



QUINSIGAMOND

Community College

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TO: The College Community

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

SUBJECT: **ACADEMIC MATTERS – Emergency Approval**

DATE: January 31, 2020

Emergency approval has been given to the academic matters sent to the November 12, 2019 meeting of the Learning Council.

1. New Course Proposal–IMD 105 UI/UX Design Fundamentals
 - a. New course accepted
 - b. Effective date: Fall 2020
 - c. Course description (as will appear in catalog)

IMD 105 UI/UX Design Fundamentals

This course introduces the principles and practices of UI/UX design. User Interface (UI) refers to the visual design characteristics of an interface; UX refers to content organizing, structure and user’s product interaction. Topics include: interface design elements and principles, information structure and data relevance; ideation and site mapping, personas and storyboarding, wireframes, usability, testing and prototyping. Assignments are completed using industry-standard software and hardware.

Credits: 3

Prerequisite: Placement into college level English

Semester Offered: F/S

2. New Course Proposal–MGT206 Management of Data Analytics
 - a. New course accepted
 - b. Effective date: Fall 2020
 - c. Course description (as will appear in catalog)

MGT 206 Management of Data Analytics

This course prepares students to understand data-driven decision making in business. Students complete assignments and hands-on projects using data and software. Topics in this course include descriptive, predictive, and prescriptive data analytics, data manipulation, determination of correct data, decision making, and the use of analytical tools.

Credits: 3

Prerequisite: CIS 111, MAT 122

Semester Offered: F/S

Note: This course is cross-listed as CIS 206

3. New Course Proposal – ENG 092 College Reading Strategies

- a. New course accepted
- b. Effective date: Fall 2020
- c. Course description (as will appear in catalog)

ENG 092 College Reading Strategies

This course helps students to gain, practice, and perfect college level reading and comprehension skills using adaptive, self-paced reading technology. Students develop critical thinking abilities, improve vocabulary, language use, reading comprehension, and textbook command. The minimal passing grade is a “C”.

Credits: 3

Prerequisite: Appropriate placement score

Semester Offered: F/S/SU

Note: This developmental English course cannot be used to satisfy degree or certificate requirements

4. Course Revision Proposal – All courses with Developmental English Prerequisites

- a. **Active Course Numbers:** ACC 101, ACC 110, ACC 211, ACC 225, ALH 101, ALH 102, ALH 103, ALH 106, ALH 107, ALH 131, ALH 134, ALH 137, ALH 151, ANT 111, ART 101, ART 111, ART 112, ART 211, ART 121, BIO 100, BIO 101, BIO 104, BIO 105, BKK 101, BSS 101, BSS 104, BTT 101, BUS 113, BUS 201, CHC150, CRJ 101, CRJ 110, CRJ 111, CRJ 113, CRJ 123, CRJ 208, CRJ 213, CRJ 231, CSC 108, CSC 210, CST 205, CST 207, ECE 101, ECE 102, ECE 103, ECE 105, ECE 112, ECE 123, ECE 221, ECE 242, ECE 255, EDU 101, EDU 102, ELT 103, ELT 120, ELT 121, ENG 090, ENG 091, ENG 095, ENG 096, ENG 097, ENG 101, EUT 101, EUT 110, FIN 221, FIN 250, FSC 101, FSC 104, FSC 121, FSC 151, GRT 101, HUM 101, HUM 142, HUS 101, HUS 121, IDS 101, IMD 114, IMD 121, IMD 154, IMD 161, IMG 100, IMG 101, IMG 102, LOG 105, LOG 106, LOG 107, LOG 208, MGT 101, MGT 211, MGT 215, MGT 216, MGT 222, MNT 100, MRK 111, MRK 201, MRK 221, MRK 231, MRK 241, MUS 102, MUS 151, MUS 261, PHA 100, PHA 101, PHA 102, PHI 102, PHI 121, PHI 131, PSY 101, PSY 118, PSY 142, PSY 158, SCI 103, SCI 104, SCI 105, SCI 106, SCI 107, SCI 108, SCI 109, SCI 110, SCI 140, SOC 101, SPH 101, THA 101
Inactive Course Numbers: ART 260, BIO 110, BSS 212, CHC 151, CRJ 141, ECE 100, ECE 237, ECE 256, ECE 113, ECE 133, ECE 141, ECE 204, ECE 131, ECE 222, HUM 147, LIB 101, PHI 104, PHI 123, PHI 143, PSY 117, PSY 119, PSY 115
- b. Remove current prerequisite or corequisite of:
 - i. ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; **or** appropriate placement score”,
 - ii. ENG 091 with a grade of “C” or higher; or appropriate placement score”,
 - iii. ENG 096 with a grade of “C” or higher; or appropriate placement score”
- c. Replace with:
Placement into college level English

2019-2020
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. **Course Number and Name:** IMD 105 UI/UX Design Fundamentals
2. **Originator:** Mary Valentine **Date:** 8/17/2019
3. **School Dean:** Betty Lauer **Date:** 8/1/2019
4. **Effective Date:** FA 2020
5. **Reviewed by Program and Process (if applicable)** **Date:**
6. **Recommended by the School of Business, Engineering & Technology** **Date:**10.31.19
Comments: CIP Code Forthcoming
7. **AA Leadership Team:**  **Date:** 11/05/19
Recommended: **Not Recommended:**
Comments:
8. **VP/Academic Affairs:**  **Date:** 11/05/19
Recommended: **Not Recommended:**
Comments:
9. **Learning Council:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:
10. **VP/Academic Affairs:** _____ **Date:** _____
Approved: _____ **Not Approved:** _____
Comments:

2019-2020
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course Discipline/Department: Interactive Media	School: Business and Technology
Course Number: IMD 105	
Course Name: UI/UX Design Fundamentals	
Prerequisites and/or corequisites (confer with affected department coordinator): Placement into college level English .	
CIP code (check with IRaP Office): 50.0401	
Effective Term/year: Spring 2020	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable? This is a new course</p> <p>In Massachusetts, UI/UX designers are in high demand. The average salary of a UX designer in the USA is \$95,000 https://www.builtinboston.com/salaries/design-ux/ux-designer/boston</p> <p>Projected growth in the next ten years is 22%. UI/UX designers are now considered the updated version of former Digital and Web Designers. In the last decade, UI/UX has grown by promoting employee collaboration and shared responsibility.</p> <p>Understanding the UI/UX design process allows for a consistent, successful approach to product, app and website design. Businesses increasingly recognize that apps and websites based on an intuitive and functional user experience (UX) is crucial to customer satisfaction.</p> <p>UI/UX design is key to a company's brand and profitability. Knowledge of UI/UX design is now an essential skill set for students in both Creative and High-Tech Industries.</p>	
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 <input type="checkbox"/> Elective (any college level course can serve as an elective) <input type="checkbox"/> 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*) <input type="checkbox"/> _XX_ Program specific (name the program): CIS, CSET, IMD, IMG *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: 20	Expected enrollment per year: 60
Will any of the following be required: no Additional staff ___ Additional space ___ Additional equipment ___ Additional library resources ___ Provide a rationale for any needs indicated above and include approximate cost of equipment.	

- 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.

CONNECTION TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I, M, E, NA
Communication Skills: Students will write and speak effectively.	M
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.	M
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	N/A
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	M
Technical Literacy: Students will utilize computer and emerging technologies effectively.	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	E
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	N/A
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	E
**Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	N/A

****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)

2019-2020
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: MGT 206 Management of Data Analytics

2. Originator: Maryann Kania & Jane Joyce Date: 9/4/2019

3. School Dean: Betty Lauer Date: 9/4/2019

4. Effective Date: Fall 2020

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

6. Recommended by the School of Business Engineering & Technology Date:

10.31.2019

Comments:

7. AA Leadership Team:  Date: 11/5/19

Recommended: Not Recommended:

Comments:

8. VP/Academic Affairs:  Date: 11/5/19

Recommended: Not Recommended:

Comments:

9. Learning Council: _____ Date: _____

Recommended: Not Recommended:

Comments:

10. VP/Academic Affairs: _____ Date: _____

Approved: _____ Not Approved: _____

Comments:

**2019-2020
QUINSIGAMOND COMMUNITY COLLEGE**

NEW COURSE PROPOSAL

Course Discipline/Department: Business Administration	School: Business, Engineering & Technology
Course Number: MGT 206. Cross-listed as CIS 206	
Course Name: Management of Data Analytics	
Prerequisites and/or corequisites (confer with affected department coordinator): CIS 111, MAT 122	
CIP code (check with IRaP Office): 52.1301	
Effective Term/year: Fall 2020	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable?</p> <p>This course is a business elective that may be used as a guided elective by other programs, as well as enhance course selections for students in business and STEM career paths. This course is necessary because data analytics is being used in all areas of business, including accounting, marketing, sales, logistics, operations, health care, and artificial intelligence.</p> <p>According to a study done by American Statistical Association and presented at a Two Year College for Data Science Summit in May 2018, funded by the National Science Foundation for Two-year Colleges, desired outcomes were computational foundations and thinking, statistical foundations, thinking, and modeling, and data management.</p> <p>According to the Bureau of Labor Statistics some skills sets needed to perform Data Analytics careers are: “Identify and solve problems, statistical analysis, simulations, predictive modeling, or other methods to analyze information and develop practical solutions to business problems”</p> <p>Local colleges that have programs in data analytics include:</p> <ul style="list-style-type: none"> • Worcester State University • UMass Lowell • Bay Path University • Framingham State University • Babson College • Nichols College 	
<p>Is the course content similar to other courses now offered? Yes ___ No ___x_</p> <p>If yes, attach a statement from the coordinator of the department offering the similar course.</p>	
<p>Please indicate if this course will serve as any of the following types of electives</p> <p>___ Elective (any college level course can serve as an elective)</p> <p>___ Specific Type: Business, Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science, Social Science, Foundational*, Literature, Philosophy or Language*, Creative Arts*)</p> <p>_X_ Program specific: All business programs, CIS & CST</p> <p>*confer with the Liberal Arts Coordinator</p>	
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: 20

Expected enrollment per year: 40

Will any of the following be required: No

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

Lecture Hours: 3	Lab hours: 0	Clinic Hours: 0
<p>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):</p> <p>MGT 206 Management of Data Analytics</p> <p>This course prepares students to understand data-driven decision making in business. Students complete assignments and hands-on projects using data and software. Topics in this course include descriptive, predictive, and prescriptive data analytics, data manipulation, determination of correct data, decision making, and the use of analytical tools.</p> <p>Credits: 3</p> <p>Semester Offered: F/S</p> <p>Prerequisite: CIS 111, MAT 122</p>		
Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course) 45	Lab Hours per semester: 0	Clinic Hours or Internship Hours per semester: 0
<p>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.</p> <p>All required course readings (whether written or electronic), including information on publisher and edition used or website address or link</p> <p style="padding-left: 40px;">Text: Business Intelligence, Analytics and Data Science: A Managerial Perspective. 4th edition; 2017, Sharda, Delin & Turban , Pearson</p> <p style="padding-left: 40px;">Microsoft Excel, Tableau, Power BI and other relevant software</p> <p>Student Learning Outcomes</p> <p>Learning Outcome I</p> <p style="padding-left: 40px;">OVERVIEW OF BUSINESS INTELLIGENCE, ANALYICS, AND DATA SCIENCE AND DESCRIPTIVE ANALYTICS I: NATURE OF DATA, STATISTICAL MODELING, AND VISUALIZATION</p> <p>Learning Outcome II</p> <p style="padding-left: 40px;">DESCRIPTIVE ANALYTICS II: BUSINESS INTELLIGENCE AND DATA WAREHOUSING AND PREDICTIVE ANALYTICS I: DATA MINING PROCESS, METHODS AND ALGORITHMS</p> <p>Learning Outcome III</p> <p style="padding-left: 40px;">PREDICTIVE ANALYTICS II: TEXT, WEB AND SOCIAL MEDIA ANALYTICS AND PRESCRIPTIVE ANALYTICS: OPTIMIZATION AND SIMULATION</p> <p>Learning Outcome IV</p>		

**BIG DATA CONCEPTS AND TOOLS, FUTURE TRENDS, PRIVACY AND
MANAGERIAL CONSIDERATIONS IN ANALYTICS**

Teaching procedures (briefly describe)

- Varieties of teaching/learning methods are used to accommodate many learning styles. Group work, discussions, problem solving and case studies in class, as well as homework are incorporated into the learning experience.

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

- A variety of printed and digital content maybe provided during the course. Digital content is found within the course Blackboard Learn site. There may be additional reading assignments as student interests dictate.

Tentative test schedule/assignment(s) schedule

- **MODULE I WEEKS 1,2,3,4 Assessments, Assignments, Attendance & Group Participation**
- **MODULE II WEEKS 5,6,7,8 Assessments, Assignments, Attendance & Group Participation**
- **MODULE III Weeks 9,10,11,12 Assessments, Assignments, Attendance & Group Participation**
- **MODULE IV Weeks 13,14, 15 Assessments/Final Project , Assignments, Attendance & Group Participation**

Basis for student grading and calculation of final grade as well as criteria for evaluating student performance:

Assessments (4 Test).....	25%
Attendance and Group Participation.....	15%
Assignments (Homework, Software assignments, and Group Case Studies).....	40%
Final Project (Individual or Group).....	20%

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.

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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.

CONNECTION TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I, M, E, NA
Communication Skills: Students will write and speak effectively.	I,M,E
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.	I,M,E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	I, M, E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	I, M, E
Technical Literacy: Students will utilize computer and emerging technologies effectively.	I, M, E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	I, M, E
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	I
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	I, M
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	I, M, E
**Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	N/A

****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)

2019-2020
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. **Course Number and Name:** English 092 College Reading Strategies

2. **Originator:** Tim LaFontaine

Date: October 1, 2019

3. **School Dean:** Nancy Schoenfeld, VP (Acting Dean)

Date: October 1, 2019

4. **Effective Date:** Fall 2020 (Pilot - Spring 2020)

5. **Reviewed by Program and Process (if applicable)**

Date: N/A

6. **Recommended by the School of** English & Humanities

Date: 10/31/19

Comments:

7. **AA Leadership Team:**



Date: 11/05/19

Recommended:

Not Recommended:

Comments:

8. **VP/Academic Affairs:**



Date: 11/05/19

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

Course Discipline/Department: Developmental English	School: English & Humanities
Course Number: ENG 092	
Course Name: College Reading Strategies	
Prerequisites and/or corequisites (confer with affected department coordinator): Appropriate Placement	
CIP code (check with IRaP Office): 23.0101	
Effective Term/year: Fall 2020 (Pilot Spring 2020)	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course. Is the course transferable?</p> <p>Rational: To better comply with the Massachusetts Department of Higher Education’s new 2020/2021 community college mandate that states “ At community colleges, 50% of first time, degree seeking students will successfully complete a college level English (...) course (...) within one year of their initial enrolment and before earning 24 credits.”</p> <p>ENG 092 College Reading Strategies has been developed as an all-inclusive, one-stop reading course that centers on state of the art, adaptive reading technology within an empirically modeled classroom.</p> <p>Any student testing into developmental reading may enroll in this course. The adaptive technology allows students to move through the course individually, as research supports having multiple leveled students within a single class as positive scaffolding for both the lower and higher leveled learner.</p> <p>ENG 092 has been designed to offer developmental reading students more choices and a potentially quicker exit into college English.</p>	
<p>Is the course content similar to other courses now offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, attach a statement from the coordinator of the department offering the similar course.</p> <p>Statement of Need from the Coordinator of Developmental English: English 092 is an amalgamation of and replaces ENG 090/091 in the developmental sequence. Although ENG 090/091 are and will continue to be offered, ENG 092 allows an additional choice to students, and offers a quicker path through developmental English, adhering to 2020/2021 state mandates.</p> <p>TL, 9/26/2019</p>	
<p>Please indicate if this course will serve as any of the following types of electives</p> <p><input type="checkbox"/> Elective (any college level course can serve as an elective)</p> <p><input type="checkbox"/> Specific Type (indicate Business, Multiple Perspectives*, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science, Social Science)</p>	

Foundational*, Literature, Philosophy or Language*, Creative Arts*)
___ Program specific

*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: 40	Expected enrollment per year: 160
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Will any of the following be required:

Additional staff ___ Additional space ___ Additional equipment X Additional library resources ___

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

Computer Classrooms

Course Materials

Lecture Hours:	Lab hours:	Clinic Hours:
<p>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):</p> <p>ENG 092 College Reading Strategies 3 Credit</p> <p>Course Description This course helps students to gain, practice, and perfect college level reading and comprehension skills using adaptive, self-paced reading technology. Students develop critical thinking abilities, improve vocabulary, language use, reading comprehension, and textbook command. The minimal passing grade is a “C”.</p> <p>Prerequisite: Appropriate placement score. * This college readiness course cannot be used to satisfy degree or certificate requirements. F/S/SU</p>		
Lecture Hours per semester: (e.g.; 45 hr. for 3 credit course)	Lab Hours per semester:	Clinic Hours or Internship Hours per semester:
45		
<p>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.</p> <ul style="list-style-type: none"> • 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.

CONNECTION TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I, M, E, NA
Communication Skills: Students will write and speak effectively.	E
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.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	NA
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	NA
Technical Literacy: Students will utilize computer and emerging technologies effectively.	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	I
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	I
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	NA
**Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	NA

****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)

English 092 (section)
College Reading Strategies
(Semester and Year)
Course Syllabus

3 Credits*

Day:

Time:

Room:

Contact Information:

Instructor:

E-Mail:

Phone:

QCC Mail Box #:

Campus Office:

Office Hours:

ENG 092 College Reading Strategies 3 Credit

Course Description

This course helps students to gain, practice, and perfect college level reading and comprehension skills using adaptive, self-paced reading technology. Students develop critical thinking abilities, improve vocabulary, language use, reading comprehension, and textbook command. The minimal passing grade for college readiness courses is a "C".

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

Text (Adaptive Reading Technology)

Title: Connect Reading 3.0

Author: McGraw-Hill Education

Teaching Procedures:

English 092 College Reading Strategies is an active reading skills course that uses state of the art, Adaptive Reading Technology. Your instructor will work with you one on one during the semester, and lecture infrequently. English 092 is built for classroom community engagement. This means fellow students may now and again work together to support in each other's learning progress. With good student work ethic, you will develop the essential skills that get you to where you really want to be, an independent, college-level reader who knows how to handle and succeed through the tough moments in college.

Course Goals and Learning Outcomes and Instructional Objectives

All terms in **bold** are further explained in the attached appendix

1. Develop and Improve vocabulary skills
 - a. Expand vocabulary knowledge by **building connections** between sentences, paragraphs, and longer fiction and non-fiction writing samples
 - b. Use context clues and inference to determine word meaning
 - c. Use a printed English dictionary effectively while using digital technology
 - e. Expand critical reading skills using adaptive technology

2. Identify the main idea and topic sentence, major and minor details and transitions
 - a. Understand the difference between main idea and a topic sentence
 - b. Differentiate between a main idea and a theme and a topic
 - c. Identify topic sentence of a paragraph
 - d. Differentiate between a stated main idea and an implied main idea
 - e. Recognize supporting details and understand their relationship to the main idea
 - f. Locate transitions within a text, and understand their purpose
3. Reasoning and Background Knowledge
 - a. Effectively use **schema**, relevant background knowledge, prior knowledge, and life experience to make connections to various texts using adaptive reading technology
 - b. Make personal character and setting connections while reading fiction
4. Develop effective reading and study skills to improve academic performance
 - a. Developing a supporting life structure
 - b. Make marginal annotations using the **Write Around** notetaking method
 - c. Paraphrase text
 - d. Summarize material
 - c. Developing a supporting life structure
 - d. Classroom etiquette
 - a. Organizational skills
 - b. Note taking and **note editing**
 - c. Use highlighting, scanning, skimming, effectively
5. Develop critical thinking skills and critical comprehension reading approaches
 - a. Recognize the use of inference while reading
 - b. Distinguish fact from opinion
 - c. Identify generalizations
 - d. Identify hyperbole
 - e. Recognize the author's tone or attitude while reading
 - f. Be able to infer the purpose of a text
 - g. Identify metaphors and similes
6. Find and evaluate reading material using the QCC library web site
 - a. Locate books, articles, and other material effectively while visiting the library
 - b. Locate library resources using a web based modality
7. Beyond the main idea: Analyzing the author's intent of fiction and nonfiction texts
 - a. Investigate an author's intent by paying close attention to words and phrases the author uses
 - b. Read to discover what the author is making us feel, and how
 - c. Identify the point of view of a text
 - d. Read multiple texts on the same topic in order to be able to recognize different viewpoints about the topic
 - e. Recognize supporting details and imagine what side the author would take in a debate
 - f. Develop a sequential timeline of events in a fictional story
 - g. Write a summary of points in non-fictional prose

8. Writing Practices That Enhance Reading Skills

- a. Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- b. Write a Summary of a Text
 - i. Identify or select the main information
 - ii. Delete trivial information
 - iii. Delete redundant points
 - iiii. Write a summary of the main and supporting points for each paragraph
- d. Answer questions about a text in writing
- e. Respond to a fictional story by writing a narrative that makes a personal character connection

10. Strategies for Reading Textbooks

- a. Analyzing text-features, such as illustrations, photographs, charts, and graphs
- b. Understand the purpose of graphics and text

11. Develop critical comprehension reading strategies

- a. Practice making inferences
- b. Distinguish fact from opinion
- c. Recognize generalizations and hyperbole
- d. Recognize bias and understanding the reason
- e. Understand figurative language and metaphorical expression

12. Read college level texts with proficiency

Course Requirements of the Student

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

Attendance Policy:

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

Email Guidelines: From time to time you will need to email me. Perhaps you will be out sick or need assistance with a module. I encourage you to email me! However, you must follow these simple email guidelines:

1. Include a subject. Your subject should be properly formatted including the course name and number followed by your last name:
 - a. Subject: Eng 092 Jones
 - b. (Blank subjects typically get deleted and unopened.)

2. Be professional: Do not refer to your instructor as “Hey.” Use their name.
3. Email through your Qmail account.
4. Use spell check, be sure your sentences are complete and clear.
5. Treat every email you send as you would in a professional work environment.
6. Be kind.

Electronics Policy:

English 092 uses Adaptive Reading Technology, which means students will have constant access to Blackboard, Connect, and digital modules. Although tempting, the use of personal smart technology should be avoided during class time. Distractions from texts inhibit (prevent) learning. If there is an emergency and a phone call is absolutely necessary, please inform the instructor.

TECHNICAL AND SUPPORT INFORMATION

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

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

Website: www.mhhe.com/support | Phone: (800) 331-5094 Hours (EST)

Sunday: 12 PM - 12 AM

Monday - Thursday: 24 hours

Friday: 12 AM - 9 PM Saturday: 10 AM - 8 PM

Ensure your computer meets system requirements by going to this link:

<http://connect.mheducation.com/connect/troubleshoot.do>

Procedure for Evaluating Student Performance:

English 092 College Reading Strategies is an active reading skills course that uses state of the art, Adaptive Reading Technology. Many reading activities linked to Connect will make up the bulk of the course assignments. Additionally, there will be three quizzes, a midterm and Final exam, as well as two reading/writing assignments. Students should plan on three hours of homework a week, which is linked through Blackboard/Connect. Please see the evaluation grid, next page for a breakdown of values and percentages.

Method of Evaluation

HOW CONNECT FITS INTO YOUR OVERALL COURSE GRADE

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

SmartBook or eBook Reading Assignments:	10%
Assignments:	40%
Quizzes:	30%
Exams:	20%

Tentative Test, Assignment, and Quiz Schedule

Module 1		Pre Reading, Finding the Main Idea; Develop effective reading and study skills
Module 2	Quiz 1	Fact and Opinion, Context Clues; Reasoning and Background Knowledge
Module 3		Character Types, Point of View; Major and Minor Details
Module 4	Quiz 2	Figurative Language, Inferences
Module 5		Literal to Critical Thinking, Central Ideas
Module 6		Fiction and Non-Fiction, Genre
Module 7	Midterm Exam	Develop Critical Thinking Skills and Critical Comprehension Reading Approaches
Module 8		Beyond the Main Idea: Analyzing the Author's Intent of Fiction and Nonfiction Texts
Module 9	Quiz 3	Writing Practices That Enhance Reading Skills; Write a Summary of a Text; Respond to a fictional story by writing a narrative that makes a personal character connection
Module 10		Strategies for Reading Textbooks
Module 11		Develop critical comprehension reading strategies
Module 12	Final Exam	Read college level texts with proficiency

Please note English 092 is modularly based, meaning students will encounter assignments at different points within the semester.

Academic Honesty and Plagiarism

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

Plagiarism means taking someone else's ideas or words and presenting them as one's own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, and specifically in English 092, another person completing work that is not their own.

Disability Services:

If you have a disability which may require an accommodation, please notify me as soon as possible. You are responsible for forwarding your Accommodation Letter to me and discussing arrangements for this course. Your accommodations for this course begin upon my receipt of your Accommodation Letter; accommodations are not retroactive. You may request accommodations at any time during the semester, but instructors must be provided with reasonable notice prior to exams or deadlines.

Disability Services works to promote access to ensure an accessible college experience for students. If you have further questions, contact Disability Services. All discussions are confidential.

Contact Information for Disability Services & Assistive Technology:

Call: 508-854-4471

Sorenson Video Phone: 508-502-7647
Email: disabilityservices@qcc.mass.edu

Food Pantry & Resource Center B63A email: foodpantry@qcc.mass.edu

The QCC Counseling Services

Dedicated to promoting the emotional health and wellbeing of the QCC Community

Tina Wells, LICSW **Room 162A**

Phone: 508-854-4479

twells@qcc.mass.edu

Have a great semester!

2018 - 2019
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Type of Revision: <input type="checkbox"/> Description <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Number <input type="checkbox"/> Name <input type="checkbox"/> #credits <input type="checkbox"/> Elective Type <input type="checkbox"/> other (explain)	
Course Discipline or Department: all	School: all
<p>Current Course Numbers: ACC 101, ACC 110, ACC 211, ACC 225, ALH 101, ALH 102, ALH 103, ALH 106, ALH 107, ALH 131, ALH 134, ALH 137, ALH 151, ANT 111, ART 101, ART 111, ART 112, ART 211, ART 121, BIO 100, BIO 101, BIO 104, BIO 105, BKK 101, BSS 101, BSS 104, BTT 101, BUS 113, BUS 201, CHC150, CRJ 101, CRJ 110, CRJ 111, CRJ 113, CRJ 123, CRJ 208, CRJ 213, CRJ 231, CSC 108, CSC 210, CST 205, CST 207, ECE 101, ECE 102, ECE 103, ECE 105, ECE 112, ECE 123, ECE 221, ECE 242, ECE 255, EDU 101, EDU 102, ELT 103, ELT 120, ELT 121, ENG 090, ENG 091, ENG 095, ENG 096, ENG 097, ENG 101, EUT 101, EUT 110, FIN 221, FIN 250, FSC 101, FSC 104, FSC 121, FSC 151, GRT 101, HUM 101, HUM 142, HUS 101, HUS 121, IDS 101, IMD 114, IMD 121, IMD 154, IMD 161, IMG 100, IMG 101, IMG 102, LOG 105, LOG 106, LOG 107, LOG 208, MGT 101, MGT 211, MGT 215, MGT 216, MGT 222, MNT 100, MRK 111, MRK 201, MRK 221, MRK 231, MRK 241, MUS 102, MUS 151, MUS 261, PHA 100, PHA 101, PHA 102, PHI 102, PHI 121, PHI 131, PSY 101, PSY 118, PSY 142, PSY 158, SCI 103, SCI 104, SCI 105, SCI 106, SCI 107, SCI 108, SCI 109, SCI 110, SCI 140, SOC 101, SPH 101, THA 101</p> <p>Inactive Course Numbers: ART 260, BIO 110, BSS 212, CHC 151, CRJ 141, ECE 100, ECE 237, ECE 256, ECE 113, ECE 133, ECE 141, ECE 204, ECE 131, ECE 222, HUM 147, LIB 101, PHI 104, PHI 123, PHI 143, PSY 117, PSY 119, PSY 115</p>	
Current Course Name: see attached	
Current Prerequisite or Corequisite in Course Description:	
<u>CURRENT PREREQUISITE or COREQUISITE</u>	
<p>ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate placement score”</p> <p style="text-align: center;">OR</p> <p>ENG 091 with a grade of “C” or higher; or appropriate placement score”</p> <p style="text-align: center;">OR</p> <p>ENG 096 with a grade of “C” or higher; or appropriate placement score”.</p>	
Proposed Prerequisite in Course Description: PROPOSED PREREQUISITE	
<hr style="width: 50%; margin-left: 0;"/> <p>Placement into college level English</p>	
Rationale for the change: This implements the DHE Common Assessment Policy: “Students who have graduated from high school within the past ten years and have earned a 2.7 high school GPA do not have to complete an Accuplacer and/or Writeplacer exam”.	
Provide a description of any change in course content.	
None	

Course Designation	Course #	Course Title	Credits	Prerequisites	Corequisites
ACC	101	Financial Accounting I	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
ACC	110	Accounting Software for Small Business	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
ACC	211	Federal Taxation	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ACC	225	Volunteer Income Tax Assistance, VITA Practicum	4	CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
ALH	101	Introduction to the Health Professions	3	ENG 091 with a grade of "C" or higher; or appropriate placement score	ENG 096 or appropriate placement score
ALH	102	Introduction to Medical Terminology	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ALH	103	Introduction to Pharmacology for Allied Health Professionals	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ALH	106	Medical Law and Ethics	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ALH	107	Medical Coding and Billing	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	ALH 102
ALH	131	Introductory Nursing Assistant	5	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ALH	134	Phlebotomy/EKG Technician	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ALH	137	Pharmacy Technician	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
ALH	151	Medical Office Administration I	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	ALH 102
ANT	111	Cultural Anthropology	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ART	101	Art Appreciation	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ART	111	A History of Art I	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ART	112	A History of Art II	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ART	211	History of Graphic Design	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ART	121	Contemporary Art	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
BIO	100	Principles of Human Biology	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
BIO	101	General Biology: Core Concepts	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
BIO	104	Introduction to Plant Biology	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	

Course Designation	Course #	Course Title	Credits	Prerequisites	Corequisites
BIO	105	Principles of Ecology	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
BKK	101	Bookkeeping I	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
BSS	101	Keyboarding Applications	3	ENG 091 with a grade of "C" or higher; or appropriate placement score	
BSS	104	Business Office Procedures	3	BSS 101, CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
BTT	101	Introduction to Biotechnology	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
BUS	113	Ethical Issues in Business & the Professions	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
BUS	201	Integrated Communications for Business	3	CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CHC	150	Health and Healing: Mind-Body-Spirit	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	101	Introduction to Criminal Justice	3	ENG 091 with a grade of "C" or higher; or appropriate placement score	
CRJ	110	Multicultural Diversity in Criminal Justice	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	111	Criminal Law	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	113	Constitutional Law	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	123	Contemporary Corrections	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	208	Technologies in Criminal Justice	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	213	Criminology	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	231	Introduction to Policing	3	ENG 091 with a grade of "C" or higher; or appropriate placement score	
CSC	108	Computer Science I	4	CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 100 or appropriate placement score	
CSC	210	Storage Technologies	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CST	205	IT Security Foundations	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CST	207	Telecommunications in Business	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	101	Introduction to Early Childhood Education	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	102	Growth & Development of the Young Child	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	103	Health, Safety & Nutrition in Programs for Young Children	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	105	Understanding Applied Behavior Analysis	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	112	Family Issues & Dynamics	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	123	Fieldwork with Infants and Toddlers (Observation and Experience)	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	221	Infant & Toddler Curriculum and Development	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	

Course Designation	Course #	Course Title	Credits	Prerequisites	Corequisites
ECE	242	Young Children with Special Needs	3	ECE 102 or PSY 123, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	255	Discipline: Guiding Children's Behavior	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
EDU	101	Elementary Education: Teaching and Learning	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
EDU	102	Theory to Practice: The Elementary School Learner	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ELT	103	Electronics I	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
ELT	120	Introduction to Photonics	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 099 with a grade of "C" or higher; or appropriate placement score	
ELT	121	Digital Circuits	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
ENG	090	Basic Reading Skills	3	Appropriate placement score	
ENG	091	Intermediate Reading Skills	3	ENG 090 with a grade of "C" or higher; or appropriate placement score	
ENG	095	Basic Writing Skills	3	Appropriate placement score	
ENG	096	Intermediate Writing Skills	3	ENG 095 with a grade of "C" or higher; or appropriate placement score	
ENG	097	The Reading-Writing Connection	3	Appropriate placement score	
ENG	101	Composition I	3	ENG 091 with a grade of "C" or higher; ENG 096 with a grade of "C" or higher; or appropriate placement score	
EUT	101	Fundamentals of the Energy Industry	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
EUT	110	Electrical Principles I	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	EUT 101
FIN	221	The Stock Market and Investments	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
FIN	250	Principles of Finance	3	ACC 101, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 099 with a grade of "C" or higher; or appropriate placement score	
FSC	101	Principles of Emergency Services	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
FSC	104	Fire Behavior and Combustion	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, FSC 101	
FSC	121	Building Construction for Fire Protection	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, FSC 101	
FSC	151	Occupational Safety and Health for Emergency Services	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
GRT	101	Introduction to Aging	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
HUM	101	Critical Thinking and Problem Solving	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
HUM	142	Internet Communications	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, Computer Literacy	
HUS	101	Introduction to Human Services	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
HUS	121	The Helping Relationship: Delivering Human Services	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	

Course Designation	Course #	Course Title	Credits	Prerequisites	Corequisites
IDS	101	Valuing Diversity	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
IMD	114	Digital Design Concepts I	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
IMD	121	Graphic Design I	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
IMD	154	Digital Imaging and Media	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
IMD	161	Digital Photography	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
IMG	100	Drawing the Human Form	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, Admission to Interactive Media - Game Design Option program	
IMG	101	Fundamentals of Game Design and Development	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, Admission to Interactive Media - Game Design Option program	
IMG	102	Introduction to Game Design	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, Admission to Interactive Media - Game Design Option program	
LOG	105	Introduction to Business Logistics	3	ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
LOG	106	Transportation Management	3	ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
LOG	107	Warehouse and Inventory Management	3	ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
LOG	208	Purchasing and Supply Management	3	ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 090 with a grade of "C" or higher; or appropriate placement score	
MGT	101	Introduction to Business	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MGT	211	Principles of Management	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MGT	215	Human Resource Management	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MGT	216	Entrepreneurship and Small Business Management	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MGT	222	International Business & Management	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MNT	100	Manufacturing Safety	3	ENG 095 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
MRK	111	Principles of Real Estate	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MRK	201	Principles of Marketing	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MRK	221	Sales & Sales Management	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MRK	231	Advertising	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MRK	241	Social Media Marketing	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MUS	102	Music Appreciation	3	ENG 091 with a grade of "C" or higher; or appropriate placement score	

Course Designation	Course #	Course Title	Credits	Prerequisites	Corequisites
MUS	151	Music Theory I	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
MUS	261	Music History I	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHA	100	Survey of Personal Health	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHA	101	Introduction to Public Health	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHA	102	Introduction to Global Health	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHI	102	Introduction to Philosophy	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHI	121	World Religions	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHI	131	Introduction to Ethics	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PSY	101	Introduction to Psychology	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PSY	118	Psychology of Interpersonal Relations	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PSY	142	Human Sexuality	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PSY	158	Human Relations in Organizations	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
SCI	103	Earth Science	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
SCI	104	Climate and Weather: Causes and Effects	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
SCI	105	Integrated Science: Earth and Space	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
SCI	106	Integrated Science: The Living World	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
SCI	107	Science of Technology: Vision and Light	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
SCI	108	Science of Technology: Hearing and Sound	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
SCI	109	Environmental Science: Biological Topics	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	
SCI	110	Sustaining Earth's Environment	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 095 with a grade of "C" or higher; or appropriate placement score	

Course Designation	Course #	Course Title	Credits	Prerequisites	Corequisites
SCI	140	Astronomy I: Close to Home	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 099 with a grade of "C" or higher; or appropriate placement score	
SOC	101	Introductory Sociology (Principles)	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
SPH	101	Speech Communication Skills	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
THA	101	Theater Production	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
INACTIVE COURSES					
ART	260	American Women Artists	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
BIO	110	Plants in Our World	4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MAT 099 with a grade of "C" or higher on the MAT 099 departmental final exam; or appropriate placement score	
BSS	212	Medical Machine Transcription	3	ENG 091 with a grade of "C" or higher; or appropriate placement score, BSS 101	ALH 102
CHC	151	Fundamentals of Complementary Health	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CRJ	141	Introduction to Private Security	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	100	Introduction to Early Childhood Competencies	3	ECE 102, ENG 096 with a grade of "C" or higher; or appropriate placement score	ECE 202
ECE	237	Nature & Science for the Young Child	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	256	Language Development in Early Childhood Education	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	113	Curriculum Planning for School Age Children	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	133	Developing a Multicultural Curriculum for Young Children	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	141	Child Abuse & Neglect	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	204	Fieldwork with School-Age Children	3	ECE 102 or PSY 123, ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	131	Planning Programs for Young Children	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
ECE	222	Infant/Toddler Curriculum: Application in the Field	3	ENG 096 with a grade of "C" or higher; or appropriate placement score	
HUM	147	Genocide	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
LIB	101	Introduction to Liberal Arts	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHI	104	Introduction to the Art of Loving	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHI	123	Native American Belief Systems	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PHI	143	Existentialism & the Human Situation	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PSY	117	Human Relationships & the Family	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
PSY	119	Psychology of Personal Influence & Self-Improvement	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	

Course Designation	Course #	Course Title	Credits	Prerequisites	Corequisites
PSY	115	Self-Assessment and Career Planning	3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	

IN ALL ABOVE COURSES PLEASE REPLACE CURRENT PREREQUISITE or COREQUISITE

ENG 091 with a grade of “C” or higher, ENG 096 with a grade of “C” or higher; or appropriate placement score”
OR

ENG 091 with a grade of “C” or higher; or appropriate placement score”

OR

ENG 096 with a grade of “C” or higher; or appropriate placement score”.

WITH THE PROPOSED PREREQUISITE

Placement into college level English

Quinsigamond Community College and the Quinsigamond Community College Foundation Naming of Facilities, Programs and Supporting Funds

Quinsigamond Community College (QCC) and the Quinsigamond Community College Foundation, Inc (QCC Foundation) understand the importance of recognizing individuals and entities who have made significant contributions to support the mission of Quinsigamond Community College. To that end, the College and the QCC Foundation, seek to provide appropriate naming opportunities to donors for their generosity. Facilities and programs at QCC may be named for individuals or other entities, based on a number of criteria as outlined in this policy. The primary motivating factor for naming a facility or program will be to encourage private philanthropic support. Only under unique circumstances should facilities or programs be named without a financial contribution. It is the intention of the College that naming opportunities generally be in perpetuity. However, there may be opportunities for period-specific sponsorships, which would not be considered in the same category as permanent naming of facilities or programs.

The scope of this document is to outline the process and policies for those naming opportunities under the control of QCC for which donations have been made or are managed by the QCC Foundation. This document neither governs, nor reflects, the policies or decision process of the Massachusetts Board of Higher Education (BHE).

Within the categories as defined below, the decision as to the naming of College-owned buildings rests solely with the Board of Higher Education, who will make their decision after consulting with the President of the College. No commitment for naming of buildings or schools may be made prior to approval by the College Board of Trustees.

Definition

For purposes of this document, “Facilities” shall be defined to include buildings, portions of buildings, physical areas that may be used for a specific program, landscaping or other portions of the physical plant and grounds of the College. “Programs” shall include academic programs, including groupings of academic programs such as departments, centers or schools, scholarships, fellowships, academic chairs, non-academic programs (such as athletics), and any other function of the College that transcends any particular physical space.

Honorific and Memorial Naming

Naming a facility, program, monument, planting or other similar items for unparalleled scholarly distinction or other exceptional non-monetary contributions to the College should generally be done only if the name being recognized will bring great honor to the College and the community. Additionally, this act of good will and thoughtfulness should have the potential to draw additional financial resources, providing value and additional stature to the institution. The criteria for naming a facility, program, monument, planting of other similar item to honor, recognize, or memorialize an individual who has not made a significant financial contribution include the following:

- Outstanding and distinguished service to the College and the community

- Long-term, significant generosity toward QCC and its students
- Substantial contribution to the development and destiny of the College
- The extent to which an individual's life and actions epitomize the ideals of the College community
- To memorialize one or more individuals whose deaths have significantly impacted the College

Caveats to Honorific Naming Opportunities

According to the BHE “Naming a building in honor of an individual shall be consistent with the values and mission of public higher education and shall not give the appearance of a conflict of interest, unsubstantiated recognition, or privilege. It is incumbent upon the nominating campus to conduct a background check sufficient enough in scope to ensure the named individual meets this criteria, however, the Board of Higher Education will provide guidance if needed.” (1)

“Naming a building in honor of an active public official, including a member of the General Court, Executive Branch, Campus Board of Trustees or Campus President, cannot be made per Massachusetts General Law Chapter 268(A) section 23(b) (2), which prohibits the gifts of substantial value given because of a specific position. This provision does not apply to former state employees.” (2)

Philanthropic Naming

Construction of Unplanned Facilities

Construction of unplanned or unscheduled facilities for which a donor wishes to have built will require funding of 100% of the project cost. If a donor is interested in building a facility that is not already in the College's Master Plan, it must be submitted through the appropriate planning channels for review and acceptance. The Advancement Office, working with the donor, will forward the request to the appropriate planning groups (Academic, Facilities etc.), which will then proceed with their review of the potential project. After review and approval by the various planning bodies, all facility projects must receive final approval by both the QCC Foundation and the College Board of Trustees.

Academic or College Program Naming

Programs and endowed chairs may be named upon approval by the President, either honorifically or in recognition of philanthropy. The amount or criteria required to enable naming of a program will be determined by the President in accordance with these guidelines. Programs named for philanthropy should be based on new gifts to the institution, not previous commitments.

Potential Donors for Whom Naming Opportunities May Not be Considered

At all times, QCC will consider the potential ramifications to the College of a donor and his/her gift. If, after consideration of a potential naming gift, the President or Trustees determine that a gift, or a relationship with a particular donor, could be damaging to the College, its mission and values or its students, the College retains the right to decline either the gift or the naming opportunity related to that gift.

Buildings owned by the Commonwealth of Massachusetts

Buildings owned by the Commonwealth of Massachusetts shall be subject to the naming policies of the Board of Higher Education (or its successor organization).

Donor Thresholds (according to the current BHE policies) **(3)**

- The BHE will consider approving a naming right for a new building at the \$2,000,000 threshold.
- The BHE will consider approving a naming right for a renovated or repurposed building at the \$1,500,000 threshold.
- The BHE will consider approving a naming right for an unnamed existing building at the \$1,000,000 threshold.

These figures can be negotiated with the BHE, but approval must be received before the naming rights can be bestowed. **(4)**

At all times, the President of the QCC Foundation, in consultation with the Executive Board and the Executive Director of the QCC Foundation, shall follow defined, consistent and accountable processes in the naming of facilities or programs under her/his purview, and will ensure that naming opportunities are compatible with the mission and values of the College. All proposals related to naming of facilities or programs should be held in confidence during the review and approval process; no public communication will take place until the Board of Trustees has formally approved the proposal. **(5)**

Classrooms/Common Spaces and Academic Support Naming

According to the BHE, the following guidance has been given to the campuses regarding the naming of Classrooms/Common Spaces—athletic fields, conference rooms, lecture halls, student unions, libraries, dining commons, etc.—and Academic Support Areas including, but not limited to, schools (e.g. business, education, nursing, music), department chairs, academic programs, endowments, and scholarships.

“...Naming rights, including donor thresholds, for Classrooms/Common Spaces and Academic Support will continue to be approved at the campus level. The BHE will, however, provide local and national benchmarking to the campuses as guidance for the development of campus policies.” **(6)**

Process for Changing or Eliminating Named Facilities or Programs

As stated earlier, naming recognition is meant to be in perpetuity; however, a change may occur if a facility or program is eliminated, or is substantially changed from its previous form. The College President reserves the right, in consultation with the QCC Foundation and Board of Trustees, to pursue alternate methods of recognizing the donor whose name was on the previous facility or program. Naming of a facility or program does not entitle the donor to continued naming of facilities or programs after a facility has been demolished or substantially changed, or after a program has ceased to exist in its previous form. The exception to this would be if the College determines that a program is substantially the same, but with a revised focus or name. In cases where this determination is made, the President may recommend to retain the donor’s name on the program. In all instances, decisions to change a named facility or program rests with the Trustees, upon the recommendation of the QCC President.

If the use of a facility is changed, and the original donation was related to the previous use, the donor (if alive) may be given the opportunity to have the name retained on some portion of the same facility, or they may be offered an alternative method of recognition. The donor's name will not necessarily transfer to a new facility to be used for the original purpose. If the donor is no longer alive, the College and the QCC Foundation will make a good faith effort to contact any immediate heirs of the donor to act on the donor's behalf in determining what the donor would have preferred. If a facility's use changes but the naming was not related to the previous use, the name will remain on the facility.

If the facility is significantly changed from its previous form, the President or Trustees (in consultation with the QCC Foundation) reserve the right to provide recognition in a manner relative to the proportion the original facility makes up of the new facility. The exact type of recognition or signage may, however, not be the same as the original, depending on the facility design and layout.

The College's Advancement Office will be responsible for maintaining a record of named programs, rooms, buildings, grounds and other spaces in addition to endowed funds.

Naming of Benches, Fountains, Flag Poles and Similar Items

Donors who wish to provide funding to name items such as benches, fountains, flag poles, monuments, plantings (trees, bushes, etc.), or other similar items may choose from a list of opportunities (existing items or those planned for as part of the campus Master Plan) maintained by the Physical Plant department. In all cases, the College and the QCC Foundation will determine what items will be offered for potential funding and naming, will determine where the items will be located and the materials to be used, and will designate vendor sourcing for the items. No donor may contribute these types of items without having gone through appropriate College processes, nor may they contract with artists, construction firms, or other vendors to create or install an item without proper College authorization. Unless there are extenuating circumstances that require funding above and beyond the cost of an item and the funds to maintain the item over time (such as a need to re-route electrical wiring or utilities, or to excavate the ground in order to install the item), the cost to name an item will be based on 1.5 times the cost to purchase the item. The additional funds will held by the QCC Foundation and may be pooled with other, similar funds to assist with ongoing maintenance and repair costs to the items.

Approved by the Quinsigamond Community College Board of Trustees:

Signature

Date

Approved by Quinsigamond Community College Foundation:

Signature

Date

Footnotes:

1. Approved at the Board of Higher Education meeting on January 27, 2017
2. <https://malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter268A/Section23A>
3. <https://www.mass.edu/bhe/Minutes/2017/2017-01-17%20FAAP%20Meeting%20Minutes.pdf>
4. <https://www.mass.edu/bhe/Minutes/2017/2017-01-24BHEMeetingMinutes.pdf>
5. <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section9>
6. <https://www.mass.edu/bhe/Minutes/2017/2017-01-17%20FAAP%20Meeting%20Minutes.pdf>

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