental Health Nursing
8. Increasing from 4 semesters to 5 semesters but credit structure and program hours remain consistent with MBORN and ACEN standards.

**Attachments:**
- Current academic map
- Proposed academic map with changes in **bold**

Submit separate proposals for any new courses or revised courses in the degree or certificate.
Please list here the new courses or revised courses for which separate proposals will be submitted.

PNP 121 Practical Nursing II: Pediatric Nursing
PNP 240 Practical Nursing IV: Maternal/Newborn/Leadership Nursing

Provide a rationale for the proposed changes.
Changes are proposed to support student success. Data shows that students enrolled under the current grid structure rarely succeed when BIO 100 or BIO 112 are taken concurrently with PNP 101 and PNP 111. Also, to ensure competitiveness in the job market, the new structure enables students to sit for NCLEX and enter the job market along with their peers from other Practical Nursing programs. Financial aid aligns with the proposed grid enabling students to receive the monetary support to complete the program.

Do any of the proposed changes affect the program goals and/or the program student learning outcomes?
**No**
Please indicate any revisions to the program goals and/or program student learning outcomes.

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments. **No**

Department(s) Affected:

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator. **No**

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? **No**
If yes please provide a rationale.

<table>
<thead>
<tr>
<th>Will any of the following be required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional staff ___</td>
</tr>
<tr>
<td>Additional space ___</td>
</tr>
<tr>
<td>Additional equipment ____</td>
</tr>
<tr>
<td>Additional library resources ___</td>
</tr>
</tbody>
</table>

Provide a rationale for any needs indicated and include approximate cost of equipment.
Please complete the following tables for your program or indicate the date of the **Academic Matters** (within the last three years) where they have previously been published.

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.

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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.

<table>
<thead>
<tr>
<th>PROGRAM STUDENT LEARNING OUTCOMES FOR PRACTICAL NURSING CERTIFICATE LP AND LPE</th>
<th>Supporting course(s)</th>
<th>I, M, E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply the nursing process to the care of culturally diverse clients, throughout the life span, who have actual, common, well defined, or potential, health-deviation requisites.</td>
<td>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
</tr>
<tr>
<td>2</td>
<td>Use therapeutic communication effectively with clients, families, and members of the health care team.</td>
<td>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
</tr>
<tr>
<td>3</td>
<td>Implement goal-directed teaching plans to assist clients in resolving self-care deficits.</td>
<td>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
</tr>
<tr>
<td>4</td>
<td>Manage the nursing care of clients with actual or potential common, well-defined health deviation requisites, in a variety of structured settings, in accordance with ethical, legal and professional standards.</td>
<td>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
</tr>
<tr>
<td></td>
<td>Demonstrate professional attributes in the provision of safe, effective Practical Nursing Care.</td>
<td>PNP 101</td>
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<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Illustrate use of relevant technology for patient care and documentation.</td>
<td>PNP 101</td>
</tr>
</tbody>
</table>

For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR (insert the name of the program)</th>
<th>Supporting course(s)</th>
<th>I,M,E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills: Students will write and speak effectively.</td>
<td>PNP 101</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>PNP 101</td>
<td>E</td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>PNP 101</td>
<td>E</td>
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<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>PNP 101</td>
<td>E</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
<td>PNP 101</td>
<td>E</td>
</tr>
<tr>
<td>General Education Student Learning Outcomes</td>
<td>Supporting Course(s)</td>
<td>I,M,E</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
<td>E</td>
</tr>
<tr>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
<td>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</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>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
<td>E</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>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
<td>E</td>
</tr>
<tr>
<td>Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</td>
<td>PNP 101, PNP 111, PNP 121, PNP 200, PNP 210, PNP 222, PNP 233, PNP 240</td>
<td>E</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course #</td>
<td>Offered</td>
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<tr>
<td>--------------------------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>Semester 1 (Fall)</td>
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</tr>
<tr>
<td>Principles of Human Biology</td>
<td>BIO 100</td>
<td>F/S/SU</td>
</tr>
<tr>
<td>Practical Nursing I</td>
<td>PNP 101</td>
<td>F</td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>PNP 111</td>
<td>F</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 101</td>
<td>F/S/SU</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Semester 2 (Intersession)</td>
<td></td>
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<tr>
<td>Survey of Life Span Development</td>
<td>PSY 121</td>
<td>F/S/SU</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Semester 3 (Spring)</td>
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<td></td>
</tr>
<tr>
<td>Practical Nursing II: Medical/Surgical/Mental</td>
<td>PNP 200</td>
<td>S</td>
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<tr>
<td>Health Nursing</td>
<td></td>
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</tr>
<tr>
<td>Nutrition Concepts in Health and Illness</td>
<td>PNP 210</td>
<td>S</td>
</tr>
<tr>
<td>Clinical Pharmacology</td>
<td>PNP 222</td>
<td>S</td>
</tr>
<tr>
<td>Trends in Practical Nursing</td>
<td>PNP 233</td>
<td>S</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<tr>
<td>Semester 4 (Summer)</td>
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<tr>
<td>Practical Nursing III: Pediatric/Maternal/Newborn</td>
<td>PNP 202</td>
<td>SU</td>
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<tr>
<td>Leadership Management Nursing</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Total Credits Required</strong></td>
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</tr>
<tr>
<td>Course Title</td>
<td>Course #</td>
<td>Offered</td>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Semester 1 (Summer I or II)</strong></td>
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<tr>
<td>Introduction to Psychology</td>
<td>PSY 101</td>
<td>F/S/SU</td>
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<tr>
<td>Principles of Human Biology or</td>
<td>BIO 100</td>
<td>F/S/SU</td>
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<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 112</td>
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<tr>
<td><strong>Semester 2 (Fall)</strong></td>
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<tr>
<td>Practical Nursing I: Fundamentals of Nursing</td>
<td>PNP 101</td>
<td>F</td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>PNP 111</td>
<td>F</td>
</tr>
<tr>
<td>Survey of Life Span Development</td>
<td>PSY 121</td>
<td>F/S/SU</td>
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<tr>
<td><strong>Semester 3 (Intersession)</strong></td>
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<tr>
<td>Practical Nursing II: Pediatric Nursing</td>
<td>PNP 121</td>
<td>IN</td>
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<tr>
<td><strong>Semester 4 (Spring)</strong></td>
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<td>Practical Nursing III: Medical/Surgical/Mental Health Nursing</td>
<td>PNP 200</td>
<td>S</td>
</tr>
<tr>
<td>Nutrition Concepts in Health and Illness</td>
<td>PNP 210</td>
<td>S</td>
</tr>
<tr>
<td>Clinical Pharmacology</td>
<td>PNP 222</td>
<td>S</td>
</tr>
<tr>
<td>Trends in Practical Nursing</td>
<td>PNP 233</td>
<td>S</td>
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<tr>
<td><strong>Semester 5 (Summer I)</strong></td>
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<tr>
<td>Practical Nursing IV: Maternal/Newborn/Leadership Management Nursing</td>
<td>PNP 240</td>
<td>SU</td>
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</tbody>
</table>
### Healthcare

**Practical Nursing Certificate - Evening (Program Code: LPE) – Current**

<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><strong>Semester 1 (Fall)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Register for and successfully complete all courses to graduate in four semesters.</td>
</tr>
<tr>
<td>Principles of Human Biology</td>
<td>BIO 100</td>
<td>F/S/SU</td>
<td>4</td>
<td>ENG 091 with a grade of &quot;C&quot; or higher, ENG 096 with a grade of &quot;C&quot; or higher; or approp place score</td>
<td></td>
</tr>
<tr>
<td>Practical Nursing I</td>
<td>PNP 101</td>
<td>F</td>
<td>10</td>
<td>Acceptance to the PNP Program, Coreq: BIO 100 or BIO 140</td>
<td></td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>PNP 111</td>
<td>F</td>
<td>3</td>
<td>Acceptance to the PNP Program, Coreq: BIO 100 or BIO 140</td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of &quot;C&quot; or higher, ENG 096 with a grade of &quot;C&quot; or higher; or approp place score</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td><strong>Semester 2 (Intersession)</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Survey of Life Span Development</td>
<td>PSY 121</td>
<td>F/S/SU</td>
<td>3</td>
<td>PSY 101</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 3 (Spring)</strong></td>
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<td></td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</td>
</tr>
<tr>
<td>Practical Nursing II: Medical/Surgical/Mental Health Nursing</td>
<td>PNP 200</td>
<td>S</td>
<td>11</td>
<td>PNP 101, PNP 111, PSY 121, Coreq: PNP 210, PNP 222, PNP 233</td>
<td></td>
</tr>
<tr>
<td>Nutrition Concepts in Health and Illness</td>
<td>PNP 210</td>
<td>S</td>
<td>1</td>
<td>BIO 100 or BIO 140, PNP 101, PNP 111, Coreq: PNP 200, PNP 222, PNP 233</td>
<td></td>
</tr>
<tr>
<td>Clinical Pharmacology</td>
<td>PNP 222</td>
<td>S</td>
<td>2</td>
<td>PNP 111, Coreq: PNP 200, PNP 210, PNP 233</td>
<td></td>
</tr>
<tr>
<td>Trends in Practical Nursing</td>
<td>PNP 233</td>
<td>S</td>
<td>1</td>
<td>PNP 101, PNP 111, Coreq: PNP 200, PNP 210, PNP 222</td>
<td></td>
</tr>
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<td><strong>Total</strong></td>
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<td>15</td>
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</tr>
<tr>
<td><strong>Semester 4 (Summer)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Meet with a Career Services Representative for Job Search Assistance services.</td>
</tr>
<tr>
<td>Practical Nursing III: Pediatric/Maternal/Newborn/ Leadership Management Nursing</td>
<td>PNP 202</td>
<td>SU</td>
<td>8</td>
<td>BIO 100 or BIO 140, PNP 200, PNP 210, PNP 222, PNP 233, PSY 121</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
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<tr>
<td><strong>Total Credits Required</strong></td>
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</table>
### Healthcare

**Practical Nursing Certificate (Program Code: LPE) – Proposed**

<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><strong>Semester 1 (Summer I or II)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td>Register for and successfully complete all courses to graduate in five semesters. Consider taking BIO 111 and BIO 112 if you are considering advancing to the RN level.</td>
</tr>
<tr>
<td>Principles of Human Biology or Anatomy &amp; Physiology II</td>
<td>BIO 100</td>
<td>F/S/SU</td>
<td>4</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or approp place score</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2 (Fall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nursing I: Fundamentals of Nursing</td>
<td>PNP 101</td>
<td>F</td>
<td>10</td>
<td>Acceptance to the PNP Program, BIO 100 or BIO 112, PSY 101</td>
<td>Ensure all Healthcare Compliance requirements are met prior to Semester 2. Complete all PNP courses with a C or better.</td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>PNP 111</td>
<td>F</td>
<td>3</td>
<td>Acceptance to the PNP Program, BIO 100 or BIO 112, PSY 101</td>
<td></td>
</tr>
<tr>
<td>Survey of Life Span Development</td>
<td>PSY 121</td>
<td>F/S/SU</td>
<td>3</td>
<td>PSY 101</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Semester 3 (Intersession)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete all PNP courses with a C or better.</td>
</tr>
<tr>
<td>Practical Nursing II: Pediatric Nursing</td>
<td>PNP 121</td>
<td>IN</td>
<td>2</td>
<td>PNP 101, PNP 111, PSY 121</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 4 (Spring)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nursing III: Medical/Surgical/Mental Health Nursing</td>
<td>PNP 200</td>
<td>S</td>
<td>11</td>
<td>PNP 121</td>
<td>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>. Submit an Intent to Graduate Form, located on The Q. Complete all PNP courses with a C or better.</td>
</tr>
<tr>
<td>Nutrition Concepts in Health and Illness</td>
<td>PNP 210</td>
<td>S</td>
<td>1</td>
<td>PNP 121</td>
<td></td>
</tr>
<tr>
<td>Clinical Pharmacology</td>
<td>PNP 222</td>
<td>S</td>
<td>2</td>
<td>PNP 121</td>
<td></td>
</tr>
<tr>
<td>Trends in Practical Nursing</td>
<td>PNP 233</td>
<td>S</td>
<td>1</td>
<td>PNP 121</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 5 (Summer I)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nursing IV: Maternal/Newborn/Leadership Management Nursing</td>
<td>PNP 240</td>
<td>SU</td>
<td>6</td>
<td>PNP 200, PNP 210, PNP 222, PNP 233</td>
<td>Meet with a Career Services Representative for Job Search Assistance services. Complete all PNP courses with a C or better.</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>
2018-2019
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

1. Course Number and Name (current): SUR 101 Perioperative Issues

2. Originator: Deborah Coleman Date: September 27, 2018

3. School Dean: Pat Schmohl Date: September 27, 2018

4. Effective Date: Fall 2021

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

6. Recommended by the School of Healthcare Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: ____________________________ Date: ________________
   Recommended: _________ Not Recommended: __________
   Comments:

8. VP/Academic Affairs: ______________________________ Date: ________________
   Recommended: _________ Not Recommended: __________
   Comments:

9. Learning Council: _________________________________ Date: ________________
   Recommended: _________ Not Recommended: __________
   Comments:

10. VP/Academic Affairs: ______________________________ Date: ________________
    Approved: _________ Not Approved: __________
    Comments:
# COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em>_ Description</td>
<td><em>X</em>_ Prerequisite</td>
</tr>
</tbody>
</table>

## Course Discipline or Department: Surgical Technology

## School: Healthcare

### Current Course Number: SUR 101

### Current Course Name: Perioperative Issues

### Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**SUR 101 Perioperative Issues**  
This course provides knowledge in the areas of patient care directly associated with the surgical experience. Included are an in-depth overview of the hospital, the operating room and its equipment, and the individual roles of the surgical team; principles of patient safety: identification, transportation, and positioning; and, surgical pharmacology.

### Credits: 3

### Semester Offered: F

### Prerequisites: BIO 100 or BIO 140, SUR 115

### Corequisites: SUR 111

### Proposed Description (include all proposed changes):

**SUR 200 Perioperative Issues**  
This course provides the knowledge in areas of patient care directly associated with the surgical experience. Included are an in-depth overview of the hospital, operating room and its equipment. The individual roles of the surgical team, principles of safety, identification, transportation, positioning, medical terminology, surgical pharmacology, legal and ethical issues.

### Credits: 3

### Semester Offered: F

### Prerequisites: BIO 111, SUR 115, SUR 116

### Rationale for the change:

Changing the course description to represent accurate content. Changing number to make flow easier for students.

### Provide a description of any change in course content.

Content not changed the description changed to accurately reflect content.

### List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Please confer with the coordinator of the affected department.

### Attach current and proposed academic maps (with changes in **bold** for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.

Done. Syllabus reviewed by dean.
1. Course Number and Name (current) : SUR 111 Operating Room Techniques

2. Originator: Deborah Coleman Date: September 27, 2018

3. School Dean: Pat Schmohl Date: September 27, 2018

4. Effective Date: Fall 2021

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

6. Recommended by the School of Healthcare Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: __________________________ Date: ____________
   Recommended: ________ Not Recommended: ________
   Comments: __________

8. VP/Academic Affairs: __________________________ Date: ____________
   Recommended: ________ Not Recommended: ________
   Comments: __________

9. Learning Council: ____________________________ Date: ____________
   Recommended: ________ Not Recommended: ________
   Comments: __________

10. VP/Academic Affairs: _________________________ Date: ____________
    Approved: ________ Not Approved: ________
    Comments: __________
### 2018 - 2019

**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**  

<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th>___ Description</th>
<th>___ Prerequisite</th>
<th>___ Corequisite</th>
<th>___ Number</th>
<th>___ Name</th>
<th>___ #credits</th>
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**Course Discipline or Department:** Surgical Technology  
**School:** Healthcare

<table>
<thead>
<tr>
<th>Current Course Number:</th>
<th>SUR 111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Name:</td>
<td>Operating Room Techniques</td>
</tr>
</tbody>
</table>

**Current Course Description:**  
SUR 111 Operating Room Techniques  
This course introduces techniques and procedures utilized during the surgical experience. Topics covered include scrubbing, gowning and gloving; and the establishment of the sterile field with its armamentarium of sutures, instruments, supplies and equipment. The course includes an in-depth discussion of laparoscopic equipment and supplies, laser, and emergency preparedness. The laboratory component allows the student to observe and demonstrate the principles and procedures taught in the classroom in a non-patient contact environment.  
**Credits:** 5  
**Semester Offered:** F  
**Prerequisites:** ALH 102, SUR 115  
**Corequisite:** SUR 101

**Proposed Description:**  
SUR 201 Operating Room Techniques  
This course introduces techniques and procedures utilized during the surgical experience. Topics covered include scrubbing, gowning and gloving; and the establishment of the sterile field with its armamentarium of sutures, instruments, supplies and equipment. The course includes an in-depth discussion of laparoscopic equipment and supplies, laser, and emergency preparedness. The laboratory component allows the student to observe and demonstrate the principles and procedures taught in the classroom in a non-patient contact environment.  
**Credits:** 5  
**Semester Offered:** F  
**Prerequisites:** ALH 102, SUR 115, SUR 116

**Rationale for the change:**  
Changing course numbers in order to make sequencing clearer for advisors and students. Changing order caused removal of co-requisite.

**Provide a description of any change in course content:**

**List the programs that are affected by this change:**

**Please confer with the coordinator of the affected department:**

**Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.**

**Please submit a generic syllabus to your dean with all of the revisions included.**

**Done. Syllabus reviewed by dean.**
1. Course Number and Name: SUR 116 Surgical Procedures I

2. Originator: Deborah Coleman Date: September 27, 2018

3. School Dean: Pat Schmohl Date: September 27, 2018

4. Effective Date: Spring 2021

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

6. Recommended by the School of ___Healthcare___________ Date: __October 18, 2018__ Comments: Unanimous vote

7. AA Leadership Team: ____________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

8. VP/Academic Affairs: ____________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

9. Learning Council: ________________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

10. VP/Academic Affairs: ____________________________ Date: _________________
    Approved: ________ Not Approved: ________
    Comments:
<table>
<thead>
<tr>
<th>Course Discipline/Department: Surgical Technology</th>
<th>School: Healthcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: SUR 116</td>
<td></td>
</tr>
<tr>
<td>Course Name: Surgical Procedures I</td>
<td></td>
</tr>
<tr>
<td>Prerequisites and/or corequisites (confer with affected department coordinator): BIO 101 or High School Advanced Placement Biology</td>
<td></td>
</tr>
<tr>
<td>CIP code (check with IRAP Office): 51.0909</td>
<td></td>
</tr>
<tr>
<td>Effective Term/year: Spring 2021</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? Accrediting agency requiring change from Certificate to Associate Degree

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

Changing the current 8 credit course to two 4 credit courses.

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 (name the program)

*confer with the Liberal Arts Coordinator

Is this course required for a program? Yes 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.

Attached.

Expected enrollment per term: 10  
Expected enrollment per year: 10

Will any of the following be required:

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:</th>
<th>4 per week</th>
<th>Lab hours:</th>
<th>0</th>
<th>Clinic Hours:</th>
<th>0</th>
</tr>
</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):

**SUR 116 Surgical Procedures I**
This course explores the diagnostic and surgical interventions of general, OB/GYN, GU and orthopedic surgery. Additionally this course covers endoscopic and robotic procedures for each specialty. Ethical, legal and moral values relating to the individual patient as well as the operating room procedures are included.

**Credits: 4**

**Semester Offered: S**

**Prerequisites:** BIO 101 or High School Advanced Placement Biology

<table>
<thead>
<tr>
<th>Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course)</th>
<th>Lab Hours per semester:</th>
<th>Clinic Hours or Internship Hours per semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Provide the following course information selected form 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
  - Surgical Technology for The Surgical Technologist; A Positive Care Approach, 5th edition., AST
  - Study Guide and Lab Manual to Accompany Surgical Technology for The Surgical Technologist ; A Positive Care Approach, 5th edition., AST
  - Taber’s Cyclopedic Medical Dictionary. 21st edition., F.A.Davis

- Student Learning Outcomes (list)
  - The learner will identify and describe the techniques used to aid the physician in establishing preoperative diagnosis based on pertinent patient information.
  - The learner will describe the operative sequence in the opening and closing of a surgical wound.
  - The learner will discuss the relevant anatomy, indications for surgery, patient preparation, special equipment and supplies, purpose and expected outcome, and possible complications from the procedure.
  - The learner will demonstrate knowledge of the procedures and corresponding armamentarium associated with General Surgery.
  - The learner will demonstrate knowledge of the procedures and corresponding armamentarium associated with Obstetrical and Gynecological Surgery.
  - The learner will demonstrate knowledge of the procedures and armamentarium associated with Orthopedic Surgery.
  - The learner will demonstrate the knowledge of the procedures and armamentarium associated with GU Surgery.
  - The learner will demonstrate the knowledge of the procedures and armamentarium associated with Robotic Surgery.

- Teaching procedures (briefly describe)
• Lecture and discussion
• Required readings
• Internet activities and handout materials
• Audio-visual aids
• Mind Tap activities and tests

• Course topics and/or assignments and/or required and/or supplemental reading
  o Week 1
    ▪ Introduction
    ▪ Diagnostic Procedures
  o Week 2
    ▪ Workbook and Mind Tap Activities
  o Week 3
    ▪ General Surgery
  o Week 4
    ▪ General Surgery
  o Week 5
    ▪ Workbook and Mind Tap Activities
  o Week 6
    ▪ Review
  o Week 7
    ▪ Obstetric and Gynecologic Surgery
  o Week 8
    ▪ Workbook and Mind Tap Activities
  o Week 9
    ▪ Review
  o Week 10
    ▪ Genitourinary Surgery
  o Week 11
    ▪ Workbook and Mind Tap Activities
  o Week 12
    ▪ Orthopedic Surgery
  o Week 13
    ▪ Orthopedic Surgery
  o Week 14
    ▪ Workbook and Mind Tap Activities
  o Week 15
    ▪ Review for Final

• Tentative test schedule/assignment(s) schedule
  o Tests and Quizzes are given on a weekly basis.

• Basis for student grading and calculation of final grade as well as criteria for evaluating
student performance

- Homework 30%
- Quiz/Test 40%
- Final Exam 30%

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>I</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>E</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
<td>I</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>N/A</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>E</td>
</tr>
</tbody>
</table>
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.

**Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.

**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)
___ Civic Learning is not a component of this course (NA)
1. Course Number and Name (current) : SUR 199  Clinical I

2. Originator: Deborah Coleman  Date: September 27, 2018

3. School Dean: Pat Schmohl  Date: September 27, 2018

4. Effective Date:  Spring 2022

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

6. Recommended by the School of Healthcare  Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: _____________________________ Date: _______________
   Recommended: ________  Not Recommended: ________
   Comments:

8. VP/Academic Affairs: _____________________________ Date: _______________
   Recommended: ________  Not Recommended: ________
   Comments:

9. Learning Council: _____________________________ Date: _______________
   Recommended: ________  Not Recommended: ________
   Comments:

10. VP/Academic Affairs: _____________________________ Date: _______________
    Approved: ________  Not Approved: ________
    Comments:
### Type of Revision:

- ___ Description    _X__ Prerequisite    ___Corequisite    _X__ Number   ___ Name   ___ #credits
- ___ Elective Type       ___ other (explain)

### Course Discipline or Department: Surgical Technology

### School: Healthcare

<table>
<thead>
<tr>
<th>Current Course Number:</th>
<th>SUR 199</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Name:</td>
<td>Clinical I</td>
</tr>
</tbody>
</table>

### Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

**SUR 199 Clinical I**

Students are assigned to surgical setting within the greater Worcester area. Clinical experience provides students with supervised application of the theory, principles, and procedures taught in the classroom. Students experience patient contact as part of the operating room team. This experience takes place in hospital and clinics and focuses on minimally complex surgical cases.

- **Credits:** 4
- **Semester Offered:** Spring
- **Prerequisites:** SUR 101, SUR 111, SUR 121, SUR 130

### Proposed Description (include all proposed changes):

**SUR 205 Clinical I**

Students are assigned to surgical setting within the greater Worcester area. Clinical experience provides students with supervised application of the theory, principles, and procedures taught in the classroom. Students experience patient contact as part of the operating room team. This experience takes place in hospital and clinics and focuses on minimally complex surgical cases.

- **Credits:** 4
- **Semester Offered:** Spring
- **Prerequisites:** SUR 200, SUR 201, SUR 116, SUR 203

### Rationale for the change:

Changing course numbers in order to make sequencing clearer for advisors and students. Changing order caused removal of co requisite.

### Provide a description of any change in course content.

### List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

Please confer with the coordinator of the affected department.

### Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

Please submit a generic syllabus to your dean with all of the revisions included.

### Done. Syllabus reviewed by dean.
1. Course Number and Name: SUR 203 Surgical Procedures II

2. Originator: Deborah Coleman  
   Date: September 27, 2018

3. School Dean: Pat Schmohl  
   Date: September 27, 2018

4. Effective Date: Fall 2021

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

6. Recommended by the School of Healthcare  
   Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: ___________________________  
   Date: ________________
   Recommended: _______  
   Not Recommended: _______
   Comments:

8. VP/Academic Affairs: ___________________________  
   Date: ________________
   Recommended: _______  
   Not Recommended: _______
   Comments:

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

10. VP/Academic Affairs: ___________________________  
    Date: ________________
    Approved: _______  
    Not Approved: _______
    Comments:
# 2018-2019
## QUINSIGAMOND COMMUNITY COLLEGE
### NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>Course Discipline/Department: Surgical Technology</th>
<th>School: Healthcare</th>
</tr>
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<tbody>
<tr>
<td>Course Number: SUR 203</td>
<td></td>
</tr>
<tr>
<td>Course Name: Surgical Procedures II</td>
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</tr>
<tr>
<td>Prerequisites and/or corequisites (confer with affected department coordinator): BIO 111, SUR 115, SUR 116</td>
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<tr>
<td>CIP code (check with IRaP Office): 51.0909</td>
<td></td>
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<tr>
<td>Effective Term/year: Fall 2021</td>
<td></td>
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</table>

Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable? Accrediting agency requiring program change from Certificate to Associate Degree.

Is the course content similar to other courses now offered? Yes X No __
If yes, attach a statement from the coordinator of the department offering the similar course.
Changing an 8 credit course to two 4 credit courses.

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 (name the program)

*confer with the Liberal Arts Coordinator

Is this course required for a program? Yes ___ 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.

Attached

Expected enrollment per term: 10  Expected enrollment per year: 10

Will any of the following be required:

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: 4 per week</th>
<th>Lab hours: 0</th>
<th>Clinic Hours: 0</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>

**SUR 203 Surgical Procedures II**
This course explores the diagnostic and surgical interventions of EENT, dental/oral/maxillofacial, plastic/reconstructive surgery. Additionally, this course covers endoscopic and robotic procedures for each specialty. Ethical, legal, and moral values relating to the individual patient as well as the operating room procedures are included.

**Credits: 4**
**Semester Offered: F**
**Prerequisites: BIO 111, SUR 115, SUR 116**

<table>
<thead>
<tr>
<th>Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course) 4 per week</th>
<th>Lab Hours per semester: 0</th>
<th>Clinic Hours or Internship Hours per semester: 0</th>
</tr>
</thead>
</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
  - Surgical Technology for The Surgical Technologist; A Positive Care Approach, 5th edition., AST
  - Study Guide and Lab Manual to Accompany Surgical Technology for The Surgical Technologist ; A Positive Care Approach, 5th edition., AST
  - Taber’s Cyclopedic Medical Dictionary. 21st edition., F.A.Davis
- Student Learning Outcomes (list)
  - The learner will identify and describe the techniques used to aid the physician in establishing preoperative diagnosis based on pertinent patient information.
  - The learner will describe the operative sequence in the opening and closing of a surgical wound.
  - The learner will discuss the relevant anatomy, indications for surgery, patient preparation, special equipment and supplies, purpose and expected outcome, and possible complications from the procedure.
  - The learner will demonstrate knowledge of the procedures and corresponding armamentarium associated with EENT Surgery.
  - The learner will demonstrate knowledge of the procedures and corresponding armamentarium associated with Dental/Oral/Maxillofacial and Plastic/Reconstructive Surgery.
  - The learner will demonstrate the knowledge of the procedures and armamentarium associated with Robotic Surgery.
- Teaching procedures (briefly describe)
  - Lecture and discussion
  - Required readings
- Internet activities and handout materials
- Audio-visual aids
- Mind Tap activities and tests
- Course topics and/or assignments and/or required and/or supplemental reading

**Course topics and/or assignments and/or required and/or supplemental reading**

- Week 1
  - Ophthalmic Surgery
- Week 2
  - Workbook and Mind Tap Activities
- Week 3
  - Otorhinolaryngologic Surgery
  - Ear Surgery
- Week 4
  - Workbook and Mind Tap Activities
- Week 5
  - Nasal Surgery
- Week 6
  - Workbook and Mind Tap Activities
- Week 7
  - Throat Surgery
- Week 8
  - Workbook and Mind Tap Activities
- Week 9
  - Oral Surgery
- Week 10
  - Workbook and Mind Tap Activities
- Week 11
  - Maxillofacial Surgery
- Week 12
  - Workbook and Mind Tap Activities
- Week 13
  - Plastic and Reconstructive Surgery
- Week 14
  - Workbook and Mind Tap Activities
- Week 15
  - Review for Final

**Tentative test schedule/assignment(s) schedule**

- Tests and Quizzes are given on a weekly basis.

**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>I</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>E</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer and emerging technologies effectively.</td>
<td>I</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>N/A</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>E</td>
</tr>
</tbody>
</table>
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.

**Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.

**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)
___ Civic Learning is not a component of this course (NA)
1. Course Number and Name (current): SUR 221 Surgical Procedures II

2. Originator: Deborah Coleman  Date: September 27, 2018

3. School Dean: Pat Schmohl  Date: September 27, 2018

4. Effective Date: Spring 2022

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

6. Recommended by the School of Healthcare  Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: ___________________________  Date: _________________
   Recommended: _______  Not Recommended: _______
   Comments:

8. VP/Academic Affairs: ___________________________  Date: _________________
   Recommended: _______  Not Recommended: _______
   Comments:

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

10. VP/Academic Affairs: ___________________________  Date: _________________
    Approved: _______  Not Approved: _______
    Comments:
### Type of Revision:

- Description
- Prerequisite
- Corequisite
- Number
- Name
- #credits
- Elective Type
- Other (explain)

<table>
<thead>
<tr>
<th>Course Discipline or Department: Surgical Technology</th>
<th>School: Healthcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Course Number: SUR 221</td>
<td></td>
</tr>
<tr>
<td>Current Course Name: Surgical Procedures II</td>
<td></td>
</tr>
<tr>
<td>Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):</td>
<td></td>
</tr>
</tbody>
</table>

**SUR 221 Surgical Procedures II**

This course explores the diagnostic and surgical interventions of specialized surgeries including thoracic, neurosurgery, peripheral and cardiovascular surgeries.

**Credits:** 3

**Semester Offered:** S

**Prerequisites:** SUR 121

---

**Proposed Description (include all proposed changes):**

**SUR 221 Surgical Procedures III**

This course explores the diagnostic and surgical interventions of specialized surgeries including thoracic, neurosurgery, peripheral and cardiovascular surgeries.

**Credits:** 3

**Semester Offered:** S

**Prerequisites:** BIO 112, SUR 200, SUR 201, SUR 203 or SUR 121

---

**Rationale for the change:**

Changing SUR 121 Surgical Procedures I into two courses.

---

**Provide a description of any change in course content.**

No change in course content.

---

**List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):** No

---

**Please confer with the coordinator of the affected department.**

---

**Attach current and proposed academic maps (with changes in bold) for all affected programs. You can obtain academic maps from Barb Zabka.**

---

**Please submit a generic syllabus to your dean with all of the revisions included.**

Done. Syllabus reviewed by Dean.
2018 - 2019
QUINSIGAMOND COMMUNITY COLLEGE
NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL

1. New Degree, Option, or Certificate Name: Surgical Technology

2. Originator: Deborah Coleman  Date: September 27, 2018

3. School Dean: Pat Schmohl  Date: September 27, 2018

4. Effective Date: Pending Board of Trustee and BHE Approval (Fall 2020)

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

6. Recommended by the School of Healthcare  Date: October 18, 2018
   Comments: Unanimous vote

7. AA Leadership Team: ____________________________  Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments:

8. VP/Academic Affairs: ____________________________  Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments:

9. Learning Council: ________________________________  Date: ________________
   Recommended: ________  Not Recommended: ________
   Comments:

10. VP/Academic Affairs: ____________________________  Date: ________________
    Approved: ________  Not Approved: ________
    Comments:

FOR NEW PROGRAM/OPTION/CERTIFICATE

President: ____________________________  Date: ________________
Approved: ________  Not Approved: ________

Board of Trustees: ____________________________  Date: ________________
Approved: ________  Not Approved: ________
Program or Department where this degree, degree option or certificate will be housed: 
Surgical Technology

School: Healthcare

Degree, Degree option, or Certificate name as it will appear in the college catalog: 
Surgical Technology

CIP code for the degree, degree option, or certificate (check with IRaP Office): 51.0909

Attachments: 
Proposed Academic Map (including milestones) 
Timeline for retiring Surgical Technology Certificate (ST) and rolling out the Surgical Technology AS Degree (SUR)

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. 
SUR 101 to SUR 200 (course number change) 
SUR 111 to SUR 201 (course number change) 
SUR 116 new course (4 credits of SUR 121) I 
SUR 203 new course (4 credits of SUR 121) II 
SUR 221 title change from II to III 
SUR 199 to SUR 205 (course number change)

List the program goals. 
The Surgical Technology Associate Science Degree is designed to prepare the beginning practitioner to possess the knowledge, skills, and abilities necessary to provide services in the operating room in the role of Surgical Technologist as part of the surgical team. Instruction includes components of the basic sciences, operating room policies and procedures, safe patient care, operating room techniques, surgical procedures, and clinical practice.

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 need was determined by the programs accrediting agency (CAAHEP) requiring all Surgical Technology programs award a minimum of an Associate Degree effective August 1, 2021.

- How the program was designed 
The program was designed by researching the General Studies Associate Degree requirements and other Healthcare program requirements specifically Nurse Education.

- 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 
This program has been reviewed, approved and developed through interactions with Deborah Coleman, Pat Schmohl and the Surgical Technology Advisory Board members

- 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)
According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, Surgical Technologist employment is projected to grow from 2016-2026. This is 12% faster than average and the median salary is $46,310/year.

- 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
  Program goals do not indicate transfer, however we will work with the Transfer Office to build articulations for this program.

Does any aspect of this proposal affect another department? Please confer with the coordinators of affected departments.
Affected department(s): Financial Aid, Admissions, Advising – see attached timeline

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

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: No
- 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.

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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.

<table>
<thead>
<tr>
<th>PROGRAM STUDENT LEARNING OUTCOMES</th>
<th>Supporting course(s)</th>
<th>I, M, E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Correlate the knowledge of anatomy, physiology, pathophysiology, and microbiology to their role as a Surgical Technologist.</td>
<td>BIO 111, BIO 112, SUR 115</td>
<td>E, E, E</td>
</tr>
<tr>
<td>2. Demonstrate a safe level of practice and knowledge in their role as a Surgical Technologist.</td>
<td>SUR 201</td>
<td>E</td>
</tr>
<tr>
<td>3. Identify the purpose and principles for maintaining environmental control in the operating room suite.</td>
<td>SUR 201, SUR 115</td>
<td>E, E</td>
</tr>
</tbody>
</table>
### PROGRAM STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcomes</th>
<th>Supporting course(s)</th>
<th>I, M, E</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Identify the various classifications of surgical armamentarium, including instrumentation, sutures, and equipment used during the perioperative experience.</td>
<td>SUR 201</td>
<td>E</td>
</tr>
<tr>
<td>5</td>
<td>Acquire an understanding of the ethical, legal, moral and medical values related to the patient and the operating room team during the perioperative experience.</td>
<td>SUR 200</td>
<td>E</td>
</tr>
<tr>
<td>6</td>
<td>Identify the elements, actions, and use of medications and anesthetics used during the perioperative experience.</td>
<td>SUR 200</td>
<td>M</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrate knowledge and utilizes relevant medical terminology.</td>
<td>ALH 102</td>
<td>E</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrate safe practice techniques in regards to perioperative routines, patient transportation, positioning, and emergency procedures.</td>
<td>SUR 201, SUR 205, SUR 290, SUR 299</td>
<td>E, E, E, E</td>
</tr>
<tr>
<td>9</td>
<td>Demonstrate and integrates principles of surgical asepsis as part of the perioperative experience.</td>
<td>SUR 205, SUR 290, SUR 299</td>
<td>E, E, E</td>
</tr>
<tr>
<td>10</td>
<td>Carry out the principles and techniques of medical asepsis as part of the perioperative experience.</td>
<td>SUR 201, SUR 205, SUR 290, SUR 299</td>
<td>E, E, E, E</td>
</tr>
<tr>
<td>11</td>
<td>Effectively communicate both written and orally.</td>
<td>All courses</td>
<td>E</td>
</tr>
</tbody>
</table>

For a new DEGREE OR DEGREE OPTION, indicate the courses that fulfill the General Education Student Learning Outcomes.

### GENERAL EDUCATION STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Supporting course(s)</th>
<th>I, M, E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills: Students will write and speak effectively.</td>
<td>ENG 101, ENG 102</td>
<td>E, E</td>
</tr>
<tr>
<td>Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.</td>
<td>ENG 101, ENG 102</td>
<td>E, E</td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>SUR 200</td>
<td>M</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>BIO 101, BIO 111, BIO 112</td>
<td>M, M, M</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer and emerging technologies effectively.</td>
<td>All courses</td>
<td>E</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
<td>All Courses</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>All Courses</td>
<td>M</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>All Courses</td>
<td>E</td>
</tr>
<tr>
<td>Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</td>
<td>All Courses</td>
<td>E</td>
</tr>
</tbody>
</table>
### Healthcare

#### Surgical Technology - Associate in Science (Program Code: SUR) – Proposed

<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><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Biology: Core Concepts</td>
<td>BIO 101</td>
<td>F/S/SU</td>
<td>4</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
<td>Apply and get accepted to this program (Program Code: SUR).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or approp place score, MAT 095 with a grade of “C” or higher; or approp place</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>score</td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
<td>Complete ENG 101 or High School Advanced Placement English/ Language and Composition with an AP exam grade of 3 or higher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or approp place score</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology (Principles)</td>
<td>SOC 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
<td>Complete PSY 101 or High School Advanced Placement Psychology with an AP exam grade of 3 or higher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or approp place score</td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 101</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
<td>Contact QCC Career Services (<a href="http://www.QCC.edu/APexams">www.QCC.edu/APexams</a>) if you want to receive credit for your AP exam. The QCC school code is: 3714.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or approp place score</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>13</td>
<td></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Introduction to Medical Terminology</td>
<td>ALH 102</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher;</td>
<td>Register for and successfully complete all SUR courses to graduate in three semesters. All SUR courses must be taken in designated semester and order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or approp place score</td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 111</td>
<td>F/S/SU</td>
<td>4</td>
<td>BIO 101 or High School Advanced Placement Biology, Coreq: ENG 101</td>
<td>Complete ENG 101 or High School Advanced Placement English/ Language and Composition with an AP exam grade of 3 or higher.</td>
</tr>
<tr>
<td>Composition II</td>
<td>ENG 102</td>
<td>F/S/SU</td>
<td>3</td>
<td>ENG 101</td>
<td>Attend Transfer Services events. For information see <a href="http://www.QCC.edu/transfer">www.QCC.edu/transfer</a></td>
</tr>
<tr>
<td>Asepsis</td>
<td>SUR 115</td>
<td>S</td>
<td>2</td>
<td>Enrollment limited to Surgical Technology majors only</td>
<td>Contact QCC Career Services (<a href="http://www.qcc.edu/APexams">http://www.qcc.edu/APexams</a>) if you want to receive credit for your AP exam. The QCC school code is: 3714.</td>
</tr>
<tr>
<td>Surgical Procedures I</td>
<td>SUR 116</td>
<td>S</td>
<td>4</td>
<td>BIO 101 or High School Advanced Placement Biology</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>16</td>
<td></td>
<td></td>
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<tr>
<td><strong>Semester 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 112</td>
<td>F/S/SU</td>
<td>4</td>
<td>BIO 111</td>
<td>Meet with representatives of four-year schools to discuss/begin the transfer application process.</td>
</tr>
<tr>
<td>Perioperative Issues</td>
<td>SUR 200</td>
<td>F</td>
<td>3</td>
<td>BIO 111, SUR 115, SUR 116</td>
<td>Complete all SUR courses with grades of “C” or higher.</td>
</tr>
<tr>
<td>Operating Room Techniques</td>
<td>SUR 201</td>
<td>F</td>
<td>5</td>
<td>ALH 102, SUR 115, SUR 116</td>
<td></td>
</tr>
<tr>
<td>Surgical Procedures II</td>
<td>SUR 203</td>
<td>F</td>
<td>4</td>
<td>BIO 111, SUR 115, SUR 116</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>16</td>
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<td><strong>Semester 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgical Procedures III</td>
<td>SUR 221</td>
<td>S</td>
<td>3</td>
<td>BIO 112, SUR 200, SUR 201, SUR 203 or SUR 121</td>
<td>Continue with/complete the transfer application process.</td>
</tr>
<tr>
<td>Clinical I</td>
<td>SUR 205</td>
<td>S weeks</td>
<td>4</td>
<td>BIO 112, SUR 200, SUR 201, SUR 203 or SUR 121</td>
<td>Meet with a Career Services Representative for Job Search Assistant services.</td>
</tr>
<tr>
<td>Clinical II</td>
<td>SUR 290</td>
<td>S weeks</td>
<td>6</td>
<td>SUR 205</td>
<td>Submit an Intent to Graduate Form, located on The Q.</td>
</tr>
<tr>
<td>Clinical III</td>
<td>SUR 299</td>
<td>S weeks</td>
<td>6</td>
<td>SUR 290</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

*If graduate of Certificate Program returning for Associate Degree see Program Coordinator.*
Timeline for retiring Surgical Technology (ST) Certificate and rolling out Surgical Technology AS Degree (SUR)

1) Summer 2/Fall 2018:
   a) Surgical Tech Certificate: Fall 2018 to Spring 2019 (clinical – 8 students)
   b) Normal recruitment

2) Summer 2/ Fall 2019
   a) Surgical Tech Certificate: Fall 2019 to Spring 2020 (clinical – 8 students)
   b) Normal recruitment

3) Summer 2/Fall 2020
   a) This is going to be a hard year to recruit for – we need a double class due to freshman degree students not going out to clinical until Spring 2022 and increased TEAS
   b) TEAS change to 65 composite for both certificate and associates degree programs
   c) Surgical Tech Degree Freshman (not in clinical Freshman year) Fall 2020 to Spring 2021
   d) Last certificate cohort:
      i) Surgical Tech Certificate: Fall 2020 to Spring 2021 (clinical – no students in first year of program)
      ii) Students in this last certificate cohort can only be re-admitted to associate degree program due to accreditation standards.

4) Fall 2021
   a) Surgical Tech Degree Sophomores Fall 2020 to Spring 2022 (clinical – 8 students)
   b) Surgical Tech Degree Freshman (no clinical) Fall 2021 to Spring 2023 (clinical – no students in first year of program)

5) Fall 2022
   a) Surgical Tech Degree Sophomores Fall 2021 to Spring 2023 (clinical – 8 students)
   b) Surgical Tech Degree Freshman (no clinical) Fall 2022 to Spring 2024 (clinical – no students in first year of program)
2018-2019
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: Introduction to Literary Theory, ENG 210

2. Originator: Mark Bates, Ph.D. Date: 10/11/2018

3. School Dean: Clarence Ates, Ph.D. Date: 10/12/2018

4. Effective Date: FALL 2019

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

6. Recommended by the School of Humanities and Education Date: _10/18/18_______
   Comments:

7. AA Leadership Team: _______________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

8. VP/Academic Affairs: _________________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

9. Learning Council: ____________________________________ Date: _________________
   Recommended: ________ Not Recommended: ________
   Comments:

10. VP/Academic Affairs: _________________________________ Date: _________________
    Approved: ________ Not Approved: ________
    Comments:
### Course Information

<table>
<thead>
<tr>
<th>Course Discipline/Department: ENGLISH</th>
<th>School: HUMANITIES &amp; EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: ENG 210</td>
<td></td>
</tr>
<tr>
<td>Course Name: INTRODUCTION TO LITERARY THEORY</td>
<td></td>
</tr>
<tr>
<td>Prerequisites and/or corequisites (confer with affected department coordinator):</td>
<td>ENGLISH 101</td>
</tr>
<tr>
<td>CIP code (check with IRaP Office):</td>
<td>23.1401</td>
</tr>
<tr>
<td>Effective Term/year:</td>
<td>FALL 2019</td>
</tr>
</tbody>
</table>

### Course Rationale

The college now has a Liberal Arts: English Option, with a focus on literary studies. This option was designed to offer interested students a transfer pathway into a four year baccalaureate program in English. Literary studies today necessarily requires that students in the field have a grounding in the various literary theories that literary critics, literary historians, and literary scholars use in their work, both in their published research and in the teaching of their upper level courses. This introductory course in literary theory will provide QCC’s English Option transfer students with a solid foundation in the wide range of literary/critical theories one inevitably finds in contemporary literary scholarship and pedagogy. This course is not intended to replace any existing course.

### Course Comparison

<table>
<thead>
<tr>
<th>Is the course content similar to other courses now offered?</th>
<th>Yes ___ No <strong>X</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, attach a statement from the coordinator of the department offering the similar course.</td>
<td></td>
</tr>
</tbody>
</table>

### Course Electives

| 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) |
| __X_ Specific Type Literature, Philosophy, or Language |
| __X_ Program specific (name the program) Liberal Arts English Option |

*confer with the Liberal Arts Coordinator

### Program Requirement

<table>
<thead>
<tr>
<th>Is this course required for a program?</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

### Enrollment Details

<table>
<thead>
<tr>
<th>Expected enrollment per term: 16</th>
<th>Expected enrollment per year: 32</th>
</tr>
</thead>
</table>
Will any of the following be required:

Additional staff ___  Additional space ___  Additional equipment ____ Additional library resources __X__

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

A relatively small reference section devoted to the field, to include glossaries, anthologies, dictionaries, biographical reference texts (with relatively short sectional overviews of the lives, works, and key ideas of the seminal theorists in the various theoretical traditions), bibliographical resources, etc. in the area of literary/critical theory. The cost should be no more than a couple of hundred dollars. This reference works will provide supplementary resources to aid students in their understanding of the relevant theories. They will also provide invaluable assistance in the research process for the final term paper.

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 210 Introduction to Literary Theory

This course covers seminal extracts from the work of major literary/cultural theorists especially those whose work initiated particular schools of literary/cultural criticism. Students examine the work of these theorists in the order in which they appeared on the historical scene. Student also explore how the work of each theorist built upon, extended, challenged, or problematized, that of predecessors. Students apply these taught theories to several major works of literature. The class runs as a seminar and culminates with a final essay.

Credits: 3

Semester Offered: F/S

Prerequisites: ENG 101

<table>
<thead>
<tr>
<th>Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course)</th>
<th>Lab Hours per semester:</th>
<th>Clinic Hours or Internship Hours per semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Please see the attached Syllabus

- 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 an emerging technologies effectively.</td>
<td>M</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>E</td>
</tr>
<tr>
<td>---</td>
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</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>E</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>M</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)
Introduction to Literary Theory

ENG 210, Fall Semester, 2019

Prerequisite: ENG 101

Instructor:

Class time:

Office hour:

Email:

“...The economist J. M. Keynes once remarked that those economists who disliked theory, or claimed to get along better without it, were simply in the grip of an older theory. This is also true of literary students and critics . . . Some students and critics also protest that literary theory ‘gets between the reader and the work.’ The simple response to this is that without some kind of theory, however unreflective and implicit, we would not know what a ‘literary work’ was, or how we were to read it.” (underlining mine)

_Literary Theory: An Introduction_, Terry Eagleton

Text Book

**Lynn, Stephen. Texts and Contexts: Writing About Literature With Literary Theory**


Catalog Course Description

This course covers seminal extracts from the work of major literary/cultural theorists especially those whose work initiated particular schools of literary/cultural criticism. Students examine the work of these theorists in the order in which they appeared on the historical scene. Student also explore how the work of each theorist built upon, extended, challenged, or problematized, that of predecessors. Students apply the taught theories to several major works of literature. The class runs as a seminar and culminates with a final essay.
Credits: 3

Semester Offered: F/S

Prerequisites: ENG 101

The Rationale for this Course of Study:

Why Do You Need a Class in Literary Theory?

In a modern English BA program, an English “major” must have a basic understanding of the many forms of literary theory that have been developed over the course of human history. Some of the oldest theories of literature (or “aesthetics”) date back to the ancient world, others to the medieval period; these theories can be found in the works of such thinkers as Plato, Aristotle, Longinus, Rajashekhara, Liu Xie, and Horace. Others originate in 17th, 18th and 19th century Europe—in the Enlightenment period, and after—with such writers as Dryden, Pope, Johnson, Schiller, Lessing, Coleridge, Kant, Arnold, Sainte-Beuve, Ruskin, Wilde, and Pater. Still others have their origins fairly recently, that is to say, in the 20th century (these will be the chief focus of this class). Further approaches—and indeed hybrid approaches—continue to find expression in the 21st century.

For the above reason, English majors are typically expected to take an introductory class in literary theory. This class is designed to be just such an introductory class, focusing particularly on those “modern” theories of literature (often competing, often overlapping, often rejecting or building upon one another) that were developed in the period that extends from the first decades of the twentieth century up to the present day.

In modern literary scholarship, literary-critical debate is invariably informed—and self-reflectively and explicitly informed—by one or other, or some intersectional combination, of the existing set of theories. And this is perhaps especially the case when it comes to that spectrum of approaches that emerged over the course of the twentieth century, more or less concurrently with the establishment of university literature BA programs (which in the US date from the first decades of the twentieth century). These theories include, but are not limited to, the following array:\n
\[^1\]

\[^1\] In their academic writing, professional literary and cultural scholars today work from within one of the above theoretical perspectives, or within those spaces where two or more of these theories “intersect” (Marxist-feminism is one such region of
Formalism (whether Russian or “New Critical”);
Psychoanalysis;
Marxism;
Feminism;
Structuralism;
Post-structuralism;
New historicism;
Post-colonialism;
Queer studies;
Darwinian literary theory;
Ecocriticism.

The primary purpose of “Theory”—as, collectively, the above approaches are called today (by those in the “discourse community” in question)—is to address the three-part question embedded in the observation made by the literary critic Terry Eagleton in the epigraph at the top of this syllabus. The three—always interdependent—parts of that question are as follows:

1. **What do we mean by the word “literature”?** That is, to what “object” does that word direct our attention, as readers/critics?
2. **What do we mean by the phrase “literary work” (or “cultural text”)?** That is, when we use that phrase, what is that “object” to which we refer (you might think the answer is obvious—it isn’t)
3. **How ought we to “read” (analyze, interpret, evaluate) the literary “text” currently under review, in order to get at its meaning(s), assess its value, assign it its proper place in the (or a particular) literary tradition?**

The multifarious answers that literary scholars and critics have proposed, and continue to propose, to this three-part question remain, at all times, provisional, and thus subject to challenge and revision. The above remains, in short, an “open” question. In fact, a good deal of the debate in literary theoretical circles has been, and still is, devoted to wrestling with precisely this tripartite question. Suffice it to say, then, that in a modern four-year English literature program—and, indeed, in cultural studies programs more generally—it is taken as read that, as Eagleton suggests, there can be no such thing as a “theory-free”—and hence unbiased and impartial—approach to the “reading” of a work of literature (i.e. to the analysis, interpretation, and evaluation of literature, or “texts”), only acknowledged OR unacknowledged “theories” of literature. (It is important to point out that the latter does not typically result from an attempt overlap). You will not come across a professor in a modern four-year literature program who does not have a “theoretical” orientation of one kind or another, with that orientation, in most cases, explicitly identified on the said professor’s faculty webpage.
to mislead, but rather because the holder of said “theory” is not aware of applying said “theory” in her judgments.

This being the case, in present-day BA English literature programs (like the one a student might transfer into from the QCC English Option), unacknowledged, implicit “theories” of literature have no place: To seek to follow debates in the field requires the ability to both recognize and understand the particular theory that a particular literary critic has called upon to answer it (whether in whole or in part). For the prospective English major, therefore, this recognition and understanding—of “Theory,” so-called—constitutes a necessary foundation for success in the discipline.

A background in theory provides a necessary foundation, firstly, so that the English major can “speak the language” of the field she is entering; but, secondly, and more importantly, because said major will be asked to adopt a theory, or some combination of theories, when, inevitably, she is called upon to write her own literary critical argument essays on the literary texts assigned in the classes she either must take (“required courses”), or elects to take (“electives”). To put the matter another way, the “discourse community” the English major has chosen to enter is, today, steeped in the language and methods of literary theory (or “Theory”). Without a background in “Theory,” then, the English major will be poorly prepared to join the ongoing literary-critical conversation, about particular writers, particular works, particular cultural texts, particular periods, and so on.

The primary purpose and function of “Theory” is to provide the literary critic with a conceptual frame (or one such frame, depending upon the theory adopted) through which to analyze, interpret, and evaluate particular cultural “texts” (whether individual works, a given writer’s work as a whole, a particular national tradition, a designated historical period, etc.). In other words, the adopted literary theory provides the critic in question with a widely disseminated and systematic “way to read” a poem, play, novel, film, etc. (or period, or genre, or corpus of work), by recourse to a fully explicit, and fully reflective, set of theoretical criteria. This set of criteria typically comprises a number of oft-applied terms, concepts, and categories, many of which you will be introduced to in this foundational course of study.

Finally, an important final point to keep in mind is this:

English majors will find among the originators of the various theories and approaches—among the various seminal “Theorists”—the often demanding essays, articles, lectures, and books of a heterogeneous range of thinkers from many different parts of the world; thinkers who did not, in point of fact, see themselves as “literary theorists” at all. They were perhaps sociologists, or anthropologists, or political scientists, or philosophers, or linguists, or psychologists, or historians, or semioticians, or even (more recently) biologists and neuroscientists. Still others have been poets, or dramatists, or novelists. Many of
these thinkers simply resist any attempt at straightforward disciplinary categorization (often intentionally resist).

That being the case, this class will continually seek to stress an important fact about contemporary literary studies (a fact that could be said to apply to the full span of the academic humanities and social sciences in the modern university and college): that contemporary literary studies is a conspicuously hybrid and inherently intersectional academic field of study, one that is, of its very nature, interdisciplinary in its terminology, in its conceptual resources, in its borrowings, and in its purview, as well as in its preferred methods of analysis, interpretation, categorization, and modes of evaluation. In short, literary scholarship overlaps with other subjects and disciplines, and will almost certainly continue to do so in the future.

**Instructional Objectives**

- To introduce students to the range of literary/cultural theories that they will inevitably be asked to engage with in future literature and cultural studies classes in their major (in literary studies, but also in media studies, in film studies, in women’s studies, et. al.);
- To provide students with the necessary foundation 1) to enable them to recognize the presence of “Theory” in literary scholarship, and 2) to understand the uses to which specific literary theories have been put by particular literary scholars and literary critics in respect of particular literary and cultural “texts”;

What is called, in literature programs, “literary theory” shares much in common with what is called, in other humanities disciplines as well as in the social sciences, “cultural theory” (and sometimes “critical theory”), some version of which plays a central role in all of the humanities and social science disciplines, as they exist in the modern university. Therefore, though this class focuses specifically upon the application of “Theory” to literature—with English option students in mind--students intending to major in related fields will find much of interest, and of great value, in this course of study (as the same thinkers studied here appear frequently in debates in many other academic fields). Students in such fields as cultural studies, art history, philosophy, history, film studies, women’s studies, African-American studies, communications, etc. are likely to encounter these same theories at some point on the way to completion of their degrees.
To test students’ ability to apply one, or some combination of, the theories studied to the assigned work(s) of literature (students will be free to choose their own theory/theories from those covered in the class anthology—in consultation with the professor);

To provide students with at least some of the conceptual tools necessary for the writing of their own theory-informed literary critical argument papers on assigned literary and cultural “texts.”

Choice of Literary Texts for Purposes of Theoretical Application:


Hayden, Robert. “Middle Passage.” Poetry Foundation (Online).

I make my selection with particular criteria in mind, as I will explain in what follows. In its epic scope, Rushdie’s novel is large enough, in every sense of that word, to lend itself to "readings" from any of the array of theoretical perspectives covered in the class. It is a long and “baggy” novel, but one rich in language, content, metaphor, and theme; and it has received widespread critical acclaim as one of the great late-twentieth century novels written in the English language. It has been translated into forty languages.

Rushdie has been broadly judged to be one of the most important of living Anglophone novelists. He is, in addition to that, an Indian by birth, a Briton by upbringing and education, and an American by naturalization. In his person, therefore, he straddles all three of the major areas to be found in QCC’s literature survey courses—British, American, and World literatures. He has written “Indian” fiction, “British” fiction, and “American” fiction (which of his works qualify as which is itself a matter of debate).

Reading this novel slowly, over the course of the semester, will make it manageable for you (and I encourage you, if you have the time, to read ahead in it). We will be seeking to “read” it through the various theoretical lenses as we proceed with the class. That is to say, I will continually be suggesting ways to “read” the novel theoretically, from one perspective or another, during our classroom discussions; and students will be encouraged to run by me potential essay ideas—for applying one theory, or some combination of theories, to the novel—as and when they occur to them.

Robert Hayden’s “Middle Passage” is a relatively long three-part narrative poem that recounts the history of the transatlantic slave trade from both the point of view of those involved in its operations, and from that of its victims. The poem is complex in language, imagery, and theme, and lends itself to analysis and interpretation from a range of theoretical perspectives, be it postcolonial, poststructuralist, new historicist, formalist, Marxist, or other.
Course Requirements

- Careful, thoughtful, and annotated reading of, and notetaking on, the weekly reading assignments (journal), from both the anthology and (when we get to them) the novel and poem. Each student will be required to initiate classroom discussion at least ONCE (the class will run as a seminar, not a lecture course)—20%;

- Weekly preparation of an extract from both the theoretical readings and (after we start reading them) the novel and the poem—20%;

- Weekly presentations, on some topic related to the works under consideration in a given class—10%;

- Participation in the in-class application of theoretical approaches to short prose extracts and poems (“unseens”)—5%;

- An abstract (about a page to a page and a half in length) giving your working thesis for your final paper, describing your theoretical approach, indicating what kinds of things the reader should expect to find in the paper, and giving the references for any sources you have found (through library searches) that you think you might use in the final paper (as well as referencing the particular readings from the anthology that you plan to use in the final essay). You will also be required to conference with me about this abstract—5%;

- A final paper (approx. 2000 words long) that seeks to apply one—or some combination—of the taught theories to the assigned novel or poem, Salman’s Rushdie’s *Midnight’s Children* OR Robert Hayden’s “Middle Passage.” This final paper must make reference to at least five outside sources (the five can include the anthology sources). This paper should have a thesis—an argument to make—and provide detailed evidence, through careful quotation, in support of your interpretative claim. CRUCIAL TIP: To make the writing of this essay easier when you get to it, don’t forget to underline or highlight key quotations as you read in the anthology/novel/poem; and add annotations that will remind you later why you chose to highlight. Also: be thinking continuously about possible topics for the final paper—and be sure to write essay ideas down (or ask me for feedback on them as they occur to you). There will be no final timed examination in this class. The final essay will conclude this class (though we will meet in the allocated final examination period, for the submission of the essay, and for a final discussion)—40%

NOTE: I am open to essay ideas that seek to combine discussion of the novel and the poem. In such cases, you would need to propose some way of connecting the two, formally or thematically.
Teaching Procedures

The class will run as a seminar. This means that the majority of class time will be taken up with general discussion of the assigned readings. From time to time, there will be short, relatively informal writing assignments in class. At other times, we might watch a YouTube video about one of the assigned theories or theorists. Students will also, from time to time, be asked to deliver short presentations on matters pertaining to the assigned readings.

In short, the class chiefly involves these three interdependent activities: reading, writing, talking (rinse and repeat until the semester ends). There will be no memory tests or multiple choice quizzes.

Attendance and Lateness Policy

Conferences

Syllabus Calendar (This is a skeleton schedule; specific dates to be decided)

Week One: OVERVIEW OF COURSE

Introductions; review syllabus; short reading from the anthology textbook.

Week Two: FORMALISM

First “unseen.”

Week Three: STRUCTURALISM AND LINGUISTICS

"The Linguistic Foundation" Jonathan Culler; Course in General Linguistics, Ferdinand de Saussure; "Two Aspects of Language" Roman Jakobson; "The Structural Study of Myth" Claude Levi-Strauss.

Week Four: PSYCHOANALYSIS


Hand in journal entry for review.

Week Five: MARXISM

The German Ideology, "Wage Labor and Capital" and Capital Karl Marx; "Hegemony" Antonio Gramsci; The Historical Novel Georg Lukacs; "Ideology and Ideological State Apparatuses” Louis Althusser.

Week Six: POST-STRUCTURALISM/POST-MODERNISM

"The Order of Things", The Archeology of Knowledge and Discipline and Punish Michel Foucault; "Differance" Jacques Derrida; “Symbolic Exchange and Death” Jean Baudrillard; The Postmodern Condition Jean-Francois Lyotard.

“The Middle Passage” Parts I and II.
Second “unseen.”

Week Seven: FEMINISM


“The Middle Passage” Parts III.

Week Seven: GENDER STUDIES/QUEER THEORY

*The History of Sexuality* Michel Foucault; Introduction to Guy Hocquengham's *Homosexual Desire*; "Homographesis" Lee Edelman.

Book One of *Midnight's Children*.

Week Eight: POST-COLONIALISM


Book Two of *Midnight's Children*.

Hand in journal entry for review.

Week Nine: CULTURAL STUDIES/DARWINIAN LITERARY THEORY

Book Three of *Midnight’s Children*.

Third “unseen.”

**Week Ten: BEGIN PREPARATION FOR FINAL PAPER**

Discussing topics for final papers. Submission of final essay abstract.

**Week Eleven: FOCUS ON LIBRARY RESEARCH**

Library research. Presenting and discussing drafts of final papers.

**Week Twelve: ORAL PRESENTATION OF FINAL PAPER ARGUMENT**

Students will present a preliminary version of their final argument, followed by full group discussion and feedback.

Hand in journal for review.

**Week Twelve: REVIEW OF THEORIES COVERED IN THE COURSE**

Oral examination of the theories covered during the course of the semester.
Final paper will be submitted in the allocated examination period, together with class journal. Students will be given final “unseen.”

**Supplementary Readings**

This is a list of books that might help in understanding the literary theories covered in the course. I have specifically chosen “introductory” texts, or anthologies of key readings in each of the theoretical areas covered in the class. These books would qualify as acceptable sources for the writing of your final essay. All are accessible through the library system.

*A Glossary of Literary Terms* by M.H. Abrams

*Madame Bovary’s Ovaries: A Darwinian Look at Literature* by David B. Barash

*Beginning Theory: An Introduction to Literary and Cultural Theory* by Peter Barry

*Literary Theory (The Basics)* by Johannes Willem Bertens

*The Rhetoric of Fiction* by Wayne C. Booth

*Understanding Poetry* by Cleanth Brooks and Robert Penn Warren.

*Biographia Literaria* by Samuel Taylor Coleridge

*Classical Literary Criticism: Aristotle-Horace-Longinus* translated with introduction by T.S. Dorsch

*How to Read Literature. by Terry Eagleton*

*Literary Theory: An Introduction* by Terry Eagleton

*A Biocultural Approach to Literary Theory and Interpretation* by Nancy Easterlin

*Seven Types of Ambiguity* by William Empson

*How to Read Literature like a Professor* by Thomas C. Foster

*Aspects of the Novel* by E.M. Forster.

*Ecocriticism (The New Critical Idiom)* by Greg Garrard.

*Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination* by Sandra Gilbert and Susan Gubar

*Ecocriticism: The Essential Reader* by Ken Hiltner.
A Handbook of Critical Approaches to Literature by Earle G. Labor

Texts and Contexts: Writing About Literature with Critical Theory by Steven Lynn

The Penguin Dictionary of Critical Theory by David Macey

Deconstruction: Theory and Practice. Christopher Norris

Principles of Literary Criticism by I.A. Richards

A Defense of Poetry by Percy Bysshe Shelley

Learning for a Diverse World: Using Critical Theory to Read and Write About Literature by Lois Tyson

Critical Theory Today: A User-Friendly Guide by Lois Tyson

Theory of Literature by Rene Wellek and Austen Warren

Preface to the Lyrical Ballads by William Wordsworth
1. **Course Number and Name:** ESL 160: College English Transition

2. **Originator:** Anne Shull  
   **Date:** 10/10/2018

3. **School Dean:** Dr. Clarence Ates  
   **Date:** 10/10/2018

4. **Effective Date:** Fall 2019

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

6. **Recommended by the School of Humanities and Education**  
   **Date:** 10/18/18  
   **Comments:**

7. **AA Leadership Team:**  
   **Date:**  
   **Recommended:**  
   **Not Recommended:**  
   **Comments:**

8. **VP/Academic Affairs:**  
   **Date:**  
   **Recommended:**  
   **Not Recommended:**  
   **Comments:**

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

10. **VP/Academic Affairs:**  
    **Date:**  
    **Approved:**  
    **Not Approved:**  
    **Comments:**
2018-2019
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>Course Discipline/Department:</th>
<th>School: Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ESL 160</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>College English Transition</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prerequisites and/or corequisites (confer with affected department coordinator):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: ESL 115 and 105 OR permission of ESL coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIP code (check with IRaP Office):</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.0109</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Term/year:</th>
<th>Fall, 2019</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?

This course, which will replace ESL 155, is designed to transition students from ESL courses into ENG 101. Unlike ESL 155, it is a 6-credit course. It combines reading and writing, developing students’ ability to synthesize information from course readings and incorporate that information into effective written compositions. It will include an exit assessment process, scored by a team of readers, to determine student readiness for ENG 101 more accurately/authentically than the current process (Accuplacer). Per QCC’s Transfer Office, while this course may carry QCC degree credit, it is not transferable.

<table>
<thead>
<tr>
<th>Is the course content similar to other courses now offered?</th>
<th>Yes ___</th>
<th>No ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, attach a statement from the coordinator of the department offering the similar course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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* )
- Program specific (name the program)

*confer with the Liberal Arts Coordinator

<table>
<thead>
<tr>
<th>Is this course required for a program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected enrollment per term:</th>
<th>30 (15 in summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected enrollment per year:</td>
<td>75</td>
</tr>
</tbody>
</table>
Will any of the following be required:

- 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: 6</th>
<th>Lab hours:</th>
<th>Clinic Hours:</th>
</tr>
</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**):

This course covers the integration of critical reading and writing skills needed for college success. Students demonstrate their ability to comprehend, analyze, and synthesize information from course readings and to write effective academic essays based on those readings. Students focus their ability to use academic vocabulary; write with appropriate sentence structure and grammatical form; and to summarize, paraphrase, synthesize, and document sources. The goal of this course is to prepare students to enter ENG 101.

**Credits: 6**

**Semester Offered:** F/S

**Prerequisites:** Non-native speaker of English AND high school diploma or equivalent AND ESL 105 and 115 OR placement by ESL coordinator (coordinator will make decision by combination of CELSA score, Accuplacer Reading score, and a short writing sample).

<table>
<thead>
<tr>
<th>Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course)</th>
<th>Lab Hours per semester:</th>
<th>Clinic Hours or Internship Hours per semester:</th>
</tr>
</thead>
</table>

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

See attached syllabus

- 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>I</td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>N/A</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>N/A</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
<td>I</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>N/A</td>
</tr>
<tr>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.**

**Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.**

**Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.**

**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)
ESL 160: College English Transition

Sample Syllabus

Description
This course covers the integration of critical reading and writing skills needed for college success. Students demonstrate their ability to comprehend, analyze, and synthesize information from course readings and to write effective academic essays based on those readings. Students focus their ability to use academic vocabulary; write with appropriate sentence structure and grammatical form; and to summarize, paraphrase, synthesize, and document sources. The goal of this course is to prepare students to enter ENG 101.

Credits: 6
Semester Offered: F/S
Prerequisites: Non-native speaker of English AND high school diploma or equivalent AND ESL 105 and 115 OR placement by ESL coordinator (coordinator will make decision by combination of CELSA score, Accuplacer Reading score, and a short writing sample).

Objectives & Outcomes:

- Students improve their reading comprehension

  Outcomes: On successful completion of this course, the student will be able to:
  o Identify main ideas and supporting details
  o Recognize and understand different text types/organizational patterns
  o Make inferences in critical reading, including but not limited to:
    - Identifying the author’s purpose
    - Evaluating evidence/recognize bias

- Students expand their academic vocabulary

  Outcomes: On successful completion of this course, the student will be able to:
  o Use context clues and word parts to determine word meaning
  o Analyze and use correct word forms
  o Learn and use appropriate collocations
  o Understand connotations
  o Effectively use such tools as dictionary and thesaurus

- Students develop an effective writing process

  Outcomes: On successful completion of this course, the student will be able to:
  o Gather and develop ideas through analysis and discussion of course reading (prewriting)
  o Plan all writing assignments using a variety of brainstorming and outlining techniques (prewriting and planning)
  o Recognize, identify, and correct their own error patterns (revising & editing)

- Students write effectively in response to readings
Outcomes: On successful completion of this course, the student will be able to:
  o Summarize, paraphrase, and quote reading material
  o Express opinions in reaction to readings, relating their own ideas to those from readings
  o Use evidence from sources to support an argument
  o Document sources appropriately

Students write essays displaying unity, support, coherence and appropriate sentence structure

Outcomes: On successful completion of this course, the student will be able to:
  o Develop a main point or thesis
  o Write sentences and paragraphs that support the thesis
  o Use appropriate word order to connect ideas
  o Link sentences and paragraphs with appropriate transitions
  o Write at least three essays in at least two different rhetorical modes

Methods of Instruction
In this interactive classroom environment, students will be guided through the stages of the writing process, working individually, in groups, and as a whole class. Class discussions will draw upon readings and personal experiences to help students discover, refine, express, and clarify their ideas to produce effective academic writing.

Course Requirements
Students will actively participate in classroom activities and complete assignments at home. Students will complete multiple drafts to refine their written essays. All students must take the departmental final exam (see below).

Suggested Texts

University Success, Reading, Transition Level (Zwier and Vosters) AND University Success, Writing, Transition Level (Norloff and Renehan) (Pearson)

Evaluation and Grading

Students will be graded on a combination of the following:
  o Essays: Students will produce at least three essays over the course of the semester. Students will have time to brainstorm, plan, receive feedback, and complete at least two drafts before the essay is graded.
  o Tests & Quizzes: A variety of tests and quizzes will be used to evaluate students’ reading comprehension and their mastery of vocabulary, writing, and grammar topics.
  o Participation
  o Departmental Final Exam (see below)

Final Exam/Exit Process

At the end of the course, all students will take a departmental final exam. For this exam, students will be required to read and comprehend one or more reading selections and write an essay of 2-3 pages, typed
and double-spaced, in response to a given prompt. This prompt will require the student to analyze the readings, formulate an opinion/thesis, and support that thesis with evidence from the text and from the writer’s own experiences/observations.

Students will be given a copy of the readings approximately one week in advance, to read and annotate at home, but during the exam students will be given a clean copy of the readings (and not permitted to use their annotations). Students will not see the writing prompt until the exam period. Students can use the English-only dictionaries provided in the testing room, as well as the dictionary/thesaurus/spelling tools that are embedded within the word-processing program the student uses to type the exam. Use of other translators or websites is forbidden, and will result in an automatic F. All exit exams will be given in a classroom equipped with computers or laptops.

Evaluation: Student essays will be evaluated by a group of at least two readers (and one “tiebreaker”). At least one of these readers must be a non-ESL English faculty member. It is agreed that the professor who taught the course will have the opportunity to provide input – either in borderline cases, or in cases where he/she disagrees strongly with the decision of the readers.

The evaluation team will decide whether the student proceeds directly to ENG 101 or if he/she needs to take ENG 091 and/or 096.
COURSE REVISION PROPOSAL

1. Course Number and Name (current) : MAT 103 Mathematics for Business

2. Originator: Andreana M. Grimaldo Date: 10/16/2018

3. School Dean: Dr. Leslie Bolinger Horton Date: 10/18/2018

4. Effective Date: Summer 2019

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

6. Recommended by the School of Math & Science Date: 10/18/2018
   Comments:

7. AA Leadership Team: ____________________________ Date: _______________
   Recommended: ________ Not Recommended: ________
   Comments:

8. VP/Academic Affairs: ____________________________ Date: _______________
   Recommended: ________ Not Recommended: ________
   Comments:

9. Learning Council: ____________________________ Date: _______________
   Recommended: ________ Not Recommended: ________
   Comments:

10. VP/Academic Affairs: ____________________________ Date: _______________
    Approved: ________ Not Approved: ________
    Comments:
# COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
</tbody>
</table>

**Course Discipline or Department:** Mathematics  
**School:** Math & Science

**Current Course Number:** MAT 103  
**Current Course Name:** Mathematics for Business

**Current Course Description:**  
MAT 103 Mathematics for Business

This course introduces the mathematical processes and techniques currently used in the fields of business and finance. Students use practical examples throughout to illustrate the relevance of analyzing and interpreting data in business and financial management. Students learn sound decision making skills that will aid them in fulfilling their roles as citizens, consumers, employees, employers, investors, and entrepreneurs. The course introduces business statistics and continues with business and financial topics including bank services, business and consumer loans, simple and compound interest, payroll taxes, risk management, the mathematics of buying, break-even and cost-volume-profit analysis, discounts, markups and markdowns, inventory control, stocks and bonds, annuities and sinking funds, depreciation, interpreting financial statements and financial analysis.

**Credits:** 3

**Semester Offered:** F/S

**Prerequisites:** MAT 099 with a grade of “C” or higher; or appropriate placement score

**Restriction:** Restricted to Business Administration Career (BB and BBAP) and Business Administration Certificate (BAC) students

**Proposed Description (include all proposed changes):**

MAT 103 Mathematics for Business

This course introduces the mathematical processes and techniques currently used in the fields of business and finance. Students use practical examples throughout to illustrate the relevance of analyzing and interpreting data in business and financial management. Students learn sound decision making skills that will aid them in fulfilling their roles as citizens, consumers, employees, employers, investors, and entrepreneurs. The course introduces business statistics and continues with business and financial topics including bank services, business and consumer loans, simple and compound interest, payroll taxes, risk management, the mathematics of buying, break-even and cost-volume-profit analysis, discounts, markups and markdowns, inventory control, stocks and bonds, annuities and sinking funds, depreciation, interpreting financial statements and financial analysis.

**Credits:** 3
<table>
<thead>
<tr>
<th>Semester Offered:  F/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:  MAT 095 with a grade of “C” or higher; or appropriate placement score</td>
</tr>
<tr>
<td>Restriction: Restricted to Business Administration Career (BB and BBAP) and Business Administration Certificate (BAC) students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for the change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do not need the objectives from MAT 099 Intermediate Algebra to be successful in this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a description of any change in course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration Career (BB and BBAP) and Business Administration Certificate (BAC)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Please confer with the coordinator of the affected department.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attach current and proposed academic maps (with changes in <strong>bold</strong>) for all affected programs. You can obtain academic maps from Barb Zabka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The academic maps from the 2018-2019 catalog will remain the same.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please submit a generic syllabus to your dean with all of the revisions included.</th>
</tr>
</thead>
</table>


COURSE REVISION PROPOSAL

1. Course Number and Name (current): MAT 121 Topics in Mathematics

2. Originator: Andreana M. Grimaldo  Date: 10/16/2018

3. School Dean: Dr. Leslie Bolinger Horton  Date: 10/18/2018

4. Effective Date: Summer 2019

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

6. Recommended by the School of Math & Science  Date: 10/18/18
   Comments:

7. AA Leadership Team: ____________________________  Date: __________
   Recommended: ________  Not Recommended: ________
   Comments:

8. VP/Academic Affairs: ____________________________  Date: __________
   Recommended: ________  Not Recommended: ________
   Comments:

9. Learning Council: ________________________________  Date: __________
   Recommended: ________  Not Recommended: ________
   Comments:

10. VP/Academic Affairs: ____________________________  Date: __________
    Approved: ________  Not Approved: ________
    Comments:
### COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
<th>___ Description    X Prerequisite ___Corequisite ___ Number ___ Name ___ #credits ___ Elective Type ___ other (explain)</th>
</tr>
</thead>
</table>

| Course Discipline or Department: Mathematics | School: Math & Science |
| Current Course Number: MAT 121 |

**Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):**

MAT 121 Topics in Mathematics

This course explores various areas in contemporary mathematics and consists of two components: required topics and optional topics. Required topics include mathematical patterns and problem solving, consumer finance, probability, statistics and Euclidean and transformational geometry. Optional topics may be chosen from the following: linear functions and applications; numeration systems; sets; logic; graph theory; election theory; apportionment; tessellations and fractals; and cryptography; in addition, instructors may also choose to expand upon the required topics.

Credits: 3

Semester Offered: F/S/SU

Prerequisites: MAT 095 with a grade of “C” or higher; or appropriate placement score

**Proposed Description (include all proposed changes):**

MAT 121 Topics in Mathematics

This course explores various areas in contemporary mathematics and consists of two components: required topics and optional topics. Required topics include mathematical patterns and problem solving, consumer finance, probability, statistics and Euclidean and transformational geometry. Optional topics may be chosen from the following: linear functions and applications; numeration systems; sets; logic; graph theory; election theory; apportionment; tessellations and fractals; and cryptography; in addition, instructors may also choose to expand upon the required topics.

Credits: 3

Semester Offered: F/S/SU

Prerequisites: MAT 095 with a grade of “C” or higher; or appropriate placement score
Rationale for the change:

On November 2, 2016, VP Pat Toney granted emergency approval (effective Spring 2017) for the above prerequisite change in order for the math department to pilot a program in which all students who have satisfactorily competed MAT 095 or have tested via Accuplacer into MAT 099, can register for MAT 121 Topics in Mathematics. At the time, it was noted that the math department, upon acceptable student success data, would bring the prerequisite change through governance.

Provide a description of any change in course content.

NA

List the programs that are affected by this change (list program names and program codes as they appear in the college catalog):

All programs that require a non-calculus track, college-level math course.

Please confer with the coordinator of the affected department.

Attach current and proposed academic maps (with changes in **bold**) for all affected programs. You can obtain academic maps from Barb Zabka.

The academic maps from the 2018-2019 catalog will remain the same.

Please submit a generic syllabus to your dean with all of the revisions included.

See attached.
COURSE REVISION PROPOSAL

1. Course Number and Name (current) : MAT 122 Statistics

2. Originator: Andreana M. Grimaldo Date: 10/16/2018

3. School Dean: Leslie Bolinger Horton Date: 10/18/2018

4. Effective Date: Summer 2019

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

6. Recommended by the School of Math & Science Date: 10/18/18

    Comments:

7. AA Leadership Team: ___________________________ Date: _______________

    Recommended: _______ Not Recommended: _______

    Comments:

8. VP/Academic Affairs: ___________________________ Date: _______________

    Recommended: _______ Not Recommended: _______

    Comments:

9. Learning Council: ___________________________ Date: _______________

    Recommended: _______ Not Recommended: _______

    Comments:

10. VP/Academic Affairs: ___________________________ Date: _______________

     Approved: _______ Not Approved: _______

     Comments:
 COURSE REVISION PROPOSAL

Type of Revision: 
 ___ Description    X Prerequisite    ___Corequisite    ___ Number    ___ Name    ___ #credits
 ___ Elective Type    ___ other (explain)

Course Discipline or Department: Mathematics | School: Math & Science

Current Course Number: MAT 122

Current Course Name: Statistics

Current Course Description (as it appears in the college catalog including course three letter designation and number, title, credits, semesters offered and prerequisites/corequisites):

MAT 122 Statistics

This course covers the essentials of statistics. Students learn descriptive and inferential statistics; charts (histograms, frequency polygons, ogives, and pie charts); measures of central tendency (mean, median, mode, and weighted mean); and measures of dispersion (range, variance, and standard deviation). Additional areas of study include discrete and continuous random variables; basic probability theory; the binomial distribution and its application in binomial experiments; standard and non-standard normal distributions; the Central Limit Theorem; confidence intervals for means, proportions, and variances; linear correlation and regression; and the one sample hypotheses test for mean (large and small sample), proportions, and variances.

Credits:  3

Semester Offered:  F/S/SU

Prerequisites:  MAT 095 with a grade of “C” or higher; or appropriate placement score

Proposed Description (include all proposed changes):

MAT 122 Statistics

This course covers the essentials of statistics. Students learn descriptive and inferential statistics; charts (histograms, frequency polygons, ogives, and pie charts); measures of central tendency (mean, median, mode, and weighted mean); and measures of dispersion (range, variance, and standard deviation). Additional areas of study include discrete and continuous random variables; basic probability theory; the binomial distribution and its application in binomial experiments; standard and non-standard normal distributions; the Central Limit Theorem; confidence intervals for means, proportions, and variances; linear correlation and regression; and the one sample hypotheses test for mean (large and small sample), proportions, and variances.

Credits:  3

Semester Offered:  F/S/SU

Prerequisites:  MAT 095 with a grade of “C” or higher; or appropriate placement score
<table>
<thead>
<tr>
<th><strong>Rationale for the change:</strong></th>
</tr>
</thead>
<tbody>
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<tr>
<td>NA</td>
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<td>All programs that require a non-calculus track, college-level math course.</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Please confer with the coordinator of the affected department.</strong></th>
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<tbody>
<tr>
<td>Attach current and proposed academic maps (with changes in <strong>bold</strong>) for all affected programs. You can obtain academic maps from Barb Zabka.</td>
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<tr>
<th><strong>The academic maps from the 2018-2019 catalog will remain the same.</strong></th>
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<tr>
<th><strong>Please submit a generic syllabus to your dean with all of the revisions included.</strong></th>
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<tbody>
<tr>
<td>See attached.</td>
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