

Quinsigamond Community College
Memorandum

To: The College Community

From: Pat Toney, Vice President for Academic Affairs

*Nancy S. Shupold
acting VP Academic Affairs*

Subj: Academic Matters from May 14, 2013

Date: May 28, 2013

Final approval has been given to the academic matters acted upon at the May 14, 2013 meeting of the Learning Council.

Business & Technology Division

1. ERG 101 Engineering Graphics - Change the prerequisite from MAT 099 Intermediate Algebra to MAT 124 College Mathematics II: Trigonometry effective Fall 2014.
2. Introduce a new course, ACC 110 Accounting Software for Small Business, effective Fall 2013.
3. Introduce a new course, BKK 101 Bookkeeping I, effective Fall 2013.
4. Introduce a new course, BKK 102, Bookkeeping II, effective Fall 2013.
5. Introduce a new Certificate, Accounts Payable/Accounts Receivable Certificate, effective Fall 2013.
6. Introduce a new Certificate, Full Charge Bookkeeper Certificate, effective Fall 2013.
Note friendly amendment: That the statement that reads "BKK 101 (Required in Accounts Payable/Accounts Receivable Certificate) and BKK 102 together will equal ACC 101" is removed and referred back to the department for further consideration; and that all such references are removed from all places within the current governance proposal.

HealthCare Division

1. Introduce a new course, ALH 134 Phlebotomy/EKG Technician, effective Fall 2013.
Note friendly amendment:
ALH 134 - add "45 lecture hours and 0 Lab hours" to the curriculum
2. Introduce a new course, ALH 136 Phlebotomy/EKG Technician Clinical Co-Operative Externship, effective Fall 2013.
Note friendly amendment:
form ALH 136 - add "45 lab hours and 200-300 Clinic hours" to the curriculum form
3. Revise the Emergency Medical Services – Paramedic Technician Certificate, effective Fall 2013:

- a. Remove BIO 140 Introduction to the Human Body.
 - b. Replace BIO 140 with BIO 100 Principles of Human Biology.
4. Introduce a new course, PHA 101 Introduction to Public Health effective Spring 2014.
5. Introduce a new course, PHA 102 Introduction to Global Health effective Spring 2014.
Note friendly amendment: Allow this course to be available as a Multiple Perspectives elective, effective Spring 2014.

Human Service & Science

1. BIO 101 General Biology: Core Concepts changes effective Spring 2014
 - a. Change course description
 - b. Change co-requisite of ENG 101 to prerequisite of ENG 100 or appropriate placement score.
2. Make the title of BIO 141 to be "Biology of Sex," uniformly across the QCC systems effective Fall 2013.

Math & Social Sciences

1. Change course description of PSY 231 Introduction to Counseling effective Spring 2014.

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name : ERG 101 Engineering Graphics

2. Originator: Dadbeh Bigonahy

Date: 4-1-2013

3. Division Dean: Dean Kathy Rentsch

Date: 5.16.13

4. Brief Description of the Proposal:

To change the prerequisite from MAT 099 Intermediate Algebra to MAT 124 College Mathematics II: Trigonometry.

5. Effective Date: Fall 2014

6. Recommended by the Business & Technology Division
Comment:

Date: 4.18.13

7. AA Leadership Team: Jim Brown

Date: 4/24/13

Recommended: ☒ Not Recommended: ☐
Comments:

8. VP/Academic Affairs: [Signature]

Date: 4/24/13

Recommended: ☒ Not Recommended: ☐
Comments:

9. Learning Council: Philomena D'Alessandro Date: 5/14/13

Recommended: ☒ Not Recommended: ☐
Comments:

10. VP/Academic Affairs: [Signature]

Date: 5/14/13

Approved: ☒ Not Approved: ☐
Comments:

Type of Revision:	
___ Description <u>X</u> Prerequisite ___ Corequisite ___ Number ___ Name ___ #credits ___ Elective Type ___ other (explain)	
Course Discipline or Department: Engineering	Division: Business and Technology
Current Course Number: ERG 101	
Current Course Name: Engineering Graphics	
Current Course Description (as it appears in the college catalog):	
ERG 101 Engineering Graphics 3 credits This course focuses on engineering drawing utilizing computer-assisted drawing (CAD) techniques. It introduces descriptive geometry and the basic theory of orthographic projections. Students create orthographic, isometric, sectional views and assembly drawings and dimensioning using CAD software. Prerequisite: MAT 099. F/S/SU	
Proposed Description (include all proposed changes):	
ERG 101 Engineering Graphics 3 credits This course focuses on engineering drawing utilizing computer-assisted drawing (CAD) techniques. It introduces descriptive geometry and the basic theory of orthographic projections. Students create orthographic, isometric, sectional views and assembly drawings and dimensioning using CAD software. Prerequisite: MAT 124. F/S/SU	
Rationale for the change:	
This change is recommended by the Engineering program advisory committee; by four-year engineering colleges and universities to which QCC engineering students transfer; and by instructors teaching the course. The mathematical foundation of this course is trigonometry, which is required for orthographic projections. Students who do not have trigonometry typically drop the course.	
Provide a description of any change in course content.	
None – prerequisite change only	
Does the course revision affect another department? Please confer with the coordinator of the affected department.	
Affected department(s) <u>n/a</u>	
If this change affects a program grid, please submit a current and proposed program grid for each program affected	
Please submit a syllabus to your dean with all of the revisions included.	

ENGINEERING - Associate in Science (Program Code: ERG) - CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Principles of Chemistry for Engineers I	CHM 123	F/S/SU			4	Coreq-MAT 233
C++ for Scientists & Engineers	CSC 221	F/S/SU			3	MAT 124, Coreq-MAT 233 recommended
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
Engineering Graphics	ERG 101	F/S/SU			3	MAT 099
Calculus I	MAT 233	F/S/SU			4	MAT 124
Semester 2						
Principles of Chemistry for Engineers II	CHM 124	F/S/SU			4	CHM 123
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Calculus II	MAT 234	F/S/SU			4	MAT 233
General Physics I	PHY 105	S/SU			4	MAT 233
Social Science Elective	---				3	
Semester 3						
Introduction to Materials Science	ERG 211	F/SU			3	CHM 123, PHY 105
Statics	ERG 221	F/IN			3	Coreq-MAT 235, PHY 106
Calculus III	MAT 235	F			4	MAT 234
Probability & Statistics for Engineers & Scientists	MAT 237	F/SU			3	MAT 234
General Physics II	PHY 106	F/SU			4	MAT 234, PHY 105
Semester 4						
Thermodynamics	ERG 223	S/SU			3	CHM 124, MAT 235, PHY 106
Strength of Materials	ERG 225	S			3	ERG 221, MAT 235, Coreq-MAT 238
Differential Equations	MAT 238	S/SU			3	MAT 235
Linear Algebra	MAT 243	S/SU			3	Coreq-MAT 238
General Physics III	PHY 205	S/SU			4	MAT 235, PHY 106, Coreq-MAT 238
Total credits required					68	

Program Notes:

- Students should note that most required courses carry minimum prerequisite of ENG 100 and corequisite of MAT233.
- WPI has notified QCC that they will not accept courses for transfer credit if the courses were taken on-line. Students are advised to consult with their transfer institution(s) of choice for information on similar policies.

ENGINEERING - Associate in Science (Program Code: ERG) - PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Principles of Chemistry for Engineers I	CHM 123	F/S/U			4	Coreq-MAT 233
C++ for Scientists & Engineers	CSC 221	F/S/U			3	MAT 124, Coreq-MAT 233 recommended
English Composition & Literature I	ENG 101	F/S/U			3	Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or approp place score
Engineering Graphics	ERG 101	F/S/U			3	MAT 124
Calculus I	MAT 233	F/S/U			4	MAT 124
Semester 2						
Principles of Chemistry for Engineers II	CHM 124	F/S/U			4	CHM 123
English Composition & Literature II	ENG 102	F/S/U			3	ENG 101
Calculus II	MAT 234	F/S/U			4	MAT 233
General Physics I	PHY 105	S/U			4	MAT 233
Social Science Elective					3	
Semester 3						
Introduction to Materials Science	ERG 211	F/S/U			3	CHM 123, PHY 105
Statics	ERG 221	F/I/N			3	Coreq-MAT 235, PHY 106
Calculus III	MAT 235	F			4	MAT 234
Probability & Statistics for Engineers & Scientists	MAT 237	F/S/U			3	MAT 234
General Physics II	PHY 106	F/S/U			4	MAT 234, PHY 105
Semester 4						
Thermodynamics	ERG 223	S/U			3	CHM 124, MAT 235, PHY 106
Strength of Materials	ERG 225	S			3	ERG 221, MAT 235, Coreq-MAT 238
Differential Equations	MAT 238	S/U			3	MAT 235
Linear Algebra	MAT 243	S/U			3	Coreq-MAT 238
General Physics III	PHY 205	S/U			4	MAT 235, PHY 106, Coreq-MAT 238
Total credits required					68	

Program Notes:

- Students should note that most required courses carry minimum prerequisite of ENG 100 and corequisite of MAT233.
- WPI has notified QCC that they will not accept courses for transfer credit if the courses were taken on-line. Students are advised to consult with their transfer institution(s) of choice for information on similar policies.

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: ACC 110, ACCOUNTING SOFTWARE FOR SMALL BUSINESS

2. Originator: Carol Murphy & Jane Joyce Date: April 18, 2013

3. Division Dean: Kathy Rentsch Date: April 18, 2013

4. Brief Description of the Proposal:

To introduce a new course ACC 110 ACCOUNTING SOFTWARE FOR SMALL BUSINESS.

This is a 4-credit lecture/laboratory course that will focus on understanding accounting through a mastery of general ledger software applications. During the laboratory component students will be required to develop an accounting system for a small company. This course will prepare students for the Certified QuickBooks Users examination.

Note: The course is introduced as part of the new Certificate in Accounts Payable/Accounts Receivable.

5. Effective Date: Fall 2013

6. Recommended by the Bes. Tech Division Date: 4-18-13
Comments:

7. AA Leadership Team: Jim Brown Date: 4/24/13
Recommended: ✓ Not Recommended: _____
Comments:

8. VP/Academic Affairs: J. Jones Date: 4/24/13
Recommended: ✓ Not Recommended: _____
Comments:

9. Learning Council: Phelmina D'Alessandro Date: 5/14/13
Recommended: _____ Not Recommended: _____
Comments:

10. VP/Academic Affairs: J. Jones Date: 5/14/13
Approved: ✓ Not Approved: _____
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course Discipline/Division:	Accounting/Business Administration/Business & Technology Division
Course Number:	ACC 110
Course Name:	ACCOUNTING SOFTWARE FOR SMALL BUSINESS
Prerequisites and/or corequisites (confer with affected department coordinator):	None
CIP code (check with IRaP Office):	52.0302
Effective Term/year:	Fall 2013
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</p> <p>This new course accommodates the inclusion of a learning outcome that involves developing an accounting software system for a small business as well as preparing for the QuickBooks Certified Users Exam. The course includes a laboratory component.</p> <p>It will be introduced in Fall 2013 and will be limited in enrollment only to those students accepted to the Certificate in Accounts Payable/Accounts Receivable. This course may replace ACC 231 Computerized Accounting in future semesters.</p>	
<p>Is the course content similar to other courses now offered? Yes <u>XX</u> No <u> </u></p> <p>If yes, attach a statement for the coordinator of the department offering the similar course.</p> <p>Yes, it is similar in content to ACC 231, but the proposed course includes a laboratory component. The new course will be introduced in Fall 2013 and will be limited in enrollment only to those students accepted to the Certificate in Accounts Payable/Accounts Receivable. This course may replace ACC 231 Computerized Accounting in future semesters.</p>	
<p>Please indicate if this course will serve as any of the following types of electives</p> <p><input type="checkbox"/> Elective</p> <p><input type="checkbox"/> Discipline specific (name the discipline)</p> <p><input type="checkbox"/> Program specific (name the program)</p> <p><input type="checkbox"/> Multiple perspective (confer with the Liberal Arts Coordinator)</p>	
<p>Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal.</p> <p>Yes. The course is required in the new Certificate in Accounts Payable/Accounts Receivable.</p>	

Expected enrollment per term: 20	Expected enrollment per year: 40
Will any of the following be required: Additional staff ____ Additional space <u>XX</u> Additional equipment ____ Provide a rationale for any needs indicated above and include approximate cost of equipment. Given the introduction of a laboratory component, the course will require both a 3-hour lecture and a 3-hour lab component each week and as such, additional time in a computerized classroom.	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: ACC 110		
Course name: ACCOUNTING SOFTWARE FOR SMALL BUSINESS		
Credits:4		
Lecture Hours: 3	Lab hours:3	Clinic Hours:0
General course description and prerequisites (as it will appear in the catalog): This course focuses on understanding accounting through a mastery of general ledger software applications. Students set up and maintain a computerized accounting records system by recording the transactions necessary to operate a service and merchandising business. This course covers the areas of cash, accounts receivable, accounts payable, and payroll transactions. Students learn how to create these transactions on a computer and how to understand and interpret the resulting financial reports. During the laboratory component students will be required to develop an accounting system for a small company. This course will prepare students for the Certified QuickBooks Users examination. Prerequisite: Passing ENG 091 with a grade of C or higher and passing ENG 096 departmental writing final examination essay or appropriate placement score, MAT 090 with a "C" or better on the MAT 090 departmental final exam or placement by the Computerized Placement Test.		
All required texts and paperbacks, including information on publisher and edition used (provide a suggested text): Computer Accounting with QuickBooks, "current year"; Kay, Donna, McGraw-Hill, ISBN # 978-0-07-802534-1		
Provided by Intuit: QuickBooks Fundamental Learning Guide for Exam Practice		
Instructional Objectives (list): Upon successful completion of the course, students will:		

1. Demonstrate a working knowledge of general ledger software applications
2. Be able to maintain a computerized accounting system
3. Be able to record transactions necessary to operate a service and merchandising business
4. Define, compute, analyze and explain the computerized accounting areas of cash, accounts receivable, accounts payable, and payroll
5. Produce, analyze and explain financial reports
6. Analyze, explain and present to others, using the integrated knowledge acquired, to set up live accounting system for a small business.
7. Integrate technical knowledge into excel reports and spreadsheets
8. Be prepared to take the QuickBooks User certification examination.

Teaching procedures: (provide suggested teaching methodology):

Goals for Computerized Accounting students are to be able to correctly propose, set up and maintain a computerized general ledger for accounting for a small business and pass the exam to become a QuickBooks Certified User. Students will be asked to read assigned material, listen to mini-lectures, take notes, have discussions and work in group settings to problem solve, analyze, and prepare homework assignments, case studies, develop accounting system for a small business and practice for QuickBooks Certified Users exam.

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

Section 1 - Exploring QuickBooks Lab
Week-1-Tour of QuickBooks Chapter 1 Learning Activities
 Open Company File, print Profit & Loss Statement
 print Balance Sheet, save Files, QuickBooks Help
 Project 1 Larry's Landscaping

Week-2-Customizing QuickBooks Chapter 2 Learning Activities
 To do lists & calendar, print Statement of Cash Flows
 Edit Chart of Accounts
 Project 2 Larry's Landscaping

Week-3-Banking Chapter 3 Learning Activities
 Make Deposits, write checks,
 reconcile Bank Statements
 Project 3 Larry's Landscaping

Week-4-Customers and Sales Chapter 4 Learning Activities
 Create invoice to bill customers, add customer,
 and jobs, record customer payments and credit,
 print customer statements, reports and collection
 letters
 Project 4 Larry's Landscaping

Week-5-Vendors, Purchases and Inventory Chapter 5 Learning Activities
 Purchase inventory, add vendors, create purchase
 orders
 Project 5 Larry's Landscaping

Week-6-Employees and Payroll Chapter 6 Learning Activities

*Track time & print pay checks, transfer time to
sales invoice, pay payroll liabilities, print payroll
tax forms
Project 6 Larry's Landscaping*

Week-7-Reports and Graphs *Chapter 7 Learning Activities*
*Vertical Analysis financial statements
Ratio analysis
Project 7 Larry's Landscaping*

Section 2 - QuickBooks Accounting for Entrepreneurs Lab
Week-8-New Company Set Up *Chapter 8 Learning Activities*
*Easy step interview, set up Chart of
Accounts, customer list, vendor list,
Item list
Project 8 Kayla Consulting*

Week-9-Accounting for a Service Company *Chapter 9 Learning Activities*
*Purchase transactions, print checks,
sales transactions, deposits, year
end adjustments, trial balance and
financial reports
Exercise 9.6 Villa Floor & Carpet
Project 9 Kayla Consulting*

Week-10-Merchandising Corporation: *Chapter 10 Learning Activities*
*Set up new merchandising company,
Chart of Accounts, vendors, customers,
item list, activities through adjustments
and financial reports
Project 10 Xavier Enterprises
Group Case*

Week-11-Merchandising Corporation Payroll *Chapter 11 Learning Activities*
*Set up corporation payroll with time
tracking, corporate payroll tax liabilities
and forms
Project 11 Xavier Enterprises
Case 11 Tomaso Mowers
Group Case*

Week-12-Project/Presentation QuickBooks for a small business *Set up new small business*
*budgeting, estimating, memorized
transactions, audit trail*

Week-13-Practice for QuickBooks Certified Users Exam *Practice Exam*

Week-14-Quickbooks Certified User Exam *Exam*

Other information:

- Suggested basis for student grading and criteria for evaluating student performance

Evaluation will be based on a combination of individual and team homework and project assignments, taking and passing the QuickBooks Certified Users Exam. Each week, end of chapter homework exercises are expected to be completed and presented to the instructor for grading, this insures the student stays up to date with course work and helps correct content misconception early within the course.

There will be two group cases which will require the student to set up a new company file for a given company

The final group project and presentation will involve setting up a company for a small business or entrepreneur. See attached for description.

It is strongly recommended that students take and pass the exam to become a Certified QuickBooks User.

<u>Activity</u>	<u>Total Points</u>
End of Chapter Homework: Due Weekly	125
Two Group Cases	125
Project and Presentation	150
QuickBooks Certified Users Exam	100
Total	500

<u>Total Points</u>	<u>Letter Grade</u>
400-500	A range
300-400	B range
200-300	C range
100-200	D range
Below 100	F range

DEVELOP AN ACCOUNTING SYSTEM FOR ENTREPRENEURS OR A SMALL COMPANY USING QUICKBOOKS ACCOUNTING SOFTWARE

MILESTONE 1: Develop a proposal. In this milestone, you identify a real world client (either as small business or a potential entrepreneur) that needs assistance in establishing an accounting system using QuickBooks. After identifying the client, gather information from the client and develop a plan for a QuickBooks accounting system that will meet the client's needs.

MILESTONE 2: Develop a prototype or sample QuickBooks accounting system for the client. Set up

a company in QuickBooks with a sample Chart of Accounts for the client to review. After obtaining approval of the Chart of Accounts from the client and your instructor, enter beginning balances for the accounts.

MILESTONE 3: Develop sample QuickBooks lists for customers, vendors, items and employees. Obtain client and instructor approval for the lists and enter the lists information.

MILESTONE 4: Enter sample transactions to test the prototype.

MILESTONE 5: Identify the reports that the client needs and then create memorized reports using QuickBooks.

MILESTON 6: Develop documentation for project including instructions for further use.

MILESTONE 7: Present Project to class.

Suggested outline for project presentation:

History and overview: Provide background about the client and the client's need as an introduction for your presentation.

Demonstration: Demonstrate your project; display memorized transactions, memorized reports and lists for the class to view. Use sample data, not actual client confidential data

Examples: Present examples of documentation and client instruction you are providing

Cost/Benefit and Advantages/Disadvantages: Briefly present advantages and disadvantages of using QuickBooks for this project, as well as associated costs and benefits.

Summary: Concluding remarks to summarize major points of presentation

- Suggested attendance policy

Per current QCC Student Handbook

- Suggested plagiarism statement

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, or failing to properly use and credit sources in an essay.

Sometimes the issue is subtle, involving getting too much on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from college.

- Suggested assessment methodologies

Varied as per assignments

Please submit a syllabus for this new course to your dean.

Attached

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC's Intranet under Frequently Used Forms (Academic Governance Forms).

COURSE STUDENT LEARNING OUTCOMES FOR (ACC 110 ACCOUNTING SOFTWARE FOR SMALL BUSINESS) Upon completion of the course, students will be able to:	
1	Demonstrate a working knowledge of general ledger software applications
2	Be able to maintain a computerized accounting system
3	Be able to record transactions necessary to operate a service and merchandising business
4	Define, compute, analyze and explain the computerized accounting areas of cash, accounts receivable, accounts payable, and payroll
5	Produce, analyze and explain financial reports
6	Analyze, explain and present to others, using the integrated knowledge acquired, to set up a live accounting system for a small business.
7	Integrate technical knowledge into excel reports and spreadsheets
8	Be prepared to take the QuickBooks User certification examination.
9	
10	

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.

CONNECTION OF (ACC 110 ACCOUNTING SOFTWARE FOR SMALL BUSINESS) TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	I
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	M
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.	I
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	NA
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	NA
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

If the course is required in a program or it is an elective in a program, please indicate how the course contributes to the Program Student Learning Outcomes. List the Program Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

CONNECTION OF (ACC 110 ACCOUNTING SOFTWARE FOR SMALL BUSINESS) to PROGRAM STUDENT LEARNING OUTCOMES FOR (Certificate in Accounts Payable/Accounts Receivable)		
1	Analyze, calculate, and report financial information accurately and in a timely manner	M

2	Demonstrate proficiency in both manual and automated accounts payable and accounts receivable accounting systems.	M
3	Use the Microsoft Office Suite and QuickBooks software effectively.	E
4	Demonstrate knowledge of a broad overview of business ownership.	I
5	Develop skills necessary to make career related decisions to enhance workplace readiness.	I
6		
7		
8		
9		
10		

If the course is a discipline elective, please indicate how the course contributes to the Discipline Student Learning Outcomes if they are available. List the Discipline Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

CONNECTION OF (insert course number and name) to DISCIPLINE STUDENT LEARNING OUTCOMES FOR (insert name of discipline)		
1		I,M,E
2		
3		
4		
5		
6		
7		
8		
9		
10		

QUINSIGAMOND COMMUNITY COLLEGE
ACC 110 ACCOUNTING SOFTWARE FOR SMALL BUSINESS

COURSE DESCRIPTION:

ACC 110 ACCOUNTING SOFTWARE FOR SMALL BUSINESS

4 credits

This course focuses on understanding accounting through a mastery of general ledger software applications. Students set up and maintain a computerized accounting records system by recording the transactions necessary to operate a service and merchandising business. This course covers the areas of cash, accounts receivable, accounts payable, and payroll transactions. Students learn how to create these transactions on a computer and how to understand and interpret the resulting financial reports. During the laboratory component students will be required to develop an accounting system for a small company. This course will prepare students for the Certified QuickBooks Users examination.

Prerequisites: Passing ENG 091 with a grade of C or higher and passing ENG 096 departmental writing final examination essay or appropriate placement score, MAT 090 with a "C" or better on the MAT 090 departmental final exam or placement by the Computerized Placement Test.

TEXT

Computer Accounting with QuickBooks, "current year"; Kay, Donna, McGraw-Hill,
ISBN # 978-0-07-802534-1

Provided by Intuit: QuickBooks Fundamental Learning Guide for Exam Practice

COURSE PHILOSOPHY AND TEACHING PROCEDURES:

Goals for Computerized Accounting students are to be able to correctly propose, set up and maintain a computerized general ledger for accounting for a small business and pass the exam to become a QuickBooks Certified User. Students will be asked to read assigned material, listen to mini-lectures, take notes, have discussions and work in group settings to problem solve, analyze, and prepare homework assignments, case studies, develop accounting system for a small business and practice for QuickBooks Certified Users exam.

COURSE OUTLINE AND TOPICS

<i>Section 1 - Exploring QuickBooks</i>	<i>Lab</i>
<u><i>Week-1-Tour of QuickBooks</i></u>	<u><i>Chapter 1 Learning Activities</i></u>
	<i>Open Company File, print Profit & Loss Statement</i>
	<i>print Balance Sheet, save Files, QuickBooks Help</i>
	<i>Project 1 Larry's Landscaping</i>
<u><i>Week-2-Customizing QuickBooks</i></u>	<u><i>Chapter 2 Learning Activities</i></u>
	<i>To do lists & calendar, print Statement of Cash Flows</i>
	<i>Edit Chart of Accounts</i>
	<i>Project 2 Larry's Landscaping</i>
<u><i>Week-3-Banking</i></u>	<u><i>Chapter 3 Learning Activities</i></u>
	<i>Make Deposits, write checks,</i>
	<i>reconcile Bank Statements</i>
	<i>Project 3 Larry's Landscaping</i>
<u><i>Week-4-Customers and Sales</i></u>	<u><i>Chapter 4 Learning Activities</i></u>
	<i>Create invoice to bill customers, add customer,</i>
	<i>and jobs, record customer payments and credit,</i>
	<i>print customer statements, reports and collection</i>
	<i>letters</i>
	<i>Project 4 Larry's Landscaping</i>

Week-5-Vendors, Purchases and Inventory Chapter 5 Learning Activities

Purchase inventory, add vendors, create purchase orders

Project 5 Larry's Landscaping

Week-6-Employees and Payroll Chapter 6 Learning Activities

Track time & print pay checks, transfer time to sales invoice, pay payroll liabilities, print payroll tax forms

Project 6 Larry's Landscaping

Week-7-Reports and Graphs Chapter 7 Learning Activities

Vertical Analysis financial statements

Ratio analysis

Project 7 Larry's Landscaping

Section 2 - QuickBooks Accounting for Entrepreneurs Lab

Week-8-New Company Set Up Chapter 8 Learning Activities

Easy step interview, set up Chart of Accounts, customer list, vendor list, Item list

Project 8 Kayla Consulting

Week-9-Accounting for a Service Company Chapter 9 Learning Activities

Purchase transactions, print checks, sales transactions, deposits, year end adjustments, trial balance and financial reports

Exercise 9.6 Villa Floor & Carpet

Project 9 Kayla Consulting

Week-10-Merchandising Corporation: Chapter 10 Learning Activities

Set up new merchandising company, Chart of Accounts, vendors, customers, item list, activities through adjustments and financial reports

Project 10 Xavier Enterprises

Group Case

Week-11-Merchandising Corporation Payroll Chapter 11 Learning Activities

Set up corporation payroll with time tracking, corporate payroll tax liabilities and forms

Project 11 Xavier Enterprises

Case 11 Tomaso Mowers

Group Case

Week-12-Project/Presentation QuickBooks for a small business Set up new small business

budgeting, estimating, memorized transactions, audit trail

Week-13-Practice for QuickBooks Certified Users Exam Practice Exam

Week-14-Quickbooks Certified User Exam Exam

INSTRUCTIONAL OBJECTIVES:

Upon successful completion of the course, students will:

1. Demonstrate a working knowledge of general ledger software applications
2. Be able to maintain a computerized accounting system
3. Be able to record transactions necessary to operate a service and merchandising business
4. Define, compute, analyze and explain the computerized accounting areas of cash, accounts receivable, accounts payable, and payroll
5. Produce, analyze and explain financial reports
6. Analyze, explain and present to others, using the integrated knowledge acquired, to set up a live accounting system for a small business.
7. Integrate technical knowledge into excel reports and spreadsheets
8. Be prepared to take the QuickBooks User certification examination.

CONCERNING STUDENTS WITH SPECIAL NEEDS:

Every effort will be made to meet individual needs and various learning styles of students in this course. It is of the utmost importance that you inform me at the beginning of the semester of your particular needs. If you have concerns about this course please make an appointment with me. If your concerns are about a learning disability or other specific need, please make an appointment with a learning specialist at the Disability Services office, Room 246A. All information is strictly confidential.

CONCERNING PLAGIARISM (Taken from the College Policies section of the Student Handbook)

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, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from college.

SAMPLE OF EVALUATION AND GRADING POLICIES

Evaluation will be based on a combination of individual and team homework and project assignments, taking and passing the QuickBooks Certified Users Exam. Each week, end of chapter homework exercises are expected to be completed and presented to the instructor for grading, this insures the student stays up to date with course work and helps correct content misconception early within the course.

There will be two group cases which will require the student to set up a new company file for a given company

The final group project and presentation will involve setting up a company for a small business or entrepreneur. See attached for description.

It is strongly recommended that students take and pass the exam to become a Certified QuickBooks User.

<u>Activity</u>	<u>Total Points</u>
End of Chapter Homework: Due Weekly	125
Two Group Cases	125
Project and Presentation	150
QuickBooks Certified Users Exam	100
Total	500

<u>Total Points</u>	<u>Letter Grade</u>
400-500	A range
300-400	B range
200-300	C range
100-200	D range
Below 100	F range

DEVELOP AN ACCOUNTING SYSTEM FOR ENTREPRENEURS OR A SMALL COMPANY USING QUICKBOOKS ACCOUNTING SOFTWARE

MILESTONE 1: Develop a proposal. In this milestone, you identify a real world client (either as small business or a potential entrepreneur) that needs assistance in establishing an accounting system using QuickBooks. After identifying the client, gather information from the client and develop a plan for a QuickBooks accounting system that will meet the client's needs.

MILESTONE 2: Develop a prototype or sample QuickBooks accounting system for the client. Set up a company in QuickBooks with a sample Chart of Accounts for the client to review. After obtaining approval of the Chart of Accounts from the client and your instructor, enter beginning balances for the accounts.

MILESTONE 3: Develop sample QuickBooks lists for customers, vendors, items and employees. Obtain client and instructor approval for the lists and enter the lists information.

MILESTONE 4: Enter sample transactions to test the prototype.

MILESTONE 5: Identify the reports that the client needs and then create memorized reports using QuickBooks.

MILESTON 6: Develop documentation for project including instructions for further use.

MILESTONE 7: Present Project to class.

Suggested outline for project presentation:

History and overview: Provide background about the client and the client's need as an introduction for your presentation.

Demonstration: Demonstrate your project; display memorized transactions, memorized reports and lists for the class to view. Use sample data, not actual client confidential data

Examples: Present examples of documentation and client instruction you are providing

Cost/Benefit and Advantages/Disadvantages: Briefly present advantages and disadvantages of using QuickBooks for this project, as well as associated costs and benefits.

Summary: Concluding remarks to summarize major points of presentation

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: BKK 101 Bookkeeping I

2. Originator: Carol Murphy

Date: 3/22/2013

3. Division Dean: Kathy Rentsch

Date: 4.18.13

4. Brief Description of the Proposal:

Creation of a new Bookkeeping course to be required for both the Accounts Payable/Accounts Receivable Certificate and the Full Charge Bookkeeping Certificate. This bookkeeping course is specifically intended for the person wanting the double entry experience. This course content has a marked distinction from the ACC 101 or ACC 102 courses already taught at the college.

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division

Date: 4.18.13

Comments:

7. AA Leadership Team: Jim Brown Date: 4/24/13

Recommended: ✓ Not Recommended: _____
Comments:

8. VP/Academic Affairs: [Signature] Date: 4/24/13

Recommended: ✓ Not Recommended: _____
Comments:

9. Learning Council: Philomena D'Alessandro Date: 5/14/13

Recommended: ✓ Not Recommended: _____
Comments:

10. VP/Academic Affairs: [Signature] Date: 5/14/13

Approved: ✓ Not Approved: _____
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Division: Business and Technology Division
Course Number: BKK 101
Course Name: Bookkeeping I
Prerequisites and/or corequisites (confer with affected department coordinator): ENG 091 with a grade of "C" or better and passing ENG 096 departmental writing final exam essay or appropriate placement score, MAT 090.
CIP code (check with IRaP Office): 52.0302
Effective Term/year: Fall 2013
Give a rationale for the new course. Be sure to indicate whether this course replaces another course. This bookkeeping course has been created for two specific bookkeeping certificates, namely the Accounts Payable/Accounts Receivable Certificate and the Full Charge Bookkeeper Certificate. The specific target audience these certificates are aimed at is the displaced worker looking to garner specific knowledge, skills and experience entry level in the bookkeeping and accounting fields. The number of accounting related jobs is expected to grow by 12% to 2016. This course will specialize in the recordkeeping functions such as payroll, accounts receivable, accounts payable, cash inventory or purchases needed in small, mid-size and larger companies. Students in this course will not only have the expertise and skill set for the aforementioned recordkeeping function but they will also be asked to create their own company transactions and correctly post and create the financial statements necessary using Generally Accepted Accounting Principles. This course is not a replacement for any other course we now teach.
Is the course content similar to other courses now offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, attach a statement for the coordinator of the department offering the similar course. ACC 101 Financial Accounting is similar and has been discussed within the department.
Please indicate if this course will serve as any of the following types of electives <input type="checkbox"/> Elective <input type="checkbox"/> Discipline specific (name the discipline) <input type="checkbox"/> Program specific (name the program) <input type="checkbox"/> Multiple perspective (confer with the Liberal Arts Coordinator) Note: Any courses with BKK designation WILL NOT FULFILL a Business Elective.

Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal.	
This course is required for the Accounts Payable/Accounts Receivable Certificate and the Full Charge Bookkeeping Certificate.	
Expected enrollment per term: 20	Expected enrollment per year: 40
Will any of the following be required: NO Additional staff ____ Additional space ____ Additional equipment ____ Provide a rationale for any needs indicated above and include approximate cost of equipment.	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: BKK 101		
Course name: Bookkeeping I		
Credits: 3		
Lecture Hours: 3	Lab hours:0	Clinic Hours:
General course description and prerequisites (as it will appear in the catalog): BKK 101 Bookkeeping I 3 credits This course focuses on the recordkeeping skills needed in the area of double entry bookkeeping for small, mid-size, and large companies. Students study how to compute, classify, and record numerical data; prepare routine posting calculations, verify financial data using basic math skills; and reconcile discrepancies found. Areas of study include short term and long term assets and liabilities transactions as well as recording revenue and expense entries. This detail-oriented course provides knowledge and experience in the recordkeeping functions of a business entity as well as ample opportunity to learn and use good communications skills. Prerequisites: Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or appropriate placement score, MAT 090. F/S/SU		
All required texts and paperbacks, including information on publisher and edition used (provide a suggested text): <ul style="list-style-type: none"> • "DUDE ...WHERE'S MY PROFIT?" Pedersen, ISBN 9781615396207 • Bookkeeping 101 Text • Viking Marine A Business Simulation 		
Instructional Objectives (list): <ol style="list-style-type: none"> 1. Classify, record and summarize numerical data accurately 2. Check figures, postings and documents for correct entry, mathematical accuracy and proper codes 3. Debit, credit and total accounts manually 		

4. Receive, record and reconcile cash, checks and vouchers
5. Reconcile discrepancies found in records
6. Use logic and reasoning to identify problems and use approaches to resolve them
7. Give full attention to what others are saying, speak to convey information effectively, manage one's own time and work independently

Teaching procedures: (provide suggested teaching methodology):

Short mini lectures, use of whole brain learning methods, group activities and discussions, use of Business Simulation problem, use of hands-on approach to skill building

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

Weeks 1-3

DUDE Where's my profit workbook

Weeks 4-9

Ch 3-General Journals and General Ledger

Ch 4-Adjusting entries and Work sheet

Ch 6 Bank Accounts, Cash Funds, and Internal Control

Ch 7 Employee Earnings and Deductions

Week 10-13

Manual Business Simulation Problem

Week 14-15

Final

Other information:

- BKK 101 is designed to teach students the record keeping functions of an enterprise and is offered for credit toward the degree to be earned in Account Payable/Accounts Receivable and Full Charge Bookkeeper certificates. It may not be considered equivalent to college level Accounting for the purpose of transfer of credit to some baccalaureate institutions.
- Suggested basis for student grading and criteria for evaluating student performance
Quiz 50%, Midterm 25%, Final 25%
- Suggested attendance policy

Attendance (taken from the College Policies section of the Student Handbook)

"Students are expected to attend their scheduled classes. Instructors will disseminate attendance requirements in writing to their students during the first week of class."

While attendance is not a requirement of the course it is expected that you will attend each class.

- Suggested plagiarism statement

Plagiarism (taken from the College Policies section of the Student Handbook)

"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, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible

expulsion from the college.”

My consequence would be a zero for that assessment.

• Suggested assessment methodologies

Assessment	%
Quiz (6) A quiz on each section of the course will be given to help keep you up to date on the material covered.	50%
Midterm Will consist of material covered throughout the first portion of the course.	25%
Final A portion will consist of your own created simulation problem.	25%
Total	100%

Please submit a syllabus for this new course to your dean.

See attached

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC's Intranet under Frequently Used Forms (Academic Governance Forms).

COURSE STUDENT LEARNING OUTCOMES FOR BKK 101 Bookkeeping I	
Upon completion of the course, students will be able to:	
1	Classify, record and summarize numerical data accurately
2	Confirm transactions, postings and documents for correct entry, mathematical accuracy, proper codes and reconcile discrepancies found in records
3	Debit, credit and total accounts manually
4	Receive, record and reconcile cash, checks and vouchers
5	Apply logic and reasoning to identify problems and utilize approaches to resolve them
6	Give full attention to what others are saying, speak to convey information effectively, manage one's own time and work independently

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.

CONNECTION OF BKK 101 Bookkeeping I TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	I
Technical Literacy: Students will utilize computer and emerging technologies effectively.	I
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.	I
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	M
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	I

If the course is required in a program or it is an elective in a program, please indicate how the course contributes to the Program Student Learning Outcomes. List the Program Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

CONNECTION OF BKK 101 Bookkeeping I to PROGRAM STUDENT LEARNING OUTCOMES FOR Accounts Payable/Accounts Receivable Certificate		
1	Analyze, calculate, and report financial information accurately and in a timely manner.	E
2	Demonstrate proficiency in both manual and automated accounts payable and accounts receivable accounting systems.	E
3	Apply accounting principles which relate to accounting support functions.	M
4	Demonstrate knowledge of a broad overview of business ownership, administrative processes, and basic management, marketing concepts.	M
5	Use the Microsoft Office Suite® and QuickBooks® software effectively.	M
6	Communicate effectively using written, oral and nonverbal techniques, including the use of appropriate technology in the gathering and presentation of information.	M

Quinsigamond Community College
BKK 101 Bookkeeping I Syllabus

Instructor's Name
Telephone Number
E-Mail Address
Mailbox #
Office #
Office Hours

The instructor reserves the right to modify this syllabus during the course to make the learning experience more relevant to student needs.

Course Title and Number
BKK 101 Bookkeeping I

General Course Description
Bookkeeping I - 3 credits

This course focuses on the recordkeeping skills needed in the area of double entry bookkeeping for small, mid-size and large business entities. Students study how to compute, classify and record numerical data; prepare routine posting calculations, verify financial data using basic math skills and reconcile discrepancies found. Areas of study include short term and long term assets and liabilities transactions as well as recording revenue and expense entries. This detail oriented course provides knowledge and experience in the recordkeeping functions of a business entity as well as ample opportunity to learn and use good communications skills.

Prerequisites: Passing ENG 091 with a grade of "C" or better and passing the ENG 096 departmental writing final exam essay or appropriate placement score, MAT 090. F/S/SU

Required text and materials

- DUDE ...WHERE'S MY PROFIT? PEDERSEN, ISBN 9781615396207
- Bookkeeping 101 Text
- Viking Marine A Business Simulation

Pencils, erasers, 3 ring binder, calculator

Course Philosophy and Teaching Procedures

My goals for teaching Bookkeeping 101 are for students to be able to translate the actual source documents into double entry bookkeeping format. Students also need a basic knowledge of the big picture which will be gained using the DUDE workbook. To better help with both every day as well as the overall closing process I will call on students' personal knowledge of their own cash and accrual transactions. Students will be asked to read assigned work, listen to mini-lectures of the important concepts, take notes, and work within group settings to problem solve, analyze, and prepare homework assignments outside of class.

Students may call upon me within the classroom time, in my office during my office hours, e-mail me, or may call for an appointment. A tutor is available in The Learning Center to help answer questions as well as on line. Our informal classroom atmosphere will hopefully allow students to become friendly each other and facilitate the formation of study groups.

Instructional Objectives

Upon successful completion of BKK 101, students should be able to:

1. Classify, record and summarize numerical data accurately
2. Confirm transactions, postings and documents for correct entry, mathematical accuracy, proper codes and reconcile discrepancies found in records
3. Debit, credit and total accounts manually
4. Receive, record and reconcile cash, checks and vouchers
5. Apply logic and reasoning to identify problems and utilize approaches to resolve them
6. Give full attention to what others are saying, speak to convey information effectively, manage one's own time and work independently

Basis for assessment

Seven quizzes, one midterm and one final will be given throughout the semester. Six quizzes, the midterm and the final are the basis for your grade.

Assessment	%
Quiz (6) A quiz on each section of the course will be given to help keep you up to date on the material covered.	50%
Midterm Will consist of material covered throughout the first portion of the course.	25%
Final A portion will consist of your own created simulation problem.	25%
Total	100%

Make ups

There are NONE. Instructors in the Accounting Program have unanimously decided upon this policy. Should the college officially close, students should expect assignments to be due at the next class meeting.

Attendance (taken from the College Policies section of the Student Handbook)

"Students are expected to attend their scheduled classes. Instructors will disseminate attendance requirements in writing to their students during the first week of class."

While attendance is not a requirement of the course it is expected that you will attend each class.

Accommodations

If a student needs course adaptations or accommodations because of a disability, or has medical information to share with me, please come to me as soon as possible. The College is committed to access for students with disabilities. Disability Services, located in Room 246A, assists students with have documented learning, medical physical and/or emotional/Psychiatric disabilities. For more information you may call them at (508) 854-4471.

Plagiarism (taken from the College Policies section of the Student Handbook)

“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, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since cheating sabotages a student’s learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.”

My consequence would be a zero for that assessment.

Course topics and assignments

Date	Topic and assignment
Week 1	Syllabus review, DUDE exercises 1-3
Week 2	DUDE exercises 4-9, Sail-along weeks 1&2
Week 3	DUDE Sail-along weeks 3-5
Week 4	General Journals & General Ledger
Week 5	Adjusting entries and Worksheet
Week 6	Bank Accounts, Cash Funds and Internal Control
Week 7	Employee Earnings and Deductions
Week 8	Mid Term Test
Week 9	Business Simulation
Week 10	Business Simulation
Week 11	Business Simulation
Week 12	Business Simulation
Week 13	Creating your Business Simulation
Week 14	FINAL TEST

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: BKK 102 Bookkeeping II

2. Originator: Carol Murphy

Date: 3.22.13

3. Division Dean: Kathy Rentsch

Date: 4.18.13

4. Brief Description of the Proposal:

The number of accounting related jobs is expected to grow by 12% to 2016. Creating this course will allow the student to sit and hopefully pass the Certified Bookkeeper test given by the American Institute of Professional Bookkeepers (AIPB) as well as gain credit towards the Full Charge Bookkeeper Certificate.

Note: BKK 101 Bookkeeping I and BKK 102 Bookkeeping II together will equal ACC 101 Financial Accounting I.

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division
Comments:

Date: 4.18.13

7. AA Leadership Team: Jim Brown

Date: 4/24/13

Recommended: ☒ Not Recommended: ☐
Comments:

8. VP/Academic Affairs: [Signature]

Date: 4/24/13

Recommended: ☒ Not Recommended: ☐
Comments:

9. Learning Council: Philomena D'Alessandro Date: 5/14/13

Recommended: ☒ Not Recommended: ☐
Comments:

10. VP/Academic Affairs: [Signature]

Date: 5/14/13

Approved: ☒ Not Approved: ☐
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course Discipline/Division: Business and Technology Division
Course Number: BKK 102
Course Name: Bookkeeping II
Prerequisites and/or corequisites (confer with affected department coordinator): BKK 101
CIP code (check with IRaP Office): 52.0302
Effective Term/year: Fall 2013
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</p> <p style="margin-left: 40px;">This bookkeeping course has been created for the specific purpose of taking and passing the Certified Bookkeeper test given by the American Institute of Professional Bookkeepers (AIPB). The specific target audience for the course are graduates of the Accounts Payable/Accounts Receivable Certificate and for experienced bookkeepers looking to add credentials to their experience.</p> <p style="margin-left: 40px;">This course focuses on the knowledge and skills needed to carry out all key accounting functions through the adjusted trial balance.</p> <p style="margin-left: 40px;">This course content has a marked distinction from the ACC 101 or ACC 102 courses already taught at the college; most especially that it does not include the preparation of financial statements and is more detailed in its adjusting and reconciling transactions.</p> <p style="margin-left: 40px;">This course is not a replacement for any other course we now teach.</p>
Is the course content similar to other courses now offered? Yes <u>X</u> No ____ If yes, attach a statement for the coordinator of the department offering the similar course.
Our coordinator and members of the business depart are aware and in agreement with this course.
Please indicate if this course will serve as any of the following types of electives <input type="checkbox"/> Elective <input type="checkbox"/> Discipline specific (name the discipline) <input type="checkbox"/> Program specific (name the program) <input type="checkbox"/> Multiple perspective (confer with the Liberal Arts Coordinator)

Note: Any courses with BKK designation WILL NOT FULFILL a Business Elective.

Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal:

This course is required for a certificate in Full Charge Bookkeeping.

Expected enrollment per term: 20

Expected enrollment per year: 40

Will any of the following be required: NO

Additional staff ____ Additional space ____ Additional equipment ____

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

Library print and non-print resources in support of this course: \$500

Course Materials

Course number: BKK 102

Course name: Bookkeeping II

Credits: 3

Lecture Hours: 3

Lab hours: 0

Clinic Hours:

General course description and prerequisites (as it will appear in the catalog):

BKK 102 Bookkeeping II 3 credits

This course focuses on the proven bookkeeping knowledge and skills needed to carry out all key accounting functions through the adjusted trial balance. Students study how to generate adjusting entries, master correction of accounting errors, calculate and record basic payroll functions, compute depreciation, compute inventory values, and comprehend basic internal controls. Areas of study include adjusting entries, payroll, depreciation, inventory and internal controls. This detail oriented course provides knowledge and experience in the recordkeeping functions of a business entity as well as ample opportunity to learn and use good communications skills. Students are strongly encouraged to take and pass the American Institute of Professional Bookkeepers exam.

Prerequisites: BKK 101. F/S/SU

NOTE TO REGISTRAR: Note: BKK 101 Bookkeeping I and BKK 102 Bookkeeping II together will equal ACC 101 Financial Accounting I.

All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):

Certified Bookkeeper Workbook set, American Institute of Professional Bookkeepers
Bookkeeping 101 Text

Instructional Objectives (list):

1. Prepare adjusting entries for fixed assets and depreciation.
2. Analyze, verify and adjust end of period trial balance
3. Organize workflow
4. Compute and prepare payroll tax entries
5. Understand and use Payroll Federal Employment Forms as needed
6. Compute ending inventory as well as cost of goods sold using various inventory methods
7. Help a company install basic internal controls
8. Give full attention to what others are saying, speak to convey information effectively, manage one's own time and work independently

Teaching procedures: (provide suggested teaching methodology):

Short mini lectures, use of whole brain learning methods, group activities, discussions, and use of AIPD quizzes as learning tools.

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

Date	Topic and assignment
Week 1	Mastering Adjusting Entries
Week 2	
Week 3	Mastering Correction of Accounting Errors
Week 4	
Week 5	Mastering Payroll
Week 6	
Week 7	
Week 8	Mastering Depreciation
Week 9	
Week 10	Mastering Inventory
Week 11	
Week 12	Mastering Internal Controls and Fraud Prevention
Week 13	

Week 14

Final

Other information:

- BKK 102 is designed for students to sit and pass the American Institute of Professional Bookkeepers certification test within the Full Charge Bookkeeper certificate. It may not be considered equivalent to college level Accounting for the purpose of transfer of credit to some baccalaureate institutions.
- Suggested basis for student grading and criteria for evaluating student performance

Assessment	PTS each	Total PTS
Quiz (6) A quiz on each section of the course will be given to help keep you up to date on the material covered.	32	192
Test (4) Will consist of material covered throughout the course.	48	192
Pass the 4 Certified Bookkeeper Examinations		116
TOTAL POINTS		500

Total # of Points	Letter Grade
345-500	A
307-344	B
269-306	C
200-268	D
0-199	F

- Suggested attendance policy

Attendance (taken from the College Policies section of the Student Handbook)

“Students are expected to attend their scheduled classes. Instructors will disseminate attendance requirements in writing to their students during the first week of class.”

While attendance is not a requirement of the course it is expected that you will attend each class.

- Suggested plagiarism statement

Plagiarism (taken from the College Policies section of the Student Handbook)

“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, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since cheating sabotages a student’s learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.”

- Suggested assessment methodologies
Test and Quizzes

Please submit a syllabus for this new course to your dean.

See attached

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC’s Intranet under Frequently Used Forms (Academic Governance Forms).

COURSE STUDENT LEARNING OUTCOMES FOR BKK 102 Bookkeeping II	
Upon completion of the course, students will be able to:	
1	Prepare adjusting entries for fixed assets and depreciation.
2	Analyze, verify and adjust end of period trial balance
3	Organize workflow
4	Compute and prepare payroll tax entries
5	Understand and use Payroll Federal Employment Forms as needed
6	Compute ending inventory as well as cost of goods sold using various inventory methods
7	Help a company install basic internal controls
8	Give full attention to what others are saying, speak to convey information effectively, manage one’s own time and work independently

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.

CONNECTION OF BKK 102 Bookkeeping II TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES		I,M,E
Communication Skills: Students will write and speak effectively.		M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.		E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.		E
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.		I
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.		I
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.		E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.		M
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.		I

If the course is required in a program or it is an elective in a program, please indicate how the course contributes to the Program Student Learning Outcomes. List the Program Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

CONNECTION OF BKK 102 Bookkeeping II to PROGRAM STUDENT LEARNING OUTCOMES FOR Full Charge Bookkeeper Certificate		
1	Read an employment ad to decipher the important needs of the employer so the student can edit their resume and cover letter to show the skills and qualifications they have to meet those needs.	M
2	Work and gain experience in an actual bookkeeping environment.	E
3	Student to gain the skills and competencies to work efficiently as a bookkeeper within an office atmosphere.	E
4	Sit and pass the American Institute of Professional Bookkeeper exam.	E

Quinsigamond Community College
BKK 102 Bookkeeping 2 Syllabus

Instructor's Name
Telephone Number
E-Mail Address
Mailbox #
Office #
Office Hours

The instructor reserves the right to modify this syllabus during the course to make the learning experience more relevant to student needs.

Course Title and Number

BKK 102 Bookkeeping II

General Course Description

Bookkeeping II - 3 credits

This course focuses on the proven bookkeeping knowledge and skills needed to carry out all key accounting functions through the adjusted trial balance. Students study how to generate adjusting entries, master correction of accounting errors; calculate and record basic payroll functions, compute depreciation, compute inventory values, and comprehend basic internal controls. Areas of study include adjusting entries, payroll, depreciation, inventory and internal controls. This detail oriented course provides knowledge and experience in the recordkeeping functions of a business entity as well as ample opportunity to learn and use good communications skills. Students are strongly encouraged to sit and pass the American Institute of Professional Bookkeepers exam.

Prerequisites: BKK 101. F/S/SU

BKK 102 is designed for students to sit and pass the American Institute of Professional Bookkeepers certification test within the Full Charge Bookkeeper certificate. It may not be considered equivalent to college level Accounting for the purpose of transfer of credit to some baccalaureate institutions.

Required text and materials

Certified Bookkeeper Workbook set, American Institute of Professional Bookkeepers
Bookkeeping 102 Text

Pencils, erasers, 3 ring binder, calculator

Course Philosophy and Teaching Procedures

The goals for teaching Bookkeeping 101 are for students to be able to pass the American Institute of Professional Bookkeepers exam. To accomplish this, the student will compute and record the entries needed in the AIPB workbooks as well as the Bookkeeping 101 text. To better help with understanding and knowledge I will call on students' personal familiarity of their own cash and accrual transactions. Students will be asked to read assigned

work; listen to mini-lectures of the important concepts, take notes, and work within group settings to problem solve, analyze, and prepare homework assignments outside of class.

Students may call upon me within the classroom time, in my office during my office hours, e-mail me, or may call for an appointment. A tutor is available in The Learning Center to help answer questions as well as on line. Our informal classroom atmosphere will hopefully allow students to become friendly each other and facilitate the formation of study groups.

Instructional Objectives

Upon successful completion of BKK 102, students should be able to:

1. Prepare adjusting entries for fixed assets and depreciation.
2. Analyze, verify and adjust end of period trial balance
3. Organize workflow
4. Compute and prepare payroll tax entries
5. Understand and use Payroll Federal Employment Forms as needed
6. Compute ending inventory as well as cost of goods sold using various inventory methods
7. Help a company install basic internal controls
8. Give full attention to what others are saying, speak to convey information effectively, manage one's own time and work independently

Basis for assessment

Six quizzes and four tests will be given throughout the semester. Each will be the basis for your grade.

Assessment	PTS each	Total PTS
Quiz (6) A quiz on each section of the course will be given to help keep you up to date on the material covered.	32	192
Test (4) Will consist of material covered throughout the course.	48	192
Pass the 4 Certified Bookkeeper Examinations		116
TOTAL POINTS		500

Total # of Points	Letter Grade
345-500	A
307-344	B
269-306	C
200-268	D
0-199	F

Make ups

There are NONE. Instructors in the Accounting Program have unanimously decided upon this policy. Should the college officially close, students should expect assignments to be due at the next class meeting.

Attendance (taken from the College Policies section of the Student Handbook)

"Students are expected to attend their scheduled classes. Instructors will disseminate attendance requirements in writing to their students during the first week of class."

While attendance is not a requirement of the course it is expected that you will attend each class.

Accommodations

If a student needs course adaptations or accommodations because of a disability, or has medical information to share with me, please come to me as soon as possible. The College is committed to access for students with disabilities. Disability Services, located in Room 246A, assists students with have documented learning, medical physical and/or emotional/Psychiatric disabilities. For more information you may call them at (508) 854-4471.

Plagiarism (taken from the College Policies section of the Student Handbook)

"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, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college."

My consequence would be a zero for that assessment.

Course topics and assignments

Date	Topic and assignment
Week 1	Mastering Adjusting Entries
Week 2	
Week 3	Mastering Correction of Accounting Errors
Week 4	
Week 5	Mastering Payroll
Week 6	
Week 7	
Week 8	Mastering Depreciation
Week 9	
Week 10	Mastering Inventory
Week 11	
Week 12	Mastering Internal Controls and Fraud Prevention
Week 13	
Week 14	

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW DEGREE PROGRAM OR NEW CERTIFICATE PROPOSAL

1. Program Name: Accounts Payable/Accounts Receivable Certificate

2. Originator: Jane Joyce Date: 2/25/13

3. Division Dean: Kathy Rentsch Date: 4.18.13

4. Brief Description of the Proposal:

To introduce the Accounts Payable/Accounts Receivable Certificate.

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division Date: 4.18.13

Comment:

7. AA Leadership Team: Jim Breen Date: 4/24/13

Recommended: Not Recommended:

Comments:

8. VP/Academic Affairs: [Signature] Date: 4/24/13

Recommended: Not Recommended:

Comments:

9. Learning Council: Philomena D'Alessandro Date: 5/14/13

Recommended: Not Recommended:

Comments:

Friendly amendment: to remove second bullet on program grid. Attached document reflect friendly amendment

10. VP/Academic Affairs: [Signature] Date: 5/14/13

Approved: Not Approved:

Comments:

FOR NEW PROGRAM/CERTIFICATE OR PROGRAM/CERTIFICATE CLOSURE ONLY

President: *[Signature]* Date: 3/27/13

Approved: ☒ Not Approved: ☐

Board of Trustees: *[Signature]* Date: 3-27-13

Approved: ☒ Not Approved: ☐

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW DEGREE PROGRAM OR NEW CERTIFICATE PROPOSAL

Program: Business Administration
Division: Business and Technology
Degree type: Accounts Payable/Accounts Receivable Certificate
CIP code for the degree program or certificate (check with IRaP Office): 52.0302
Attachments: <input checked="" type="checkbox"/> Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.
<p>Provide a rationale for the proposed new program including a narrative for each of the following:</p> <ul style="list-style-type: none">• How the need for this new program or certificate was determined The need for this certificate was determined by the US Department of Labor using the Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA) to accomplish the following priorities, in higher education: 1.) accelerate progress for low skilled and other workers; 2.) improve retention and achievement, to reduce time to completion; and 3.) build programs that meet industry needs developing career pathways.• How the program was designed The program was designed to accelerate progress and reduce time to completion; this certificate can be completed in one semester. It was also designed to create career pathways for Accounts Payable/Accounts Receivable Certificate to a Bookkeeping Certificate while earning College credits.• Wage analysis where appropriate See attached 2013 salaries per Robert Half Accountemps• How the new program or certificate was reviewed, approved, or developed in conjunction with an advisory board or other external agency This certificate was developed in conjunction with the US Department of Labor, Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA), Quinsigamond Community College's Business Department, the Dean of Business and Technology, and meeting with community business advisors.• Demonstrated regional employer interest in hiring graduates: Contacted Accountemps in Westboro, MA they have confirmed the employability of students receiving this certificate. Also, Office and Administrative Support positions

such as Bill & Account Collectors, and Billing and Posting Clerks are included in Crittenton Women's Union Hot Jobs for 2013. @ <http://www.liveworkthrive.org>

List the program goals.

The Accounts Payable/Accounts Receivable Certificate focuses on the accounting skills, manual and computerized, needed in business for Accounts Payable and Accounts Receivable clerks. Upon successful completion of this certificate students will be prepared for entry-level Accounts Payable and Accounts Receivable positions in all varieties of businesses, and may continue their education to become certified bookkeepers and /or pursue an Associate Degree in Business Administration.

Does any aspect of the proposed program affect another department? Please confer with the coordinators of affected departments.

Affected department(s):

- Orientation/Psychology. Students will be required to take ORT 110 or PSY 115 Self Assessment and Career planning. Spoke with Department coordinator.
- Computer Information Systems, students will be required to take CIS 111 Introduction to Microcomputer Applications. Spoke with Department coordinator.

For an associate degree program, does the proposed program meet the general education credit requirement for MassTransfer? NA

If no, please provide a rationale.

Does the program or certificate qualify for financial aid? Check with the Director of Financial Aid and fill out the Gainful Employment Form as needed. This proposal was submitted by the Director of Financial Aid to the US Government to become financial aid eligible and is pending approval.

Will any of the following be required:

Additional staff ____ Additional space additional computer lab time for ACC 110
Additional equipment ____

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

Start-up collection of library resources in support of this program: \$2,500
Videos, Books for library, magazines

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.

PROGRAM STUDENT LEARNING OUTCOMES FOR Accounts Payable/ Accounts Receivable Certificate Program		Supporting course(s)	I, M, E
1	Analyze, calculate and record financial information accurately and in a timely manner	BKK 101 ACC 110	E E
2	Demonstrate proficiency both in manual and automated accounts payable, and accounts receivable accounting systems	ACC 110 BKK 101	E E
3	Use Microsoft Office Suite and QuickBooks software effectively	CIS 111 ACC 110	E E
4	Demonstrate knowledge of a broad overview of business ownership, administrative processes, and basic management, and marketing concepts	MGT 101 BKK 101	E M
5	Develop skills necessary to make career related decisions to enhance workplace readiness	PSY 115 ORT 110	E E

ACCOUNTS PAYABLE/ACCOUNTS RECEIVABLE CERTIFICATE

Program Goals

The Accounts Payable/Accounts Receivable Certificate focuses on the accounting skills, manual and computerized, needed in business for Accounts Payable and Accounts Receivable clerks. Upon successful completion of this certificate students will be prepared for entry level Accounts Payable and Accounts Receivable positions in all varieties of businesses and may continue their education to become certified bookkeepers and/or pursue an Associate Degree in Business Administration.

Student Learning Outcomes

Upon completion of the program graduates will be able to:

- Analyze, calculate, and report financial information accurately and in a timely manner.
- Demonstrate proficiency in both manual and automated accounts payable and accounts receivable accounting systems.
- Use the Microsoft Office Suite and QuickBooks Software effectively
- Demonstrate knowledge of a broad overview of business ownership, administrative processes, and basic management and marketing concepts
- Develop skills necessary to make career related decisions to enhance workplace readiness

Admissions Process

Admissions inquiries should be directed to admissions@gcc.mass.edu. Prospective students may apply to the program of their choice by following the enrollment steps at the following link: http://www.qcc.edu/pages/Enrollment_Steps.html

Admissions Requirements (Program Code XXX)
High School Diploma or GED

Students should note that some required courses carry minimum prerequisites. Refer to the program grid.

CORI, SORI, Finger Printing & Drug Testing
A Criminal Offenders Record Information (CORI) and Sexual Offenders Record Information (SORI) are not required. Finger printing and drug testing are not required.

Additional Cost
\$99.00 (estimated cost) to take QuickBooks Users Certification Exam

Location
This program may be completed at the QCC Worcester and Southbridge campuses
This program may be completed face-to-face

Technical Performance Standards

See page [XXXX](#) for technical standards for this program.

Credit for Prior Learning

Students enrolled in this program may be able to earn academic credit for prior learning. Please contact the office of Career Placement Services at careerservices@gcc.mass.edu, 508-854-4439, Room 272 A.

Career Outlook

Please consult The Massachusetts Career Information System at <http://masscis.intocareers.com/> or The Occupational Outlook Handbook at <http://www.bls.gov/oco/> for specific occupational information. The CIP code for this program is 52.0302.

Transfer Articulations & Opportunities

Prospective students may learn more about transfer articulation agreements at the following link: <http://www.qcc.mass.edu/transfer/ArticPathways.html>. More information regarding transfer opportunities is available at: <http://www.qcc.mass.edu/transfer>.

Program Contact: BusinessAdmin@gcc.mass.edu

Additional Program Information: For the most up to date information, go to the program website at www.QCC.edu.

ACCOUNTS PAYABLE/ACCOUNTS RECEIVABLE CERTIFICATE (Program Code: APAR)

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Strategies for College and Career or Self Assessment and Career Planning	ORT 110	F/S/SU			3	Coreq: ENG 090 and ENG 095 or approp place scores
	PSY 115					Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or approp place score
Bookkeeping I	BKK 101	F/S/SU			3	Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or appropriate placement score
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	MAT 090 with appropriate placement score. This developmental math course cannot be used to satisfy degree or certificate requirements
Accounting Software for Small Business	ACC 110	F/S/SU			4	Passing ENG 091 with a grade of C or higher and passing ENG 096 departmental writing final examination essay or approp place score MAT 090 with a "C" or better on the MAT 090 departmental final exam or placement by the computerized placement test.
Introduction to Business	MGT 101	F/S/SU			3	Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or approp place score
					16	

Program Notes:

- Students complete this certificate with 16 college credits; 13 credits are transferrable to the AS in Business Administration/Career Program (code:BB)
- Students in ACC 110 will prepare for the QuickBooks certification exam.

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QUINSIGAMOND COMMUNITY COLLEGE

NEW DEGREE PROGRAM OR NEW CERTIFICATE PROPOSAL

1. Program Name: Full Charge Bookkeeper Certificate

2. Originator: Carol Murphy

Date: 2.28.13

3. Division Dean: Kathy Rentsch

Date: 4.18.13

4. Brief Description of the Proposal:

Creation of a Full Charge Bookkeeper Certificate.

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division

Date: 4.18.13

Comment:

7. AA Leadership Team: Jim Bunn

Date: 4/24/13

Recommended: ✓ Not Recommended:

Comments:

8. VP/Academic Affairs: [Signature]

Date: 4/24/13

Recommended: ✓ Not Recommended:

Comments:

9. Learning Council: Philomena D'Alessandro

Date: 5/14/13

Recommended: ✓ Not Recommended:

Comments:

10. VP/Academic Affairs: [Signature]

Date: 6/14/13

Approved: ✓ Not Approved:

Comments:

Friendly Amendment. To remove second bullet on program g.d. Attached document reflects Friendly amendment

FOR NEW PROGRAM/CERTIFICATE OR PROGRAM/CERTIFICATE CLOSURE ONLY

President:

[Signature]

Date:

3/27/13

Approved:

✓

Not Approved:

Board of Trustees:

[Signature]

Date:

3-27-13

Approved:

✓

Not Approved:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW DEGREE PROGRAM OR NEW CERTIFICATE PROPOSAL

Program: Business Administration
Division: Business and Technology
Degree type: Full Charge Bookkeeper Certificate
CIP code for the degree program or certificate (check with IRaP Office): 52.0302
Attachments: <input checked="" type="checkbox"/> Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.
Provide a rationale for the proposed new program including a narrative for each of the following: <ul style="list-style-type: none">• How the need for this new program or certificate was determined The need was determined through the grant application from the U.S. Department of Labor Employment and Training Administration Notice of Availability of Funds and Solicitation for Grant Applications for Trade Adjustment Assistance Community College and Career Training Grants Program.• How the program was designed The program was designed first through personal experience of the two full time accounting instructors' previous experience as being full charge bookkeepers in the business world, second through researching on line and in person within the Accounting business world, and third through collegial meeting with Wachusett Community College. This is the second certificate a student would need to complete the first being the Accounts Payable/Accounts Receivable Certificate.• Wage analysis where appropriate; consult with IRaP office Attached is also the well respected industry leader in Accounting employment, Robert Half 2012 Salary Guide in Accounting and Finance.• How the new program or certificate was reviewed, approved, or developed in conjunction with an advisory board or other external agency The certificate has been reviewed, approved and developed through interaction with the QCC business department, Dean Kathy Rentsch, USDOL/MACCWDTA meetings, business advisory board.• Demonstrated regional employer interest in hiring graduates Robert Half Associate, sales associate Robin Cohen, waiting to interview our graduates.

<p>List the program goals.</p> <p>The Full Charge Bookkeeper Certificate focuses on the accounting skills, knowledge, certification and practical experience needed in business. Upon graduation, students will be prepared for entry-level full charge bookkeeper positions in a variety of business settings and may move seamlessly into the Associate in Science in Business Administration.</p>
<p>Does any aspect of the proposed program affect another department? Please confer with the coordinators of affected departments.</p> <p>Affected department(s):</p> <p>Two required courses not within our Business and Technology Division:</p> <ul style="list-style-type: none"> • PSY 115 Self-Assessment & Career <u>or</u> • ORT 110 Strategies for College and Career <p>The Coordinator and a full time professor have been contacted regarding our needs for their courses.</p> <p>Two required courses are within our Business and Technology Division:</p> <ul style="list-style-type: none"> • CIS 111 Intro to Microcomputer Applications and CIS 112 Advanced Microcomputer Applications are with our division and the coordinator of that department has been very cooperative with our needs also.
<p>For an associate degree program, does the proposed program meet the general education credit requirement for MassTransfer?</p> <p>n/a</p> <p>If no, please provide a rationale.</p>
<p>Does the program or certificate qualify for financial aid? Check with the Director of Financial Aid and fill out the Gainful Employment Form as needed.</p> <p>This proposal was submitted by the Director of Financial Aid to the US Government to become financial aid eligible and is pending approval.</p>
<p>Will any of the following be required:</p> <p>Additional staff _____ Additional space _____ Additional equipment _____</p> <p>Provide a rationale for any needs indicated and include approximate cost of equipment.</p>
<p>Start-up collection of library resources in support of this program: \$2,500</p>

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.

PROGRAM STUDENT LEARNING OUTCOMES FOR Full Charge Bookkeeper Certificate		Supporting course(s)	I, M, E
1	Prepare adjusting and correcting entries to include the bank reconciliation and trial balance as needed	BKK 102 ACC 299 CIS 112 BSL 101	E M E I
2	Calculate depreciation	BKK 102 CIS 112	E M
3	Compute and manage payroll	BKK 102 BSL 101	M I
4	Determine inventory valuation under the perpetual and periodic systems, including moving and weighted average, LIFO, FIFO and LCM costing.	BKK 102 CIS 112 BSL 101	E M I
5	Acquire soft skills necessary for today's employer workforce	BUS 250	E

FULL CHARGE BOOKKEEPER CERTIFICATE

Program Goals

The Full Charge Bookkeeper Certificate focuses on the accounting skills, knowledge, certification and practical experience needed in business. Upon graduation, students will be prepared for entry-level full charge bookkeeper positions in a variety of business settings and may move seamlessly into the Associate in Science in Business Administration.

Student Learning Outcomes

Upon completion of the program graduates will be able to:

- Adjust entries
- Correct errors, including the bank reconciliation
- Calculate depreciation, book and tax, including passenger autos
- Manage payroll
- Manage inventory under the perpetual and periodic systems, including moving and weighted average, LIFO, FIFO and LCM costing.

Admissions Process

Admissions inquiries should be directed to admissions@gcc.mass.edu. Prospective students may apply to the program of their choice by following the enrollment steps at the following link: http://www.gcc.edu/pages/Enrollment_Steps.html

Admissions Requirements

Completion of the Accounts Receivable/Accounts Payable Certificate

High School Diploma or GED

Students should note that some required courses carry minimum prerequisites. Refer to the program grid.

CORI, SORI, Finger Printing & Drug Testing

A Criminal Offenders Record Information (CORI) and Sexual Offenders Record Information (SORI) are not required. Finger printing and drug testing are not required.

Additional Cost

\$210.00 (estimated cost) to take the American Institute of Professional Bookkeepers (AIPB) Certified Bookkeeper examination.

Location

This program may be completed at the QCC Worcester and Southbridge campuses
This program may be completed face-to-face

Technical Performance Standards

See page 44 for technical standards for this program.

Credit for Prior Learning

Students enrolled in this program may be able to earn academic credit for prior learning. Please contact the office of Career Placement Services at careerservices@gcc.mass.edu, 508-854-4439, Room 272 A.

Career Outlook

Please consult The Massachusetts Career Information System at <http://masscis.intocareers.com/> or The Occupational Outlook Handbook at <http://www.bls.gov/oco/> for specific occupational information. The CIP code for this program is 52.0302.

Transfer Articulations & Opportunities

Prospective students may learn more about transfer articulation agreements at the following link: <http://www.gcc.mass.edu/transfer/ArticPathways.html>. More information regarding transfer opportunities is available at: <http://www.gcc.mass.edu/transfer>.

Program Contact: BusinessAdmin@gcc.mass.edu

Additional Program Information: For the most up to date information, go to the program website at www.QCC.edu.

FULL CHARGE BOOKKEEPER CERTIFICATE (Program Code: FCBK)

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Bookkeeping II	BKK 102	F/S/SU			3	BKK 101
Business Administration Capstone	BUS 250	F/S/SU			3	42 credits completed in the degree program or approval of program coordinator
Advanced Microcomputer Applications	CIS 112	F/S/SU			3	CIS 111
Accounting Cooperative Work Experience & Seminar	ACC 299	F/S/SU			3	
Business Law I	BSL 101	F/S/SU			3	
					15	

Program Notes:

- Students complete this certificate with 15 college credits; 12 credits are transferrable to the AS in Business Administration/Career Program (code:BB)
- BKK 102 is designed for students to prepare for the American Institute of Professional Bookkeepers certification test within the Full Charge Bookkeeper certificate. It may not be considered equivalent to college level Accounting for the purpose of transfer of credit to some baccalaureate institutions.

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: ALH 134 Phlebotomy/EKG Technician
2. Originator: Sue Tetreault Date: April 1, 2013
3. Division Dean: Jane E. June Date: April 18, 2013
4. Brief Description of the Proposal: This course is required for completion of the Phlebotomy/EKG Technician Certificate offered through the DOL grant.
5. Effective Date: Fall 2013
6. Recommended by the Healthcare Division Date: April 18, 2013
Comments:
7. AA Leadership Team: Jim Benen Date: 4/24/13
Recommended: ✓ Not Recommended: _____
Comments:
8. VP/Academic Affairs: [Signature] Date: 4/24/13
Recommended: ✓ Not Recommended: _____
Comments:
9. Learning Council: Phylomena D'Alemaandro Date: 5/14/13
Recommended: ✓ Not Recommended: _____
Comments: Amendment: Adjust clinical/lab hours. Attached documents reflect change.
10. VP/Academic Affairs: [Signature] Date: 5/14/13
Approved: _____ Not Approved: _____
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Division: Allied Health/ Healthcare	
Course Number: ALH 134	
Course Name: Phlebotomy/EKG Technician	
Prerequisites and/or corequisites (confer with affected department coordinator):	
CIP code (check with IRaP Office): 51.1009	
Effective Term/year: Fall 2013	
Give a rationale for the new course. Be sure to indicate whether this course replaces another course. This course is required for completion of the Phlebotomy/EKG Technician Certificate.	
Is the course content similar to other courses now offered? Yes ___ No <u>X</u> If yes, attach a statement for the coordinator of the department offering the similar course.	
Please indicate if this course will serve as any of the following types of electives <u>X</u> Elective ___ Discipline specific (name the discipline) ___ Program specific (name the program) ___ Multiple perspective (confer with the Liberal Arts Coordinator)	
Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal. Yes	
Expected enrollment per term: 24	Expected enrollment per year: 48
Will any of the following be required: Additional staff <u>X</u> Additional space <u>X</u> Additional equipment ___ Provide a rationale for any needs indicated above and include approximate cost of equipment. Adjunct faculty Classroom at TEC to be used	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: ALH 134		
Course name: Phlebotomy/EKG Technician		
Credits: 3		
Lecture Hours: 45	Lab hours: 0	Clinic Hours:
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>This course provides an introduction to the theory, techniques and roles of a phlebotomist and electrocardiogram (EKG) technician. Students learn phlebotomy skills, including skin puncture, venipuncture, blood collection, and quality assurance. Additional topics include infection control, medical terminology, quality assurance, principles of venipuncture, specimen handling, basic hematology and basic anatomy of the venous system. Students learn the cardiovascular system as it relates to the performance of an EKG. Students gain knowledge in basic EKG tracing, rate, rhythm, common heart abnormalities and the use and function of the EKG machine.</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):</p> <p>Phlebotomy Essentials. 5th Edition. R.Mcall, C. Tankersley; Lippincott:2012 ISBN-13: 978-1-605-476377</p> <p>Rapid Interpretation of EKG's ISBN: 978-0-91291-206-6</p>		
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> 1. Identify the health care delivery system and medical terminology. 2. Discuss infection control and safety. 3. Understand the anatomy the venous and cardiovascular systems. 4. Associate the major areas / departments of the clinical laboratory with the laboratory tests ordered to evaluate a patient's pathologic condition / illness. 5. Demonstrate understanding of the importance of specimen collection in the overall patient care system. 6. Understand collection equipment, various types of additives used, special precautions necessary and substances that can interfere in clinical analysis of blood constituents. 7. Review proper techniques to perform venipuncture and capillary puncture. 8. Discuss errors that can significantly alter results. 9. Demonstrate understanding of quality assurance in phlebotomy. 10. Demonstrate understanding of the basic concepts of communications, personal and patient interaction, stress management, professional behavior and legal implications of the work environment. 11. Identify all pertinent anatomic and two-dimensional cardiac structures in the normal heart, including the coronary arteries and wall segments, and define the function of each structure. 12. Discuss normal hemodynamic parameters, including intracardiac pressure and oxygen saturation. 13. Identify the electrophysiological pathways, their functions, and the normal QRS complex and it's relation to mechanical systole and diastole. 		
<p>Teaching procedures: (provide suggested teaching methodology):</p> <p>Lecture Discussion Video Demonstrations</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p>		

Other information:

- Suggested basis for student grading and criteria for evaluating student performance

Quizzes 50%

Exam 25%

Final Exam 25%

- Suggested attendance policy

More than 3 absences will require a conference in order to continue the course.

Five absences are an automatic failure.

Please submit a syllabus for this new course to your dean.

See attached.

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC's Intranet under Frequently Used Forms (Academic Governance Forms).

COURSE STUDENT LEARNING OUTCOMES FOR (insert course number and name)

Upon completion of the course, students will be able to:

1	Identify the health care delivery system and medical terminology.
2	Discuss infection control and safety.
3	Discuss basic understanding of the anatomy and physiology of body systems.
4	Associate the major areas / departments of the clinical laboratory with the laboratory tests ordered to evaluate a patient's pathologic condition / illness.
5	Understand of the importance of specimen collection in the overall patient care system.
6	Discuss knowledge of collection equipment, various types of additives used, special precautions necessary and substances that can interfere in clinical analysis of blood constituents.
7	Discuss proper techniques to perform venipuncture and capillary puncture.
8	Review knowledge of pre-analytical errors that can significantly alter results.
9	Demonstrate understanding of quality assurance in phlebotomy.
10	Discuss understanding of the basic concepts of communications, personal and patient interaction, stress management, professional behavior and legal implications of the work environment.
11	Identify all pertinent anatomic and two-dimensional cardiac structures in the normal heart, including the coronary arteries and wall segments, and define the function of each structure.
12	Identify the electrophysiological pathways, their functions, and the normal QRS complex and it's relation to mechanical systole and diastole.

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.

CONNECTION OF (insert course number and name) TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	E
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	E
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.	E
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.	M

Quinsigamond Community College
Phlebotomy/EKG Technician ALH 134-3Credits

Course Description:

This course provides an introduction to the theory, techniques and roles of a phlebotomist and electrocardiogram (EKG) technician. Students learn phlebotomy skills, including skin puncture, venipuncture, blood collection, and quality assurance. Additional topics include infection control, medical terminology, quality assurance, principles of venipuncture, specimen handling, basic hematology and basic anatomy of the venous system. Students learn the cardiovascular system as it relates to the performance of an EKG. Students gain knowledge in basic EKG tracing, rate, rhythm, common heart abnormalities and the use and function of the EKG machine.

Course Objectives:

Upon completion, the student will successfully:

1. Identify the health care delivery system and medical terminology.
2. Discuss infection control and safety.
3. Understand the anatomy the venous and cardiovascular systems.
4. Associate the major areas / departments of the clinical laboratory with the laboratory tests ordered to evaluate a patient's pathologic condition / illness.
5. Demonstrate understanding of the importance of specimen collection in the overall patient care system.
6. Discuss the collection equipment, various types of additives used, special precautions necessary and substances that can interfere in clinical analysis of blood constituents.
7. Review proper techniques to perform venipuncture and capillary puncture.
8. Demonstrate knowledge of errors that can significantly alter results.
9. Demonstrate understanding of quality assurance in phlebotomy.
10. Demonstrate understanding of the basic concepts of communications, personal and patient interaction, stress management, professional behavior and legal implications of the work environment.
11. Identify all pertinent anatomic and two-dimensional cardiac structures in the normal heart, including the coronary arteries and wall segments, and define the function of each structure.
12. Discuss normal hemodynamic parameters, including intracardiac pressure and oxygen saturation.
13. Identify the electrophysiological pathways, their functions, and the normal QRS complex and it's relation to mechanical systole and diastole.

Teaching Strategies:

Lecture
Discussion
Video
Demonstrations

Evaluation Methods:

Quizzes	50%
Exam	25%
Final Exam	25%

There are no make up quizzes or exams.

2 missed quizzes or missing the final is an automatic failure.

The QCC course completion grade is 73% minimum.

Attendance Policy:

More than 3 absences will require a conference in order to continue the course.

Five absences are an automatic failure.

Disability Statement:

Any individual with a physical or mental impairment that substantially limits that individual in some major life activity and requires an accommodation must provide documentation of the disability to the Director of Disability Services. The Director of Disability Services will make a determination whether or not accommodations are needed. Once this determination is made, the Director will then consult with the faculty member on appropriate accommodation(s). A student with a documented disability is encouraged to register with Disability Services at:

Disability Services Office
Quinsigamond Community College, Room 246A
670 West Boylston St.
Worcester, MA 01606-2092

PHONE: 508-854-4471 TTY: 508-854-4524 FAX: 508-852-6943
E-mail: disabilityservices@qcc.mass.edu

Office Hours: Monday - Thursday: 8 am to 6 pm; Friday: 8 am to 5 pm

Inclement weather:

Weather related emergencies are also broadcast on local radio and television stations. The day class should call after 7:00 a.m. the morning of the weather related emergency and follow the instructions given. The evening class should call after 3:00 p.m. the afternoon of the weather related emergency and follow the instructions given.

Required Reading:

Phlebotomy Essentials. 5th Edition. R.Mcall, C. Tankersley; Lippincott:2012
ISBN-13: 978-1-605-476377

Rapid Interpretation of EKG's
ISBN: 978-0-91291-206-6

Course Outline:

Week 1	Introduction - overview Chapter 1 - Phlebotomy: Past and Present and the Healthcare Setting Serum, Plasma, Whole Blood & Tubes & Lab Panels Worksheets: Blood, Order of Draw
Week 2	Chapter 7 - Blood Collection Equipment, Additives and Order of Draw Chapter 8 - Venipuncture Procedures Palpating Veins Serum, Plasma, Whole Blood & Tubes & Lab Panels VIDEO: Venipuncture technique
Week 3	Quiz #1 (Ch 7 & 8) Chapter 3 - Infection Control, Safety, First Aid and Personal Wellness VIDEO: Infection Control & Safety
Week 4	Quiz #2 (Ch 3) Chapter 4 - Medical Terminology Chapter 5 – Anatomy & Physiology Overview Worksheets: A&P VIDEO: Nova 1 & 2
Week 5	Quiz #3: (Ch 1 & 4) Chapter 6 Worksheets: Heart, Circulation VIDEO: Nova 3, Heart Attacks
Week 6	Quiz #4: (Ch 5) Chapter 9 – Pre laboratory test analysis considerations
Week 7	Quiz #5: (Ch 6) Chapter 10 - Capillary Puncture Equipment and Procedures Chapter 11 - Special Considerations and Point-of-Care Testing
Week 8	Quiz #6: (Ch 9 & 11) Chapter 14 - Computers and Specimen Handling and Processing VIDEO: Nova 4 Barcodes
Week 9	Quiz #7 Chapter 13 - Nonblood Specimens and Tests VIDEO: Bloodborne Pathogen Standard
Week 10	Quiz #8 (Self test on tubes) Chapter 2 - Quality Assurance and Legal Issues Expectations for Completion
Week 11	Chapter 12 - Arterial Puncture Procedures Phlebotomy Final Exam

Week 12	<p>Introduction to EKG's and Course Material Review</p> <p>History of EKG's</p> <p>Definition of EKG Technician</p> <p>Role of EKG Technician</p> <p>Physical and Psychosocial Needs of the Patients</p> <p>HIPPA</p> <p>Anatomy and Physiology of the Heart - Review</p>
Week 13	<p>Quiz #9</p> <p>Basic EKG Interpretation: P wave, QRST segment, T wave</p> <p>Normal EKG Pattern: Lead Placement, Rhythm Strip, EKG Tracing</p> <p>Quiz #10</p> <p>Abnormal EKG's: Sinus Dysrhythmias, Atrial Fibrillation/Atrial Flutter, SVT, PAC's</p> <p>Block, PVC's</p> <p>Diseases of the Heart: Myocardial Infarction, Ischemia, Injury, Infarction, Pericarditis</p> <p>Abnormal EKG's: Ventricular Dysrhythmias, Couplets, Triplets, Paced Beats, Heart</p>
Week 14	<p>EKG Final Exam</p> <p>Review for final exam</p> <p>Miscellaneous Effects: Pulmonary, Electrolytes, Medications, Artificial Pacemakers, Heart Transplants</p>
Week 15	<p>Final Exam</p>

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: ALH 136 Phlebotomy/EKG Technician Clinical Co-Operative Externship

2. Originator: Sue Tetreault

Date: April 1, 2013

3. Division Dean: Jane E. June

Date: April 18, 2013

4. Brief Description of the Proposal: This course will give Phlebotomy/EKG Technician students the practical experience necessary to enter the workforce.

5. Effective Date: Fall 2013

6. Recommended by the Healthcare Division
Comments:

Date: April 18, 2013

7. AA Leadership Team:

[Signature]

Date: 4/24/13

Recommended: ✓

Not Recommended:

Comments:

8. VP/Academic Affairs:

[Signature]

Date: 4/24/13

Recommended: ✓

Not Recommended:

Comments:

9. Learning Council:

[Signature]

Date: 5/14/13

Recommended: ✓

Not Recommended:

Comments:

Friendly amendment: Adjust clinic/lab hours. Attached documents reflect change.

10. VP/Academic Affairs:

[Signature]

Date: 5/14/13

Approved: ✓

Not Approved:

Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Division: Healthcare	
Course Number: ALH 136	
Course Name: Phlebotomy / EKG Technician Clinical Co-Operative Externship	
Prerequisites and/or corequisites (confer with affected department coordinator): ALH 134	
CIP code (check with IRaP Office): 51.1009	
Effective Term/year: Fall 2013	
Give a rationale for the new course. Be sure to indicate whether this course replaces another course. To give students practical experience to enter the workforce.	
Is the course content similar to other courses now offered? Yes ___ No <u>X</u>	
If yes, attach a statement for the coordinator of the department offering the similar course.	
Please indicate if this course will serve as any of the following types of electives <u>X</u> Elective ___ Discipline specific (name the discipline) ___ Program specific (name the program) ___ Multiple perspective (confer with the Liberal Arts Coordinator)	
Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal.	
Expected enrollment per term: 24	Expected enrollment per year: 48
Will any of the following be required: Additional staff <u>X</u> Additional space <u>X</u> Additional equipment <u>X</u>	
Provide a rationale for any needs indicated above and include approximate cost of equipment. New course/co-operative experience need additional instructor. Space allowing for students to practice their newly learned skills. Equipment is listed below:	
1. Sink	11. 2x2 gauze
2. Computer and printer	12. Sharps containers
3. Syringes	13. Waterless hand cleaner
4. Evacuated blood tubes, microtainers	14. Mock arms
5. Blood culture bottles	15. Phlebotomy chairs (Healthcare BLD)
6. Needle adapters	16. Lancets
7. Multisample, hypodermic and butterfly needles	17. Gloves
8. Tourniquets	18. Capillary tubes, clay sealant
9. Alcohol swabs, povidone-iodine swabs	19. Glass slides
10. Tape, coban, bandaids	20. EKG machine, paper, electrodes
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: ALH 136		
Course name: Phlebotomy/EKG Technician Clinical Co-Operative Externship		
Credits: 6		
Lecture Hours: 72	Lab hours: 45	Clinic Hours: 200-300
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>The externship prepares students for a career as a phlebotomy/EKG technician. Students learn phlebotomy skills, EKG skills and how to use reference materials. Students then work in a laboratory and learn how to perform as a phlebotomist; they also work in a EKG clinic and learn how to perform as a EKG technician. Students practice their communication skills, familiarize themselves with the layout of the laboratory and its daily and monthly operation; Student's also familiarize themselves with the layout of the EKG clinic and its daily and monthly operation. Students experience data entry and third party billing, inventory and quality control checks. Students also practice writing a resume, interviewing techniques and professional skills.</p> <p>Prerequisite: ALH 134</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):</p> <p>Phlebotomy Essentials 5th Edition R. McCall, C. Tankersley Lippincott 2012 ISBN 978-1-605-476377</p> <p>Rapid Interpretation of EKG's 6th Edition, D. Dubin Cover 2000 ISBN 978-0-912-912066</p>		
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> 1. Explain the role of the phlebotomy technician 2. Perform data entry. 3. Demonstrate proper venipuncture and skin puncture techniques. 4. Explain the order of draw protocols. 5. Explain proper specimen handling. 6. Utilize laboratory references. 7. Locate different areas of the laboratory. 8. Have a working knowledge of the most frequently ordered blood tests. 9. Explain the role of the EKG technician. 10. Demonstrate proper lead placement. 11. Obtain a proper EKG tracing. 12. Write a resume. 13. Participate in an interview for clinical placement. 		
<p>Teaching procedures: (provide suggested teaching methodology):</p> <p>Lecture Worksheets Textbook Videos Power Point Class Discussion</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p> <p>Laboratory setting – read Ch 1</p> <p>Venipuncture equipment – read Ch 7</p> <p>Venipuncture technique – read Ch 8</p> <p>Skin puncture equipment/technique – Ch 10</p> <p>Preanalytical considerations - read Ch 9</p> <p>Computer operations – read Ch 12</p> <p>Basic EKG principles – read Ch 1</p> <p>Recording the EKG – read Ch 2</p>		

Other information:

- Suggested basis for student grading and criteria for evaluating student performance

Quizzes 33%

Externship 33%

Final 33%

- Suggested attendance policy

Missing 3 classes requires a conference to continue

Missing 5 classes is an automatic dismissal

Please submit a syllabus for this new course to your dean.

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC's Intranet under Frequently Used Forms (Academic Governance Forms).

COURSE STUDENT LEARNING OUTCOMES FOR (ALH136 Phlebotomy/EKG Technician Clinical Co-Operative Externship) Upon completion of the course, students will be able to:	
1	Explain the role of the phlebotomy technician.
2	Perform data entry.
3	Demonstrate proper venipuncture and skin puncture techniques.
4	Explain the order of draw protocols.
5	Explain proper specimen handling.
6	Utilize laboratory references.
7	Locate different areas of the laboratory.
8	Have a working knowledge of the most frequently ordered blood tests.
9	Explain the role of the EKG technician.
10	Demonstrate proper EKG lead placement.
11	Obtain a proper EKG tracing.
12	Write a resume.
13	Participate in an interview for clinical placement.

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.

CONNECTION OF (insert course number and name) TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	E
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	I
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.	E
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.	M

ALH 136 Phlebotomy / EKG Technician Clinical Co-Operative Externship -6 credits

Course Description

The externship prepares students for a career as a phlebotomy/EKG technician. Students learn phlebotomy skills, EKG skills and how to use reference materials. Students then work in a laboratory and learn how to perform as a phlebotomist; they also work in a EKG clinic and learn how to perform as a EKG technician. Students practice their communication skills, familiarize themselves with the layout of the laboratory and its daily and monthly operation; Student's also familiarize themselves with the layout of the EKG clinic and its daily and monthly operation. Students experience data entry and third party billing, inventory and quality control checks. Students also practice writing a resume, interviewing techniques and professional skills.

Prerequisite: ALH 134

Course Objectives

Upon completion the student should be able to:

1. Explain the role of the phlebotomy technician.
2. Perform data entry.
3. Demonstrate proper venipuncture and skin puncture techniques.
4. Explain the order of draw protocols.
5. Explain proper specimen handling.
6. Utilize laboratory references.
7. Locate different areas of the laboratory.
8. Have a working knowledge of the most frequently ordered lab tests.
9. Explain the role of the EKG technician.
10. Demonstrate proper EKG lead placement.
11. Obtain an acceptable EKG tracing.
12. Write a resume.
13. Participate in an interview for clinical placement.

Course Outline

Laboratory (30 hours) 3 hours week times 10 weeks

Externship (Maximum of 200 hours) Weeks 11, 12, 13, 14, 15

40 hours per week to meet the requirements of both EKG Technician and Phlebotomy Technician.

Week 1	Introduction - overview <i>Chapter 1 - Phlebotomy: Past and Present and the Healthcare Setting</i> Serum, Plasma, Whole Blood & Tubes & Lab Panels Worksheets: Blood, Order of Draw <i>Chapter 7 - Blood Collection Equipment, Additives and Order of Draw</i> VIDEO: Lab Safety
Week 2	<i>Chapter 8 - Venipuncture Procedures</i> Palpating Veins Serum, Plasma, Whole Blood & Tubes & Lab Panels VIDEO: Venipuncture technique Quiz #1 (Ch 7 & 8) <i>Chapter 3 - Infection Control, Safety, First Aid and Personal Wellness</i> VIDEO: Infection Control & Safety Quiz #2 (Ch 3)
Week 3	Lab: Handwashing Serum, Plasma, Whole Blood & Tubes & Lab Panels

	Worksheets
	VIDEO: Nova 1 & 2
	Quiz #2: (Ch 1 & 4)
Week 4	Quiz #3: (Ch 5)
	<i>Chapter 9 – Analyzing Lab Value Considerations</i>
	VIDEO: Lab Safety
	<i>Chapter 10 - Capillary Puncture Equipment and Procedures</i>
	<i>Chapter 11 - Special Considerations and Point-of-Care Testing</i>
Week 5	Quiz #4: (Ch 9 & 11)
	<i>Chapter 14 - Computers and Specimen Handling and Processing</i>
	VIDEO: Nova 4
	Barcodes
	<i>Chapter 13 - Nonblood Specimens and Tests</i>
	VIDEO: Bloodborne Pathogen Standard
Week 6	Interviewing Techniques and Begin selecting sites for clinical placement
	<i>Chapter 12 - Arterial Puncture Procedures</i>
	Quiz #5 (Self Test on Tubes)
	Interviewing Techniques and Practice Interviewing continued
	Resume Writing
Week 7	Quiz #6
	Syringe Procedure on Mock Arm, Target Practice
	Lab: Target Practice Continues, VP on Mock Arm
	Lab: VP, Skin Punctures, Blood Cultures, Butterflies
	Lab: VP, POCT Review prior to going to clinical site
Week 8	Lab Practical Exam on Phlebotomy Procedures
	Written Exam on Phlebotomy
Week 9	Introduction to EKG's and Course Material Review
	Review of electrocardiography machine and practice session
	Miscellaneous Effects: Pulmonary, Electrolytes, Medications, Artificial
	Pacemakers, Heart Transplants
Week 10	Lead Placement, Introduction to EKG machine, Preparing the Patient
	Performing an EKG
	EKG Final Exam
Week 11-15	Placement in both an EKG and Clinical Laboratory (200 Hours)

Methods of Instruction

Lecture
Worksheets
Textbook
Videos
Power Points
Class discussion

Attendance Policy

Attendance in the laboratory/ work experience is mandatory. Excessive absence may result in failure of class due to management of mandatory clinical hours of training.

Method of Evaluation

Quizzes 33%

Externship 33%

Final 33%

Required Texts

Phlebotomy Essentials 5th Edition R. McCall, C. Tankersley Lippincott 2012
ISBN 978-1-605-476377

Rapid Interpretation of EKG's 6th Edition, D. Dubin Cover 2000
ISBN 978-0-912-912066

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE
DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: Emergency Medical Services Certificate-Paramedic Technician

2. Originator: Cheryl A. Finn

Date: April 12, 2013

3. Division Dean: Jane E. June

Date: April 18, 2013

4. Brief Description of the Proposal:

Alignment of course grid with courses available in the College Catalog.

5. Effective Date: Fall 2013

6. Recommended by the Healthcare Division

Date: April 18, 2013

Comments:

7. AA Leadership Team: Jin Brun

Date: 4/24/13

Recommended: ✓ Not Recommended:

Comments:

8. VP/Academic Affairs: [Signature]

Date: 4/24/13

Recommended: ✓ Not Recommended:

Comments:

9. Learning Council: Philomena D'Alessandro

Date: 5/14/13

Recommended: ✓ Not Recommended:

Comments:

10. VP/Academic Affairs: [Signature]

Date: 5/14/13

Approved: ✓ Not Approved:

Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE
DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: Emergency Medical Services Certificate-Paramedic Technician
Division: Healthcare
Degree type: Certificate
Provide a detailed list of the proposed changes to the program. 1. Remove BIO 140 Introduction to the Human Body 2. Replace BIO 140 with BIO 100 Principles of Human Biology 3. 4. 5.
Attachments: Current program grid Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.
Provide a rationale for the proposed changes. Aligning the courses available with the course need for certificate completion
Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions.
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:
Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.
For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? If yes please provide a rationale.
Will any of the following be required: Additional staff ____ Additional space ____ Additional equipment ____ Provide a rationale for any needs indicated and include approximate cost of equipment.

EMT PARAMEDIC CERTIFICATE (Program Code: PC) – CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to the Human Body	BIO 140	F/S/SU			4	ENG 100 or approp place score
Introduction to Advanced Pre-Hospital Care	EMT 108	F/S			4	Coreq BIO 140 or BIO 111, EMT 109, 110, 112, 114
Pharmacology for Advanced Pre-Hospital Care	EMT 109	F/S			2	Coreq BIO 140 or BIO 111, EMT 108, 110, 112, 114
Patient Assessment & Human Systems	EMT 110	F/S			2	Coreq BIO 140 or BIO 111, EMT 108, 109, 112, 114
Patient Assessment/Pharmacology: Laboratory	EMT 112	F/S			1	Coreq BIO 140 or BIO 111, EMT 108, 109, 110, 114
Life Span and Healthcare Issues for Pre-Hospital Care	EMT 114	F/S			4	Coreq BIO 140 or BIO 111, EMT 108, 109, 110, 112
Semester 2						
Advanced Pre-Hospital Care	EMT 115	F/S			4	EMT 108, 109, 110, 112, 114 Coreq BIO 140 or BIO 112, EMT 116, 117, 118, 119,
Cardiology and Advanced Cardiac Life Support	EMT 116	F/S			4	EMT 108, 109, 110, 112, 114 Coreq BIO 140 or BIO 112, EMT 115, 117, 118, 119
Trauma	EMT 117	F/S			3	EMT 108, 109, 110, 112, 114 Coreq BIO 140 or BIO 112, EMT 115, 116, 118, 119,
Neonatal and Pediatric Emergencies	EMT 118	F/S			2	EMT 108, 109, 110, 112, 114 Coreq BIO 140 or BIO 112, EMT 115, 116, 117, 119,
Topics In Advanced Life Support	EMT 119	F/S			3	EMT 108, 109, 110, 112, 114 Coreq BIO 140 or BIO 112, EMT 115, 116, 117, 118
Semester 3						
Clinical Placement for the Paramedic	EMT 202	S/SU			7	EMT 115, 116, 117, 118, 119
Semester 4						
Field Placement for the Paramedic	EMT 203	F/SU			5	EMT 202
Total credits required					45	

EMT PARAMEDIC CERTIFICATE (Program Code: PC) - PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Principles of Human Biology	BIO 100	F/S/SU			4	ENG 100 or approp place score
Introduction to Advanced Pre-Hospital Care	EMT 108	F/S			4	Coreq BIO 100 or BIO 111, EMT 109, 110, 112, 114
Pharmacology for Advanced Pre-Hospital Care	EMT 109	F/S			2	Coreq BIO 100 or BIO 111, EMT 108, 110, 112, 114
Patient Assessment & Human Systems	EMT 110	F/S			2	Coreq BIO 100 or BIO 111, EMT 108, 109, 112, 114
Patient Assessment/Pharmacology: Laboratory	EMT 112	F/S			1	Coreq BIO 100 or BIO 111, EMT 108, 109, 110, 114
Life Span and Healthcare Issues for Pre-Hospital Care	EMT 114	F/S			4	Coreq BIO 100 or BIO 111, EMT 108, 109, 110, 112
Semester 2						
Advanced Pre-Hospital Care	EMT 115	F/S			4	EMT 108, 109, 110, 112, 114 Coreq BIO 100 or BIO 112, EMT 116, 117, 118, 119,
Cardiology and Advanced Cardiac Life Support	EMT 116	F/S			4	EMT 108, 109, 110, 112, 114 Coreq BIO 100 or BIO 112, EMT 115, 117, 118, 119
Trauma	EMT 117	F/S			3	EMT 108, 109, 110, 112, 114 Coreq BIO 100 or BIO 112, EMT 115, 116, 118, 119,
Neonatal and Pediatric Emergencies	EMT 118	F/S			2	EMT 108, 109, 110, 112, 114 Coreq BIO 100 or BIO 112, EMT 115, 116, 117, 119,
Topics In Advanced Life Support	EMT 119	F/S			3	EMT 108, 109, 110, 112, 114 Coreq BIO 100 or BIO 112, EMT 115, 116, 117, 118
Semester 3						
Clinical Placement for the Paramedic	EMT 202	S/SU			7	EMT 115, 116, 117, 118, 119
Semester 4						
Field Placement for the Paramedic	EMT 203	F/SU			5	EMT 202
Total credits required					45	

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: PHA 101 Introduction to Public Health
2. Originator: Jamie Vallejos Date: April 12, 2013
3. Division Dean: Jane E. June Date: April 18, 2013
4. Brief Description of the Proposal: This course aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative, and Healthy People 2020.
5. Effective Date: Spring 2014
6. Recommended by the Healthcare Division. Date: April 18, 2013
Comments: The Healthcare Division recommended changing the prerequisite from ENG 091 and ENG 096 to ENG 100 or appropriate placement score.
7. AA Leadership Team: Jane E. June Date: 4/24/13
Recommended: / Not Recommended: _____
Comments: _____
8. VP/Academic Affairs: [Signature] Date: 4/24/13
Recommended: / Not Recommended: _____
Comments: _____
9. Learning Council: Philomena D'Alessandro Date: 5/14/13
Recommended: / Not Recommended: _____
Comments: _____
10. VP/Academic Affairs: [Signature] Date: 5/14/13
Approved: / Not Approved: _____
Comments: _____

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Division: Healthcare	
Course Number: PHA 101	
Course Name: Introduction to Public Health	
Prerequisites and/or corequisites (confer with affected department coordinator): ENG 100 or appropriate placement score	
CIP code (check with IRaP Office): 51.2208	
Effective Term/year: Spring 2014	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</p> <p>This course aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative, and Healthy People 2020.</p>	
<p>Is the course content similar to other courses now offered? Yes ___ No <u>X</u></p> <p>If yes, attach a statement for 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><u>X</u> Elective</p> <p>___ Discipline specific (name the discipline)</p> <p>___ Program specific (name the program)</p> <p><u>X</u> Multiple perspective (confer with the Liberal Arts Coordinator)</p>	
<p>Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal. No.</p>	
Expected enrollment per term: 20	Expected enrollment per year: 40
<p>Will any of the following be required: No</p> <p style="text-align: center;">Additional staff ___ Additional space ___ Additional equipment ___</p> <p>Provide a rationale for any needs indicated above and include approximate cost of equipment.</p>	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: PHA 101		
Course name: Introduction to Public Health		
Credits: 3		
Lecture Hours: 45	Lab hours: 0	Clinic Hours: 0
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>This course provides an initial overview of public health concepts and practice. The course examines the philosophy, purpose, history, organization, function, tools, and activities of public health practice. Case studies and a variety of practice related exercises serve as a basis for student participation and interaction. The course identifies problems and issues currently facing public health. This course aims at enhancing, facilitating and promoting the use of technologies for obtaining and sharing information.</p> <p>Prerequisites: ENG 100 or appropriate placement score</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text): Public Health 101, Healthy People-Healthy populations. Richard Riegelman ISBN-13: 978-1-4496-0149-2 is the required textbook, specific articles and handouts will be provided.</p>		
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> 1. Identify eras in the historical development of public health and ways that public health emerges in current events and daily life. 2. Illustrate the range of disciplines and professions to improving public health. 3. Explain how public health assesses the options for interventions to improve the health of a population. 4. Explain how public health can utilize health information and health communications to improve the health of populations. 5. Explain how public health can utilize social and behavioral interventions to improve the health of populations. 6. Explain how public health can utilize health policy and law to improve the health of populations. 7. Explain the impact of the environment and communicable diseases on the health of populations. 8. Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and disease management. 9. Describe the basic organization of healthcare and public health systems and the contributions of health professionals. 10. Identify the basic payment mechanisms for providing health services and the basic insurance mechanisms for paying for health services. 11. Identify the criteria for evaluating health systems issues of access, quality and cost. 12. Identify the roles of public health in addressing the needs of vulnerable populations and health disparities. 		
<p>Teaching procedures: (provide suggested teaching methodology): Class discussions on chapter readings and medical articles will be the center of methodology stimulating student centered learning.</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics): Class will meet once a week, readings from the textbook will be assigned for each topic. Additional readings, case studies and or articles will be required for</p>		

some but not all chapters and topics. Students will take all evaluations and assessments and will be required to write article summaries and interpretations and or papers.

Other information:

- Suggested basis for student grading and criteria for evaluating student performance:
Case studies and articles: 20%
Exams: 50%
Final: 15%
Take home assignments 15%
- Suggested attendance policy: All exams and evaluated activities are required. Make up assignments and or exams will take place within one week after the missed activity.
- Suggested plagiarism statement: Please refer to the Quinsigamond Community College 2012-2013 student handbook regarding plagiarism.
- Suggested assessment methodologies: Students are required to take all evaluations and assessments. Exams will consist of multiple choice questions, matching, and short answer or short essay questions. Case studies and articles will be discussed weekly. Take home assignments will be due after completing a couple of chapters throughout the book.

Please submit a syllabus for this new course to your dean.

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC's Intranet under Frequently Used Forms (Academic Governance Forms).

COURSE STUDENT LEARNING OUTCOMES FOR (?)	
Upon completion of the course, students will be able to:	
1	To identify multiple ways that public health affects daily life. Define eras of public health from ancient times to the early 21st century. Define the meaning of population health. Illustrate the uses of health care, traditional public health, and social interventions in population health. Identify a range of determinants of disease.
2	To explain the steps in the evidence-based public health process. Describe a public health problem in terms of morbidity and mortality. Describe the approach used in public health to identify a contributory cause of a disease or other condition and establish the efficacy of an intervention. Use an approach to identify options for intervention based on "when, who, and how." Explain the role that evaluation plays in establishing effectiveness as part of evidence-based public health.
3	Identify six basic types of public health data. Explain the meaning, use, and limitations of the infant mortality rate and life expectancy measurements. Explain the meanings and uses of HALEs and DALYs. Identify criteria for evaluating the quality of information presented on a Web site. Explain ways that perceptions affect how people interpret information. Explain how attitudes, such as risk-taking attitudes, may affect decision making. Identify three different approaches to clinical decision making and their advantages and disadvantages.
4	explain relationships between the social and behavioral sciences and public health. illustrate how socioeconomic status affects health. illustrate how culture and religion affects health. identify and illustrate the stages in behavioral change that constitute the Stages of Change model. identify ways that interventions at the individual level and at the social level can reinforce each other to influence behavioral change.

	explain the principles of social marketing.
5	<p>explain the scope of health law, policy, and ethics.</p> <p>identify key legal principles that form the basis for public health law.</p> <p>identify four types of law.</p> <p>explain the differences between market and social justice.</p> <p>illustrate the potential tensions between individual rights and the needs of society using public health examples.</p> <p>discuss key principles that underlie the ethics of human research.</p>
6	<p>describe the burden of non-communicable diseases on mortality and morbidity in the United States.</p> <p>describe the epidemiological transition and the current distribution of disease in developed and developing countries.</p> <p>describe the ideal criteria for a screening program.</p> <p>explain the multiple risk factor intervention approach to control of a non-communicable disease.</p> <p>describe the meaning of cost-effectiveness.</p> <p>describe ways that population interventions can be combined with individual interventions to more effectively reduce the burden of non-communicable diseases.</p>
7	<p>describe the burden of disease caused by communicable diseases.</p> <p>identify the roles that barrier protections play in preventing communicable diseases.</p> <p>identify the roles that vaccinations can play in preventing communicable diseases.</p> <p>identify the roles that screening, case finding, and contact treatment can play in preventing communicable diseases.</p> <p>identify the conditions that make eradication of a disease feasible.</p> <p>describe a range of options for controlling the HIV/AIDS epidemic.</p>
8	<p>describe roles that education and credentialing play in the development of health professions, such as medicine and nursing.</p> <p>describe relationships between clinical health professions and public health.</p> <p>identify educational pathways for becoming a public health professional.</p> <p>identify components of prevention and public health that are recommended for inclusion in clinical education.</p> <p>explain the concept of primary care and differentiate it from secondary and tertiary care. identify a range of mechanisms used to compensate clinical health professionals and explain their advantages and disadvantages.</p>
9	<p>identify a range of inpatient healthcare facilities that exist in the United States.</p> <p>identify a range of outpatient healthcare facilities that exist in the United States.</p> <p>describe approaches being used to define and measure the quality of health care.</p> <p>describe types of coordination of care and methods available to facilitate coordination of care.</p> <p>identify roles that may be played by electronic medical records in improving the delivery of health care and identify components of medical malpractice and disclosure of medical errors.</p>
10	<p>identify the largest insurance systems in the United States and explain the basic principles</p> <p>identify the basic types of managed healthcare organizations and explain the principles of how they differ.</p> <p>illustrate how individual circumstances affect the most favorable type of employment-based insurance.</p> <p>describe the extent and consequences of being uninsured or underinsured in the United States.</p> <p>describe the basic structure and financing aspects of the health-care systems in Canada and the United Kingdom and compare them to those of the United States.</p> <p>identify options for addressing the cost of health care in the United States.</p>

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.

CONNECTION OF (?) TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	E
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.	E
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.	I

QUINSIGAMOND COMMUNITY COLLEGE

Introduction to Public Health (3 Credits)

COURSE DESCRIPTION

This course provides an initial overview of public health concepts and practice. The course examines the philosophy, purpose, history, organization, function, tools, and activities of public health practice. Case studies and a variety of practice related exercises serve as a basis for student participation and interaction. The course identifies problems and issues currently facing public health. This course aims at enhancing, facilitating and promoting the use of technologies for obtaining and sharing information.

Prerequisite: ENG 100 or appropriate placement score

LEARNING OUTCOMES

1. Identify eras in the historical development of public health and ways that public health emerges in current events and daily life.
2. Illustrate the range of disciplines and professions to improving public health.
3. Explain how public health assesses the options for interventions to improve the health of a population.
4. Explain how public health can utilize health information and health communications to improve the health of populations.
5. Explain how public health can utilize social and behavioral interventions to improve the health of populations.
6. Explain how public health can utilize health policy and law to improve the health of populations.
7. Explain the impact of the environment and communicable diseases on the health of populations.
8. Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and disease management.
9. Describe the basic organization of healthcare and public health systems and the contributions of health professionals.
10. Identify the basic payment mechanisms for providing health services and the basic insurance mechanisms for paying for health services.
11. Identify the criteria for evaluating health systems issues of access, quality and cost.
12. Identify the roles of public health in addressing the needs of vulnerable populations and health disparities.

COURSE REQUIREMENTS

1. COURSE READINGS AND REQUIRED TEXT

Please see course schedule. Public Health 101, Healthy People-Healthy populations. Richard Riegelman ISBN-13: 978-1-4496-0149-2 is the required textbook, specific articles and handouts will be provided.

2. CLASS FORMAT AND METHODOLOGY

Class will meet once a week on Mondays from 6:00-8:50 PM. Readings from the textbook will be assigned for each topic (see class schedule). Additional readings and or articles will be required for some but not all chapters and topics.

3. EXAMINATIONS

Students are required to take all evaluations and assessments. Exams will consist of multiple choice questions, matching, and short answer or short essay questions. Case studies and articles will be discussed weekly. Take home assignments will be due throughout the semester.

4. ABSENCE/ATTENDANCE POLICY

All exams and evaluated activities are required. Make up assignments and or exams will take place within one week after the missed activity.

Weather cancellations appear on the QCC portal at www.qcc.edu and the QCC Inclement Weather Line, 508 854-4545. Cancellations also appear in radio and TV announcement

5. GRADING POLICY

The final grade for this course will be determined by various components:

Case studies and articles; (Around 10)	20%
Exams:	50%
Final:	15%
Take home assignments	15%

A	95-100
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Failed

6. STUDENT RESPONSIBILITIES.

- Read and know the information in the syllabus.
- Make pre-reading and reading the textbook a daily habit.
- Complete all the objectives.
- Ask questions in class for clarification.
- If it becomes necessary to withdraw from the class, do so formally by filling out a withdrawal form from the registrar's office by the official date.

7. COLLEGE POLICIES, PROCEDURES AND ACADEMIC CODE OF CONDUCT.

Please refer to the Quinsigamond Community College 2012-2013 student handbook regarding:

1. Student's rights and responsibilities.
2. Withdrawal procedure, repeating a course, grading system.
3. Cheating, Fabrication, Facilitating dishonesty and plagiarism.
4. Disability services and accommodations.

REQUIRED TEXTBOOK

1. Public Health 101, Healthy People-Healthy populations.
Richard Riegelman, ISBN-13: 978-1-4496-0149-2.

CLASS OBJECTIVES

Public Health: The population health approach

- to identify multiple ways that public health affects daily life.
- define eras of public health from ancient times to the early 21st century.
- define the meaning of population health.
- illustrate the uses of health care, traditional public health, and social interventions in population health.
- identify a range of determinants of disease.

Evidence-Based Public Health

- to explain the steps in the evidence-based public health process.

- describe a public health problem in terms of morbidity and mortality.
- describe the approach used in public health to identify a contributory cause of a disease or other condition and establish the efficacy of an intervention.
- describe the process of grading evidence-based recommendations.
- use an approach to identify options for intervention based on “when, who, and how.”
- explain the role that evaluation plays in establishing effectiveness as part of evidence-based public health.

Health Informatics and Health communications

- identify six basic types of public health data.
- explain the meaning, use, and limitations of the infant mortality rate and life expectancy measurements.
- explain the meanings and uses of HALEs and DALYs.
- identify criteria for evaluating the quality of information presented on a Web site.
- explain ways that perceptions affect how people interpret information.
- explain the roles of probabilities, utilities, and the timing of events in combining public health data.
- explain how attitudes, such as risk-taking attitudes, may affect decision making.
- identify three different approaches to clinical decision making and their advantages and disadvantages.

Social and Behavioral Sciences and Public Health

- explain relationships between the social and behavioral sciences and public health.
- illustrate how socioeconomic status affects health.
- illustrate how culture and religion affects health.
- identify and illustrate the stages in behavioral change that constitute the Stages of Change model.
- identify ways that interventions at the individual level and at the social level can reinforce each other to influence behavioral change.
- explain the principles of social marketing.

Health Law Policy and Ethics

- explain the scope of health law, policy, and ethics.
- identify key legal principles that form the basis for public health law.
- identify four types of law.
- explain the differences between market and social justice.
- illustrate the potential tensions between individual rights and the needs of society using public health examples.
- discuss key principles that underlie the ethics of human research.

Non-Communicable diseases

- describe the burden of non-communicable diseases on mortality and morbidity in the United States.
- describe the epidemiological transition and the current distribution of disease in developed and developing countries.
- describe the ideal criteria for a screening program.
- explain the multiple risk factor intervention approach to control of a non-communicable disease.
- describe the meaning of cost-effectiveness.
- describe several ways that genetic interventions can affect the burden of non-communicable diseases.
- describe ways that population interventions can be combined with individual interventions to more effectively reduce the burden of non-communicable diseases.

Communicable diseases

- describe the burden of disease caused by communicable diseases.
- identify the roles that barrier protections play in preventing communicable diseases.
- identify the roles that vaccinations can play in preventing communicable diseases.
- identify the roles that screening, case finding, and contact treatment can play in preventing communicable diseases.
- identify the conditions that make eradication of a disease feasible.
- describe a range of options for controlling the HIV/AIDS epidemic.

Environmental Health and safety

- describe the burden of disease caused by communicable diseases.
- identify the roles that barrier protections play in preventing communicable diseases.
- identify the roles that vaccinations can play in preventing communicable diseases.
- identify the roles that screening, case finding, and contact treatment can play in preventing communicable diseases.
- identify the conditions that make eradication of a disease feasible.
- describe a range of options for controlling the HIV/AIDS epidemic.

Health professionals and the health workforce

- describe roles that education and credentialing play in the development of health professions, such as medicine and nursing.
- describe relationships between clinical health professions and public health.
- identify educational pathways for becoming a public health professional.
- identify components of prevention and public health that are recommended for inclusion in clinical education.
- explain the concept of primary care and differentiate it from secondary and tertiary care.
- identify a range of mechanisms used to compensate clinical health professionals and explain their advantages and disadvantages.

Healthcare Institutions

- identify a range of inpatient healthcare facilities that exist in the United States.
- identify a range of outpatient healthcare facilities that exist in the United States.
- describe approaches being used to define and measure the quality of health care.
- describe types of coordination of care and methods available to facilitate coordination of care.
- identify roles that may be played by electronic medical records in improving the delivery of health care and identify components of medical malpractice and disclosure of medical errors.

Healthcare systems

- identify the largest insurance systems in the United States and explain the basic principles of their financing.
- identify the basic types of managed healthcare organizations and explain the principles of how they differ.
- illustrate how individual circumstances affect the most favorable type of employment-based insurance.
- describe the extent and consequences of being uninsured or underinsured in the United States.
- describe the basic structure and financing aspects of the health-care systems in Canada and the United Kingdom and compare them to those of the United States.
- identify options for addressing the cost of health care in the United States.

Public Health Institutions and Systems

- identify goals of governmental public health.
- identify the ten essential services of public health.
- describe basic features of local, state, and federal public health agencies in the United States.
- identify global public health organizations and agencies and describe their basic roles.
- identify roles in public health for federal agencies not identified as health agencies.
- illustrate the need for collaboration by governmental public health agencies with other governmental and nongovernmental organizations.
- describe approaches to connecting public health and the health-care system.

The Future of population Health

- explain the basic uses of outbreak investigations.
- identify public health roles in disaster prevention and management.
- explain the basic public health roles in preventing and responding to bioterrorism.
- identify lessons for the future that can be learned from past public health mistakes.
- identify trends in public health that may have implications for the future.
- identify possible impacts of climate change.
- explain how principles of systems thinking can be used to address complex problems.
- explain the importance of an educated citizenry to the future of public health.

Week #	Week of	Book Chapter	Book Content
1		1	Public Health: The population health approach
2		2	Evidence- Based Public Health
3		Handout	Epidemiology: The basic science of Public Health
4		Exam I 3	Health informatics and Health Communications
5		4	Social and Behavioral sciences in public health
6		Handout	Do people choose their own health? Why is public Health controversial?
7		Exam II 5	Health Law, policy and Ethics

Week #	Week of	Book Chapter	Book Content
8		6	Non- Communicable Diseases
9		7	Communicable Diseases
10		Exam III 8	Environmental Health and Safety
11		9	Health Professionals and the health workforce
12		10	Healthcare Institutions
13		Exam IV 11	Healthcare systems
14		12	Public Health Institutions and Systems
15		13 Handout	The future of population Health Population: The ultimate environmental health issue
16		Final	

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: PHA 102 Introduction to Global Health
2. Originator: Jamie Vallejos Date: April 12, 2013
3. Division Dean: Jane E. June Date: April 18, 2013
4. Brief Description of the Proposal: This course aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative and Healthy People 2020.
5. Effective Date: Spring 2014
6. Recommended by the Healthcare Division Date: April 18, 2013
Comments: The Healthcare Division recommended changing the prerequisite from ENG 091 and ENG 096 to ENG 100 or appropriate placement score.
7. AA Leadership Team: Jin Bunn Date: 4/24/13
Recommended: ☒ Not Recommended: ☐
Comments:
8. VP/Academic Affairs: [Signature] Date: 4/24/13
Recommended: ☒ Not Recommended: ☐
Comments:
9. Learning Council: Philomena D'Alessandro Date: 5/14/13
Recommended: ☒ Not Recommended: ☐
Comments: Amendment - Fulfill multiple perspective elective in LA program
10. VP/Academic Affairs: [Signature] Date: 5/14/13
Approved: ☒ Not Approved: ☐
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Division: Healthcare	
Course Number: PHA 102	
Course Name: Introduction to Global Health	
Prerequisites and/or corequisites (confer with affected department coordinator): ENG 100 or appropriate placement score	
CIP code (check with IRaP Office): 51.2208	
Effective Term/year: Spring 2014	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</p> <p>This course aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative and Healthy People 2020.</p>	
<p>Is the course content similar to other courses now offered? Yes ___ No <u>X</u></p> <p>If yes, attach a statement for 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><u>X</u> Elective</p> <p>___ Discipline specific (name the discipline)</p> <p>___ Program specific (name the program)</p> <p>X Multiple perspective (confer with the Liberal Arts Coordinator)</p>	
<p>Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal. No.</p>	
Expected enrollment per term: 20	Expected enrollment per year: 40
<p>Will any of the following be required:</p> <p style="text-align: center;">Additional staff <u>1</u> Additional space ___ Additional equipment ___</p> <p>Provide a rationale for any needs indicated above and include approximate cost of equipment.</p> <p>New course / adjunct faculty</p>	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: PHA 102		
Course name: Introduction to Global Health		
Credits: 3		
Lecture Hours: 45	Lab hours: 0	Clinic Hours: 0
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>This course guides students to the main concepts of global health and the critical links between public health and social and economic development. Students think about the determinants of health, how health status is measured, and what key factors influence disease burdens. This course introduces students to key concerns regarding, reproductive health, child survival, nutrition, communicable diseases, and chronic diseases. The course stimulates interaction around problems and issues currently facing global health. This course aims at enhancing, facilitating and promoting the use of technologies for obtaining and sharing information.</p> <p>Prerequisite: ENG 100 or appropriate placement score</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text): Global Health 101, Richard Skolnik Jones & Bartlett ISBN-13: 978-0763797515</p>		
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> 1. Describe key public health concepts related to global health including: demographic measures of health status, and the burden of disease. 2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease. 3. Discuss the links between health and social economic factors. 4. Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control. 5. Identify health conditions that have a major impact on morbidity and mortality and key biological concepts needed to understand their public health importance. 6. Identify critical issues in the organization and delivery of public health and health care services and methods to address these issues. 7. Discuss the determinants of health and risk factors for conditions of major importance to global health. 8. Discuss the burden of disease in various regions of the world and the variations in incidence and prevalence both within and across countries. 9. Discuss the potential for science and technology to contribute to improvement in health. 10. Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues. 11. Apply principles of cost effectiveness, benefits and harms, and sustainability of a new intervention designed to improve global health. 		
<p>Teaching procedures: (provide suggested teaching methodology): Class discussions on chapter readings and medical articles will be the center of methodology stimulating student centered learning.</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of</p>		

suggested course topics): Class will meet once a week, readings from the textbook will be assigned for each topic. Additional readings, case studies and or articles will be required for some but not all chapters and topics. Students will take all evaluations and assessments and will be required to write article summaries and interpretations and or papers.

Other information:

- Suggested basis for student grading and criteria for evaluating student performance:

Case studies and articles:	20%
Exams:	50%
Final:	15%
Take home assignments	15%

- Suggested attendance policy: All exams and evaluated activities are required. Make up assignments and or exams will take place within one week after the missed activity.
- Suggested plagiarism statement: Please refer to the Quinsigamond Community College 2012-2013 student handbook regarding plagiarism.
- Suggested assessment methodologies: Students are required to take all evaluations and assessments. Exams will consist of multiple choice questions, matching, and short answer or short essay questions. Case studies and articles will be discussed weekly. Take home assignments will be due after completing a couple of chapters throughout the book.

Please submit a syllabus for this new course to your dean.

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC's Intranet under Frequently Used Forms (Academic Governance Forms).

COURSE STUDENT LEARNING OUTCOMES FOR (?)	
Upon completion of the course, students will be able to:	
1	Describe key public health concepts related to global health including: demographic measures of health status, and the burden of disease.
2	Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3	Discuss the links between health and social economic factors.
4	Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
5	Identify health conditions that have a major impact on morbidity and mortality and key biological concepts needed to understand their public health importance.
6	Identify critical issues in the organization and delivery of public health and health care services and methods to address these issues.
7	Discuss the determinants of health and risk factors for conditions of major importance to global health.
8	Discuss the burden of disease in various regions of the world and the variations in incidence and prevalence both within and across countries.
9	Discuss the potential for science and technology to contribute to improvement in health.
10	Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.

11	Apply principles of cost effectiveness, benefits and harms, and sustainability of a new intervention designed to improve global health.
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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.

CONNECTION OF (?) TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	E
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.	E
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.	I

QUINSIGAMOND COMMUNITY COLLEGE
Introduction to Global Health (3 Credits)

COURSE DESCRIPTION

This course guides students to the main concepts of global health and the critical links between public health and social and economic development. Students think about the determinants of health, how health status is measured, and what key factors influence disease burdens. This course introduces students to key concerns regarding, reproductive health, child survival, nutrition, communicable diseases, and chronic diseases. The course stimulates interaction around problems and issues currently facing global health. This course aims at enhancing, facilitating and promoting the use of technologies for obtaining and sharing information.
Prerequisite: ENG 100 or appropriate placement score

LEARNING OUTCOMES

1. Describe key public health concepts related to global health including: demographic measures of health status, and the burden of disease.
2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3. Discuss the links between health and social economic factors.
4. Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
5. Identify health conditions that have a major impact on morbidity and mortality and key biological concepts needed to understand their public health importance.
6. Identify critical issues in the organization and delivery of public health and health care services and methods to address these issues.
7. Discuss the determinants of health and risk factors for conditions of major importance to global health.
8. Discuss the burden of disease in various regions of the world and the variations in incidence and prevalence both within and across countries.
9. Discuss the potential for science and technology to contribute to improvement in health.
10. Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.
11. Apply principles of cost effectiveness, benefits and harms, and sustainability of a new intervention designed to improve global health.

COURSE REQUIREMENTS

1. COURSE READINGS AND REQUIRED TEXTS

Please see course schedule. Global Health 101 Richard Skolnik, Jones & Bartlett ISBN-13 978-0763797515.

2. CLASS FORMAT AND METHODOLOGY

Class will meet once a week on Fridays from 6:00-8:50 PM. Readings from the textbook will be assigned for each topic (see class schedule). Additional readings and or articles will be required for some but not all chapters and topics.

4. EXAMINATIONS

Students are required to take all evaluations and assessments. Exams will consist of multiple choice questions, matching, and short answer or short essay questions. Case studies and articles will be discussed weekly. Take home assignments will be due after completing a couple of chapters throughout the book.

4. ABSENCE/ATTENDANCE POLICY

All exams and evaluated activities are required. Make up assignments and or exams will take place within one week after the missed activity.

Weather cancellations appear on the QCC portal at www.qcc.edu and the QCC Inclement Weather Line, 508 854-4545. Cancellations also appear in radio and TV announcement

5. GRADING POLICY

The final grade for this course will be determined by various components:

Case studies and articles: (Around 10)	20%
Exams:	50%
Final:	15%
Take home assignments	15%

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Failed

6. STUDENT RESPONSIBILITIES.

- Read and know the information in the syllabus.
- Make pre-reading and reading the text a daily habit.
- Complete all the objectives.
- Ask questions in class for clarification.
- If it becomes necessary to withdraw from the class, do so formally by filling out a withdrawal form from the registrar's office by the official date.

7. COLLEGE POLICIES, PROCEDURES AND ACADEMIC CODE OF CONDUCT.

Please refer to the Quinsigamond Community College 2012-2013 student handbook regarding:

5. Student's rights and responsibilities.
6. Withdrawal procedure, repeating a course, grading system.
7. Cheating, Fabrication, Facilitating dishonesty and plagiarism.
8. Disability services and accommodations.

REQUIRED TEXTBOOK

1. Global Health 101 Richard Skolnik, Jones & Bartlett ISBN-13 978-0763797515.

LECTURE OBJECTIVES

The principles and global health

- Define the terms health, public health, and global health
- Discuss some examples of public health efforts
- Discuss some examples of global health activities
- Describe some of the guiding principles of public health work
- Describe the Millennium Development Goals and their relation to global health
- Briefly discuss the global effort to eradicate smallpox

Health determinants, measurements and trends

- Describe the determinants of health
- Define the most important health indicators
- Discuss the differences between incidence and prevalence; morbidity, disability, and mortality; and noncommunicable and communicable diseases
- Discuss the concepts of health-adjusted life expectancy (HALE), disability-adjusted life years (DALYs), and the burden of disease
- Describe the leading causes of death in low-, middle-, and high-income countries
- Describe the demographic and epidemiologic transitions

Health education poverty and the economy

- Describe the links between health and education
- Discuss the connections among health, productivity, and earnings
- Describe key relationships among health, the costs of illness, and the impact of health expenditure on poverty
- Discuss critical connections between health and equity
- Describe some relationships between expenditure on health and health outcomes
- Differentiate between public and private expenditures on health
- Understand the use of cost-effectiveness analysis as one tool for making investment choices in health
- Discuss the two-way relationship between health and development

Ethical and human rights, concerns in global Health

- Review key ethical and human rights concerns as they relate to global health
- Discuss some of the central treaties and conventions related to human rights
- Use the most important ethical guidelines for research with human subjects
- Discuss some historically significant cases in human subjects research
- Identify key ethical principles for making decisions about allocating resources for health

An introduction to health systems

- Describe the main functions of a health system
- Review how health systems are organized
- Discuss selected examples of health systems
- Outline key health system issues and how they might be addressed
- Describe how health systems in low- and middle-income countries might better improve health outcomes
- Describe some examples of successful efforts at public and private sector cooperation in health services delivery

Culture and health

- Define culture
- Describe the most important relationships between culture and health
- Outline some of the theories of how behavior change occurs in health
- Describe some key measures to promote behavior change for better health
- Discuss the importance of social assessments

The environment and Health

- Discuss the most important environmental threats to health in low- and middle-income countries
- Review the burden of disease from indoor and outdoor air pollution and unsafe water and sanitation
- Examine the contribution of personal hygiene to reducing the burden of environmentally related health problems
- Comment on the costs and consequences of these environmental burdens
- Describe some of the most cost-effective ways of reducing the global burden of environmental health problems

Nutrition and global health

- Define key terms related to nutrition
- Describe the determinants of nutritional status
- Discuss nutrition needs at different stages of the life cycle
- Discuss the burden of undernutrition problems globally
- Review the costs and consequences of the burden of under nutrition problems
- Discuss measures that can be taken to address key under nutrition problems
- Discuss important successes that countries have had in dealing with issues of undernutrition

Women's health

Describe the importance of women's health to individuals, families, and communities

- Describe the determinants of women's health and how they vary in different settings
- Discuss the burden of disease for women worldwide, with a focus on women in low- and middle-income countries
- Describe critical challenges in improving women's health in low- and middle-income countries
- Describe some success stories in improving women's health and the lessons they suggest for other women's health efforts

Child health

- Understand the most important causes of child illness and death around the world
- Discuss the importance of neonatal death in overall child deaths
- Understand why some children survive and others die
- Describe the most cost-effective child health interventions
- Describe some examples of successful child health initiatives
- Discuss some of the challenges of further enhancing the health of children

Communicable diseases

- Discuss the determinants of selected communicable diseases, including emerging and re-emerging infectious diseases and antimicrobial resistance
- Understand key concepts concerning the prevention and transmission of those diseases
- Review the costs and consequences of communicable diseases of importance
- Outline some of the most important examples of successful interventions against communicable diseases
- Understand key challenges to the future prevention and control of these diseases

Non communicable diseases

- Describe the most important noncommunicable diseases
- Discuss the importance of these diseases to global health
- Discuss the burden of noncommunicable diseases worldwide
- Outline the costs and consequences of noncommunicable diseases, tobacco use, and excessive drinking of alcohol
- Review measures that can be taken to address the burden of noncommunicable diseases in cost effective ways
- Describe some successful cases of dealing with noncommunicable diseases

Unintentional injuries

- Define the most important types of unintentional injuries
- Describe the burden of disease related to those injuries
- Discuss how that burden varies by age, sex, region, and type of injury
- Outline the costs and consequences of those injuries
- Review measures that can be taken to address key injury issues in cost-effective ways
- Describe some successful cases of preventing unintentional injuries

Natural disasters and complex humanitarian emergencies

- Describe several types of disasters that impact human health
- Discuss the health effects of natural disasters and complex humanitarian emergencies
- Review how those health impacts vary by age, sex, location, and type of disaster
- Describe key measures that can be taken to mitigate the health impacts of natural disasters and complex humanitarian emergencies

Working together to improve global health

- Discuss the value of cooperation in addressing health problems
- Discuss the most important types of cooperative action in global health
- Describe the major organizational actors in global health and their focuses
- Discuss the rationale for the creation of public-private partnerships for health
- Outline the key challenges to enhancing cooperative action in global health

Science technology and global health

- Articulate the needs for diagnostics, vaccines, and drugs to address high-burden diseases that affect the poor in low- and middle-income countries
- Assess the extent to which existing products meet those needs
- Note the potential of science and technology to develop new products to address high-burden diseases
- State some of the key constraints to investments in such products
- Indicate mechanisms to overcome these constraints and encourage the development and uptake of new diagnostics, vaccines, and drugs
- Outline the lessons for future efforts of selected cases of new product development

Working in global health

- Understand the wide variety of professional opportunities available in the global health field
- Appreciate the skills, knowledge, and experience required to take advantage of those opportunities
- Understand some of the many different routes to a career in global health
- Be familiar with key resources for information about careers in global health
- Articulate career goals in the global health field, as appropriate to your own interests

Profiles of global health actors

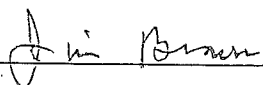
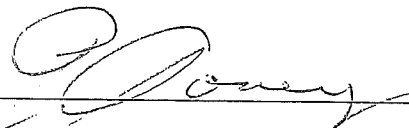
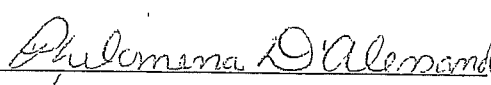
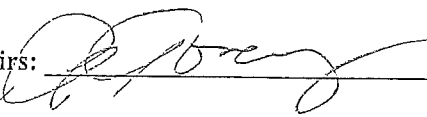
- Articulate a range of global health careers
- Understand the array of people involved in global health
- Appreciate the factors that have inspired people to work in global health and the diverse ways they entered the field
- Identify the types of mentors one might find in global health
- Outline some key lessons of experience from global health work

Week #	Week of	Book Chapter	Book Content
1		1	The principles and global health
2		2	Health determinants, measurements and trends
3		3	Health education poverty and the economy
4		Exam I 4	Ethical and human rights, concerns in global Health
5		5	An introduction to health systems
6		6	Culture and health

Week #	Week of	Book Chapter	Book Content
7		Exam II 7	The environment and Health
8		8	Nutrition and global health
9		9	Women's health
10		Exam III 10	Child health
11		11 12	Communicable diseases Non communicable disease
12		13	Unintentional injuries
13		Exam IV 14 15	Natural disasters and humanitarian emergencies Working together to improve global health
14		16 17 18	Science technology and global health Working in global health Profiles of global health actors
15		Final	

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name : BIO 101 – General Biology: Core Concepts
2. Originator: Bob Prior Date: 4/18/13
3. Division Dean: Nancy Schoenfeld Date: 4/18/13
4. Brief Description of the Proposal: Update course description to reflect its preparation for students entering the health care fields and change the corequisite of ENG 101 to a prerequisite of ENG 100 or appropriate placement score; MAT 095 with a "C" or better on the MAT 095 departmental final exam or appropriate placement score.
5. Effective Date: Spring 2014
6. Recommended by the Human Services and Science Division Date: 4/18/13
Comment:
7. AA Leadership Team:  Date: 4/24/13
Recommended: ☒ Not Recommended: ☐
Comments:
8. VP/Academic Affairs:  Date: 4/24/13
Recommended: ☒ Not Recommended: ☐
Comments:
9. Learning Council:  Date: 5/14/13
Recommended: ☒ Not Recommended: ☐
Comments:
10. VP/Academic Affairs:  Date: 5/14/13
Approved: ☒ Not Approved: ☐
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Type of Revision: <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Number <input type="checkbox"/> Name <input type="checkbox"/> #credits Elective Type other (explain)	
Course Discipline or Department: Biology	Division: Natural Science
Current Course Number: Bio 101	
Current Course Name: General Biology: Core Concepts	
Current Course Description (as it appears in the college catalog): BIO 101 General Biology: Core Concepts 4 credits This course is designed for students intending to major in the health sciences, the biological sciences or for students requiring a sound knowledge of biological principles. Topics include chemistry, cell structure and function, cell division, basic genetics, molecular genetics, and evolution. The laboratory component covers basic techniques in observation, analysis, and interpretation of data relating to the topics discussed in lecture. Students learn scientific method, basic chemistry (for the understanding of biologic concepts), cells and cell membranes (structure and function), mitosis and meiosis, Mendelian genetics, molecular genetics (DNA), and the basic principles of evolution. Prerequisite: MAT 095 with a "C" or better on the MAT 095 departmental final exam or appropriate placement score. Corequisite: ENG 101. F/S/SU	
Proposed Description (include all proposed changes): BIO 101 General Biology: Core Concepts - 4 credits Students intending to major in the health sciences learn scientific method, basic chemistry (for the understanding of biologic concepts), structure and function of basic cells and tissues, mitosis and meiosis, genetics, and the basic principles of evolution. The laboratory component covers basic techniques in observation, analysis, and interpretation of data relating to the topics discussed in lecture. The lab activities are investigative in nature with the students devising hypotheses, predictions, and identifying independent and dependent variables. Prerequisite: ENG 100 or appropriate placement score; MAT 095 with a "C" or better on the MAT 095 departmental final exam or appropriate placement score.	
Rationale for the change: Update course description to reflect its preparation for students entering the health care fields and change the corequisite of ENG 101 to a prerequisite of ENG 100. A prerequisite of ENG 100 is essentially the same as a corequisite of ENG 101. Students do not need to take ENG 101 at the same time as BIO 101, which is the true definition of a corequisite.	
Provide a description of any change in course content. none	
Does the course revision affect another department? Please confer with the coordinator of the affected department. No Affected department(s) _____	
If this change affects a program grid, please submit a current and proposed program grid for each program affected see attached grids	
Please submit a syllabus to your dean with all of the revisions included.	

ELECTRONICS TECHNOLOGY - BIOMEDICAL INSTRUMENTATION OPTION - Associate in Science (Program Code: ELBI) - Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Widows Client Operation System	CSC 141	F/S/SU			4	
Electronics I	ELT 103	F/S			4	
Digital Computer Circuits	ELT 121	F/S			4	
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score, MAT 099
College Mathematics I: Precalculus	MAT 123	F/S/SU			3	ENG 100 or approp place score, MAT 099
Semester 2						
Networking Technologies	CSC 234	F/S			4	ENG 100 or approp place score
Electronics II	ELT 104	F/S			4	MAT 100 or approp place score
Embedded Microcontrollers	ELT 130	F/S			4	Coreq-CSC 141
English Composition & Literature II	ENG 102	F/S/SU			3	ELT 103
College Mathematics II: Trigonometry	MAT 124	F/S/SU			3	ELT 103, ELT 121
Semester 3						
General Biology: Core Concepts	BIO 101	F/S/SU			4	ENG 101
Instrumentation and Control Technology	ELM 251	F/S			4	MAT 123
Cooperative Work Experience & Seminar	ELT 299	F/S/SU			3	Coreq-ENG 101
Physics I	PHY 101	F			4	ELT 104, ELT 130
Social Science Elective	---	F/S/SU			3	ELT 104, ELT 130
Semester 4						
Principles of Human Biology or	BIO 100	F/S/SU			4	Coreq- MAT 124
Introduction to the Human Body	BIO 140				4	
Program Elective*	---				4	
Physics II	PHY 102	S			4	ENG 100 or approp place score
Humanities Elective	---	F/S/SU			3	PHY 101
Total credits required					69	

Program Notes:

- Students should note that many required courses have ENG and/or MAT prerequisites
- For additional information see program introduction on page XXX.

* Program Elective may be any 200-Level ELT or ELM course.

ELECTRONICS TECHNOLOGY - BIOMEDICAL INSTRUMENTATION OPTION - Associate in Science (Program Code: ELBI) - Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Widows Client Operation System	CSC 141	F/S/SU			4	
Electronics I	ELT 103	F/S			4	ENG 100 or approp place score, MAT 099 with a "C" or better on the MAT 099 departmental final exam or approp place score
Digital Computer Circuits	ELT 121	F/S			4	ENG 100 or approp place score, MAT 099, with a "C" or better on the MAT 099 departmental final exam or approp place score
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
College Mathematics I: Precalculus	MAT 123	F/S/SU			3	MAT 100 or approp place score
Semester 2						
Networking Technologies	CSC 234	F/S			4	Coreq-CSC 141
Electronics II	ELT 104	F/S			4	ELT 103
Embedded Microcontrollers	ELT 130	F/S			4	ELT 103, ELT 121
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
College Mathematics II: Trigonometry	MAT 124	F/S/SU			3	MAT 123
Semester 3						
General Biology: Core Concepts	BIO 101	F/S/SU			4	ENG 100 or approp place score, MAT 095 with a "C" or better on the MAT 095 departmental final exam or approp place score
Instrumentation and Control Technology	ELM 251	F/S			4	ELT 104, ELT 130
Cooperative Work Experience & Seminar	ELT 299	F/S/SU			3	ELT 104, ELT 130
Physics I	PHY 101	F			4	Coreq- MAT 124
Social Science Elective	---	F/S/SU			3	
Semester 4						
Principles of Human Biology or Introduction to the Human Body	BIO 100	F/S/SU			4	ENG 100 or approp place score
Program Elective*	BIO 140				4	
Physics II	---	S			4	PHY 101
Humanities Elective	PHY 102	F/S/SU			3	
Total credits required	---				69	

Program Notes:

- Students should note that many required courses have ENG and/or MAT prerequisites
- For additional information see program introduction on page XXX.

* Program Elective may be any 200-Level ELT or ELM course.

GENERAL STUDIES – COMMUNITY HEALTH OPTION - Associate in Arts (Program Code: GSCH) - Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
General Biology: Core Concepts	BIO 101	F/S/SU			4	Coreq-ENG 101
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
Statistics	MAT 122	F/S/SU			3	MAT 099 or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	Coreq-ENG 100 or approp place score
History Elective	HST---	F/S/SU			3	
Semester 2						
Principles of Biology II	BIO 108	F/S/SU			4	BIO 101 or BIO 107
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Critical Thinking & Problem Solving	HUM 101	F/S/SU			3	ENG 100 or approp place score
Introductory Sociology (Principles)	SOC 101	F/S/SU			3	Coreq-ENG 100 or approp place score
Speech Communication Skills	SPH 101	F/S/SU			3	Pre/Coreq ENG 101
Semester 3						
Introduction to the Chemistry of Living Systems	CHM 101	F/S/SU			4	CHM 090 or one year of high school chemistry, MAT 095
Introduction to Counseling	PSY 231	F/S/SU			3	PSY 101
Social Problems & Social Change	SOC 111	F/SU			3	Coreq-ENG 100 or approp place score
Elective	--	F/S/SU			3	
Humanities Elective	--	F/S/SU			3	
Semester 4						
Biology of Sex	BIO 141	F/S/SU			3	
General Microbiology	BIO 231	F/S/SU			4	BIO 101 or BIO 107
Nutrition	BIO 241	F/S/SU			3	BIO 111 or BIO 112
Elective	--	F/S/SU			3	
Humanities Elective*	--	F/S/SU			3	
Total credits required					64	

Program Notes:

*200 level course

GENERAL STUDIES – COMMUNITY HEALTH OPTION - Associate in Arts (Program Code: GSCH) - Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
General Biology: Core Concepts	BIO 101	F/S/SU			4	ENG 100 or approp place score, MAT 095 with a "C" or better on the MAT 095 departmental final exam or approp place score
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
Statistics	MAT 122	F/S/SU			3	MAT 099 with a "C" or better on the MAT 099 departmental final exam or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	Coreq-ENG 100 or approp place score
History Elective	HST---	F/S/SU			3	
Semester 2						
Principles of Biology II	BIO 108	F/S/SU			4	BIO 101 or BIO 107
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Critical Thinking & Problem Solving	HUM 101	F/S/SU			3	ENG 100 or approp place score
Introductory Sociology (Principles)	SOC 101	F/S/SU			3	Coreq-ENG 100 or approp place score
Speech Communication Skills	SPH 101	F/S/SU			3	Pre/Coreq ENG 101
Semester 3						
Introduction to the Chemistry of Living Systems	CHM 101	F/S/SU			4	CHM 090 or one year of high school chemistry, MAT 095
Introduction to Counseling	PSY 231	F/S/SU			3	PSY 101
Social Problems & Social Change	SOC 111	F/SU			3	Coreq-ENG 100 or approp place score
Elective	--	F/S/SU			3	
Humanities Elective	--	F/S/SU			3	
Semester 4						
Biology of Sex	BIO 141	F/S/SU			3	
General Microbiology	BIO 231	F/S/SU			4	BIO 101 or BIO 107
Nutrition	BIO 241	F/S/SU			3	BIO 111 or BIO 112
Elective	--	F/S/SU			3	
Humanities Elective*	--	F/S/SU			3	
Total credits required					64	

Program Notes:

*200 level course

GENERAL STUDIES - HEALTH CARE OPTION - Associate in Arts (Program Code: GSHC) - Current

Course Title	Course #	Offered	Plan to take	Grade	Credits	Prerequisites
Semester 1 English Composition & Literature I Introduction to Psychology	ENG 101 PSY 101				3 3	ENG 100 or approp place score Coreq-ENG 100 or approp place score "C" or better on the MAT 095 departmental final exam or approp place score, Coreq ENG 101
General Biology ** Self Assessment & Career Planning† or	BIO 101 PSY 115				4 3	ENG 091, ENG 096 or approp place score Coreq – ENG 090 and ENG 095 or approp place score ENG 100 or approp place score
Strategies for College and Career Critical Thinking & Problem Solving	ORT 110 HUM 101				3 3	ENG 101 MAT 099 or approp place score Coreq – ENG 100 or approp place score ENG 100 or approp place score BIO 101 or AP Biology. Coreq: ENG 101
Semester 2 English Composition & Literature II Statistics Introduction to Medical Terminology Intro to Pharmacology for Allied Health Prof Anatomy & Physiology I	ENG 102 MAT 122 ALH 102 ALH 103 BIO 111				3 3 3 3 4	ENG 101 MAT 099 or approp place score Coreq – ENG 100 or approp place score ENG 100 or approp place score BIO 101 or AP Biology. Coreq: ENG 101
Semester 3 Speech Communication Skills Technical & Workplace Writing Valuing Diversity Anatomy & Physiology II Introductory Sociology (Principles) or Social Problems & Social Change	SPH 101 ENG 205 IDS 101 BIO 112 SOC 101 SOC 111				3 3 3 4 3	Pre/Coreq ENG 101 ENG 102 Computer Literacy ENG 100 or approp place score BIO 111 Coreq-ENG 100 or approp place score Coreq-ENG 100 or approp place score
Semester 4 Humanities Elective* History Elective Elective *** Bioethics Pathophysiology	--- HST --- --- IDS 215 BIO 221				3 3 3 3 3	ENG 100 or approp place score BIO 112
Total credits required					63	

Program Notes:

†PSY 115 is recommended for students placing into ENG 100 or ENG 101, ORT 110 is recommended for students placing into ENG 090, ENG 091, ENG 095, ENG 096 or ENG 096.
NOTE: Students must complete ORT 110 or PSY 115 prior to the completion of twenty credits in order to register for additional courses in the General Studies Health Care Option.
*Humanities elective must be *200 level course.

** If BIO 101 is not needed (if prerequisite for BIO 111 is met some other way) then student should either select CHM 101 if Dental Hygiene is the goal or BIO 232 if nursing, or Respiratory Care.

*** CHC 150 and/or
CHC 151 Fundamentals of Complementary Health and/or
CHC 250 World Medicine and/or
CIS 111 Introduction to Microcomputer Applications
BIO 241 Nutrition

GENERAL STUDIES - HEALTH CARE OPTION - Associate in Arts (Program Code: GSHC) - Proposed

Course Title	Course #	Offered	Plan to take	Grade	Credits	Prerequisites
Semester 1						
English Composition & Literature I	ENG 101				3	ENG 100 or approp place score
Introduction to Psychology	PSY 101				3	Coreq-ENG 100 or approp place score
General Biology **	BIO 101				4	ENG 100 or approp place score, MAT 095 with a "C" or better on the MAT 095 departmental final exam or approp place score
Self Assessment & Career Planning† or	PSY 115				3	ENG 091, ENG 096 or approp place score
Strategies for College and Career	ORT 110				3	Coreq – ENG 090 and ENG 095 or approp place score
Critical Thinking & Problem Solving	HUM 101				3	ENG 100 or approp place score
Semester 2						
English Composition & Literature II	ENG 102				3	ENG 101
Statistics	MAT 122				3	MAT 099 with a "C" or better on the MAT 099 departmental final exam or approp place score
Introduction to Medical Terminology	ALH 102				3	Coreq – ENG 100 or approp place score
Intro to Pharmacology for Allied Health Prof	ALH 103				3	ENG 100 or approp place score
Anatomy & Physiology I	BIO 111				4	BIO 101 or AP Biology. Coreq: ENG 101
Semester 3						
Speech Communication Skills	SPH 101				3	Pre/Coreq ENG 101
Technical & Workplace Writing	ENG 205				3	ENG 102 Computer Literacy
Valuing Diversity	IDS 101				3	ENG 100 or approp place score
Anatomy & Physiology II	BIO 112				4	BIO 111
Introductory Sociology (Principles) or	SOC 101	F/S/SU			3	Coreq-ENG 100 or approp place score
Social Problems & Social Change	SOC 111				3	Coreq-ENG 100 or approp place score
Semester 4						
Humanities Elective*	---				3	
History Elective	HST ---				3	
Elective ***	---				3	
Bioethics	IDS 215				3	ENG 100 or approp place score
Pathophysiology	BIO 221				3	BIO 112
Total credits required					63	

Program Notes:

†PSY 115 is recommended for students placing into ENG 100 or ENG 101. ORT 110 is recommended for students placing into ENG 090, ENG 091, ENG 095, ENG 096 or ENG 096.

NOTE: Students must complete ORT 110 or PSY 115 prior to the completion of twenty credits in order to register for additional courses in the General Studies Health Care Option.

*Humanities elective must be *200 level course.

** If BIO 101 is not needed (if prerequisite for BIO 111 is met some other way) then student should either select CHM 101 if Dental Hygiene is the goal or BIO 232 if nursing, or Respiratory Care.

*** CHC 150 and/or

CHC 151 Fundamentals of Complementary Health and/or

CHC 250 World Medicine and/or

CIS 111 Introduction to Microcomputer Applications

BIO 241 Nutrition

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name : BIO 141 Biology of Sex

2. Originator: Bob Prior

Date: 4/18/13

3. Division Dean: Nancy Schoenfeld

Date: 4/18/13

4. Brief Description of the Proposal: Bio 141 Course name was changed to Biology of Sex some years ago but records cannot be found. The proposal is to make the title change to Biology of Sex uniform across the system.

5. Effective Date: Fall 2013

6. Recommended by the Human Services and Science Division
Comment:

Date: 4/18/13

7. AA Leadership Team: *Jim Brown* Date: *4/24/13*
Recommended: Not Recommended:
Comments:

8. VP/Academic Affairs: *C. Doney* Date: *4/24/13*
Recommended: Not Recommended:
Comments:

9. Learning Council: *Philomena D'Alessandro* Date: *5/17/13*
Recommended: *✓* Not Recommended:
Comments:

10. VP/Academic Affairs: *C. Doney* Date: *5/14/13*
Approved: *✓* Not Approved:
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Type of Revision: <div style="display: flex; justify-content: space-between; align-items: flex-start;"><div style="text-align: center;"><input type="checkbox"/> Description <input type="checkbox"/> Elective Type</div><div style="text-align: center;"><input type="checkbox"/> Prerequisite <input type="checkbox"/> other (explain)</div><div style="text-align: center;"><input type="checkbox"/> Corequisite</div><div style="text-align: center;"><input type="checkbox"/> Number</div><div style="text-align: center;"><input checked="" type="checkbox"/> Name</div><div style="text-align: center;"><input type="checkbox"/> #credits</div></div>	
Course Discipline or Department: Biology	Division: Natural Sciences
Current Course Number: BIO 141	
Current Course Name: Biology of Sex	
Current Course Description (as it appears in the college catalog): This course explores human sexuality from a biological perspective with an emphasis on the evolution of sexual behavior. Students learn recent developments in the biology of human sexuality including information from the fields of evolutionary psychology and anthropology; the structure, function, and biochemistry of the human reproductive system; the evolutionary basis of human sexual behavior; and begin to integrate this knowledge into an understanding of their own behavior and that of the species as a whole.	
Proposed Description (include all proposed changes): No change	
Rationale for the change: The change of course title was made years ago, but the change cannot be found in Academic Matters. It is inconsistently named in the catalog, on QCC Net and the website.	
Provide a description of any change in course content. NA	
Does the course revision affect another department? Please confer with the coordinator of the affected department. NO Affected department(s) _____	
If this change affects a program grid, please submit a current and proposed program grid for each program affected NA	
Please submit a syllabus to your dean with all of the revisions included. NA	

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name : PSY 231 Introduction to Counseling
2. Originator: Valarie Clemente, Ed.D. Date: 4/18/13
3. Division Dean: James Brown Date: 4/18/13
4. Brief Description of the Proposal: The course description revision was made in order to better reflect the course content, enhance transferability and differentiate it from PSY 235 course description.
5. Effective Date: Spring 2014
6. Recommended by the Math & Social Sciences Division Date: 4/18/13
Comment:
7. AA Leadership Team: *Jim Brown* Date: 4/24/13
Recommended: ☒ Not Recommended: ☐
Comments:
8. VP/Academic Affairs: *[Signature]* Date: 4/24/13
Recommended: ☒ Not Recommended: ☐
Comments:
9. Learning Council: *Philomena D'Alessandro* Date: 5/14/13
Recommended: ☒ Not Recommended: ☐
Comments:
10. VP/Academic Affairs: *[Signature]* Date: 5/14/13
Approved: ☒ Not Approved: ☐
Comments:

2012-2013
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

Type of Revision: <input checked="" type="checkbox"/> Description <input 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: Psychology	Division: Math and Social Sciences
Current Course Number: PSY 231	
Current Course Name: Introduction to Counseling	
Current Course Description (as it appears in the college catalog): This course focuses on introductory issues in counseling and helps the beginning practitioner develop counseling skills. Topics include the role of the counselor as it relates to self-awareness, confidentiality, counseling ethics, basic counseling concepts including listening, giving feedback, and confrontation, and other relevant subjects. Students learn appropriate counseling skills and develop an appreciation of relevant issues in the counseling field.	
Prerequisite: PSY 101. F/S/SU	
Proposed Description (include all proposed changes): This course provides an overview of the major theoretical approaches to conducting counseling and psychotherapy. Students critically examine the theories and research as it applies to counseling and psychotherapy. Topics include the basic skills necessary to be an effective counselor; assessment, goal setting and intervention; ethics; diversity; and self-awareness as a beginning professional. Students learn beginning counseling skills and develop an appreciation of the current and relevant issues in the field.	
Prerequisite: PSY 101. F/S/SU	
Rationale for the change: The current course description does not adequately reflect course content. The revised description will improve potential transferability by acknowledging greater emphasis on theoretical approaches. The new course description will also distinguish the course more clearly from PSY 235 Counseling Methods course description, which focuses on teaching counseling skills using primarily an experiential approach.	
Provide a description of any change in course content. None.	
Does the course revision affect another department? <u>Yes</u> Please confer with the coordinator of the affected department. <u>Not necessary, changes not significant</u> Affected department(s) <u>General Studies – Community Health Option, Human Services AS</u>	
If this change affects a program grid, please submit a current and proposed program grid for each program affected N/A	
Please submit a syllabus to your dean with all of the revisions included. N/A	