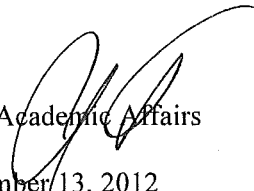


**Quinsigamond Community College  
Memorandum**

To: The College Community

From: Pat Toney, Vice President for Academic Affairs 

Subj: Academic Matters from November 13, 2012

Date: November 30, 2012

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Final approval has been given to the academic matters acted upon at the November 13, 2012 meeting of the Learning Council. All actions are effective Fall 2013 unless otherwise noted.

**Business & Technology Division**

**Applied Arts**

1. Create APA 171 Fundamentals of 3D Digital Design (effective Spring 2013)
2. Create APA 263 Digital Video Fundamentals
3. Revise Applied Arts – A.S. Degree
  - a. Replace APA 181 Website Design I with APA 171 Fundamentals of 3D Digital Design (effective Spring 2013)
  - b. Replace APA 282 Website Design II with APA 263 Digital Video Fundamentals

**Manufacturing Technology**

1. Create MNT 100 Manufacturing Safety
2. Revise MNT 101 Mechanical CAD I
  - a. Remove prerequisite of “CIS 111 or CIS 115 or Approval of Program Coordinator”
3. Create MNT 106 Manufacturing Quality Assurance & Quality Control Techniques
4. Create MNT 108 Basic Machine Operation
5. Revise MNT 115 Instrumentation in Manufacturing
  - a. Revise course title to “Maintenance and Instrumentation in Manufacturing”
6. Revise MNT 210 Computer Numerical Control
  - a. Remove corequisites of “MNT 102 or MNT 103”
7. Revise Manufacturing Technology – A.S. Degree
  - a. Move ENG 101 from semester 1 to semester 2
  - b. Move MNT 101 from semester 2 to semester 1
  - c. Remove ELT 103 from program (semester 2)
  - d. Move MNT 115 from semester 3 to semester 2 and reflect new course title
  - e. Move ENG 102 from semester 2 to semester 3
  - f. Remove MAT 122 as an option (semester 2)
  - g. Remove MNT 105 from semester 2 and replace with MNT 106
  - h. Add MNT 100 to semester 1
  - i. Add MNT 108 to semester 2
8. Revise Manufacturing Technology – Certificate
  - a. Remove MAT 123 from Semester 1
  - b. Add MAT 100 or MAT 108 to Semester 2
  - c. Remove ENG 101 from program
  - d. Move MNT 101 from Semester 2 to Semester 1

- e. Add MNT 100 in Semester 1
- f. Replace MNT 105 with MNT 106 in Semester 2
- g. Remove MAT 122/MAT 124 from program
- h. Add Elective in Semester 2
- i. Add MNT 108 in Semester 2
- 9. Revise Manufacturing Technology – Computer Aided Design Certificate
  - a. Replace MNT 105 with MNT 106

## **Healthcare Division**

### **Respiratory Care**

- 1. Revise RCP 131 Cardiopulmonary Technology
  - a. Add RCP 122 as prerequisite
- 2. Revise RCP 230 Critical Care I Laboratory
  - a. Add RCP 122 as a prerequisite
- 3. Revise RCP 243 Neonatal and Pediatric Respiratory Care
  - a. Add RCP 221 as a prerequisite

### **Radiologic Technology**

- 1. Revise RDT 132 Medical Radiographic Clinic II
  - a. Remove corequisite of RDT 112, RDT 122, RDT 141
  - b. Add prerequisite of RDT 131
- 2. Revise RDT 231 Medical Radiographic Clinic III
  - a. Remove corequisite of RDT 240, RDT 245
  - b. Add prerequisite of RDT 132
- 3. Revise RDT 232 Medical Radiographic Clinic IV
  - a. Remove corequisite of RDT 252
  - b. Add prerequisite of RDT 231

## **Mathematics & Social Sciences Division**

### **History**

- 1. Create HST 206 History of Latin America I: Precontact to 1825
- 2. Create HST 207 History of Latin America II: 1825 to Present

### **Orientation**

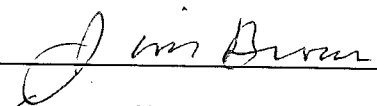
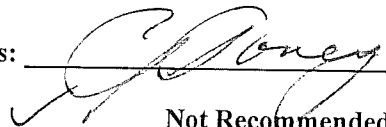

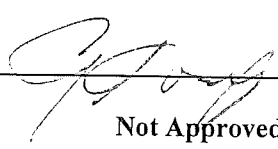
- 1. Revise ORT 110 Strategies for College and Career
  - a. Add corequisite “ENG 090 and ENG 095 or appropriate placement scores”

### **General Studies**

- 1. Revise General Studies – Healthcare Option – A.S.
  - a. Retire CAPS Plan II option
  - b. Revise program notes in the curriculum grid
- 2. Revise General Studies – A.A.
  - a. Retire CAPS Plan II option
  - b. Revise program notes in the curriculum grid

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**NEW COURSE PROPOSAL**

1. Course Number and Name: APA 171 Fundamentals of 3D Digital Design
2. Originator: Prof. Mary Newman Date: 9/17/12
3. Division Dean: Kathy Rentsch Date: 9/17/12
4. Brief Description of the Proposal: New course - APA 171 Fundamentals of 3D Digital Design to replace old course APA 181 Website Design I. New Media Design curriculum has shifted from a focus on Website design to creating digital design content for ePublishing on a variety of mobile devices.
5. Effective Date: Spring 2013
6. Recommended by the Business & Technology Division Date: 10.18.12  
Comments: \_\_\_\_\_
7. AA Leadership Team:  Date: 10/31/12  
Recommended: ☒ Not Recommended: \_\_\_\_\_  
Comments: \_\_\_\_\_
8. VP/Academic Affairs:  Date: 10/31/12  
Recommended: ☒ Not Recommended: \_\_\_\_\_  
Comments: \_\_\_\_\_
9. Learning Council:  Date: 11-13-12  
Recommended: ☒ Not Recommended: \_\_\_\_\_  
Comments: \_\_\_\_\_
10. VP/Academic Affairs:  Date: 11/13/12  
Approved: ☒ Not Approved: \_\_\_\_\_  
Comments: \_\_\_\_\_

2012-2013

QUINSIGAMOND COMMUNITY COLLEGE

## NEW COURSE PROPOSAL

Course Discipline/Division: Applied Arts Program/Business and Technology	
Course Number: APA 171	
Course Name: Fundamentals of 3D Digital Design	
Prerequisites and/or corequisites (confer with affected department coordinator): <b>APA 161 Digital Photography, APA 154 Digital Imaging and Media</b>	
CIP code (check with IRaP Office): 50.0409	
Effective Term/year: Spring 2013	
Give a rationale for the new course. Be sure to indicate whether this course replaces another course.  New Media Design is moving away from Website Design and into providing digital content for ePublishing on a variety of devices requiring knowledge of 3D digital design and video. Replaces APA 181 Website Design I.	
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 ___ Elective ___ Discipline specific (name the discipline) <u>X</u> Program specific (name the program) Applied Arts ___ Multiple perspective (confer with the Liberal Arts Coordinator)	
Is this course required for a program? Yes If yes, submit a separate Program Revision Proposal or New Program Proposal. Included	
Expected enrollment per term: 40	Expected enrollment per year: 40
Will any of the following be required:  Additional staff <u>No</u> Additional space <u>No</u> Additional equipment <u>No</u>  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: APA 171		
Course name: Fundamentals of 3D Digital Design		
Credits: 3		
Lecture Hours: 3	Lab hours:	Clinic Hours:
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>This course is an introduction to three-dimensional modeling, rendering and animation. Students further expand their knowledge of design theory and the application of 3D design. Students develop skills in 3-D software topics including interface, modeling, texturing, lighting, rendering, and hierarchy in preparation for game design and development. Students complete assignments using industry-standard software and hardware.</p> <p>Prerequisite: APA 161 Digital Photography, APA 154 Digital Imaging and Media</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):</p> <p>Learning Autodesk Maya 2012: Foundation (Autodesk Maya Techniques: Official Autodesk Training Guides) (you need to bring your books to class)</p> <p>Access to <a href="http://www.lynda.com">www. Lynda.com</a> (available for APA students at no cost in APA lab)</p> <p>The Art of Maya, Autodesk Maya Press.</p>		
<p>Instructional Objectives (list):</p> <p>Using Macintosh computer, Photoshop 3D features and MAYA program:</p> <ul style="list-style-type: none"> <li>• To acquire a conceptual understanding of 3D design art making.</li> <li>• To gain skills necessary for creating multimedia, animation, lighting, rendering and games.</li> <li>• Integrate technical and creative skills with Photoshop and MAYA.</li> <li>• Create 3D models and environments that combine art and technology.</li> </ul> <p>Identify the terms, concepts, and components used in the 3D environment.</p> <p>Exercises are designed to explore further concepts of design and to help facilitate the translation of art ideas into computer generated images.</p>		
<p>Teaching procedures: (provide suggested teaching methodology):</p> <p>Class time is divided between lecture and discussion periods. Lectures and discussion will present perceptual theory, while available studio/lab time will allow students the opportunity to apply this knowledge using Macintosh computer systems Photoshop CS6 and MAYA software. Individual direction and evaluation will be provided as well as weekly group critiques. Individual style and portfolio development is emphasized. Visiting lectures by design professionals and field trips to their places of business are structured to enhance the educational experience.</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p>		

MODULE 1	<p>Introduction to 3D Digital Design</p> <p>Advanced features in Photoshop: vector tools, Complex layer combinations, and 3D effects</p> <p>Textures and patterns</p> <p>Assignment/Project: Creating a 3 D object</p>
MODULE 2	<p>Intro to 3 dimension- Maya: Part 1</p> <p>Maya interface and workflow</p> <p>Basic modeling techniques in Maya</p> <p>Assignments: (Homework) Building a robot (Project) Object modeling</p>
MODULE 3	<p>Maya Interface: Intermediate Concepts</p> <p>Advanced modeling techniques. Modifiers, Subdivision modeling (Homework) Model drawing and description (Project) Creating a 3D environment</p> <p>Final Project will be introduced</p>
MODULE 4	<p>Maya Interface: Intermediate/Advanced Concepts</p> <p>Materials, shades and textures. Photoshop-Maya workflow</p> <p>(Project): Character design</p> <p>Further exploration in texturing, modeling and U.V. mapping</p>
MODULE 5	<p>Maya Interface: Advanced concepts</p> <p>Lighting. Cameras and camera angles Special effects. Sequential narratives (Project)</p> <p>Putting a Scene together In-class project work</p>
FINAL MODULE:	<p>Review Final Critique</p> <p>The final critique is considered the final exam and your attendance is necessary in order to obtain a grade.</p>

Other information:

- Suggested basis for student grading and criteria for evaluating student performance *per assignment*:

Quality, originality and consistency of design = 45%

Verbal explanation of work = 10%

Technical/file management = 25%

Homework assignments = 10%

Class participation in critique = 10%

total = 100%

- Suggested attendance policy

Students should attend all classes (ON TIME) because instruction is based on prior class discussion. Arrangements should be made by the student with the instructor on how to obtain class information and current assignments. More than three (3) unexcused absences will result in lowering of class grade. After 3 unexcused absences, student grade will be reduced one letter grade per unexcused absence.

- Suggested plagiarism statement

As stated in the Student Handbook page 237

- Suggested assessment methodologies

Demonstrate clear understanding of concepts presented (i.e. appropriate presentation of work itself). Participation in class (working in the studio classroom and participation in reviews, discussions and critiques), completion of the assignments required. Grades are determined by the quality of the specific designs, worksheets and quizzes, research projects, and final portfolio presentation.

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 (APA 171 Fundamentals of 3D Digital Design)	
Upon completion of the course, students will be able to:	
1	Apply a conceptual understanding of 3D design art making.
2	Gain skills necessary for creating multimedia, animation, lighting, rendering and games.
3	Integrate technical and creative skills with Photoshop and MAYA software.
4	Create 3D models and environments that combine art and technology.
5	Identify the terms, concepts, and components used in the 3D environment.
6	Identify concepts of 3D design to facilitate the translation of art ideas into

	computer-generated images.
7	Apply a working proficiency of Macintosh computer hardware and software as it pertains to Photoshop 3D and MAYA software.

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 support 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 APA 171 Fundamentals of 3D Digital Design TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	I
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.	I
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.	M
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	I
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	I
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 <b>APA 171 Fundamentals of 3D Digital Design</b> to PROGRAM STUDENT LEARNING OUTCOMES FOR (Applied Arts Program)		
1	Achieve graphic art computer competencies to communicate ideas for promotion and sales of products for newspapers, magazines, web publications, multimedia and video content providers, ad agencies and manufacturers	E
2	Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the computer graphic design industry	M
3	Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the print and prepress industry	I
4	Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in Internet publishing industries as content providers using multimedia, video and animation.	E
5	Produce a print, PDF, and interactive DVD portfolio of student work for presentation to future employers or for transfer to institutions of higher learning.	I
6	Transfer to bachelor degree programs at colleges and universities with related fields of study.	M
7	Provides a progressive framework of courses that increase student computer hardware and software competencies to meet general education core curriculum goals for measurable proficiencies in Technology Applications and Electronic Resources.	E
8	Provides a progressive framework of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork.	I



2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: APA 263 Digital Video Fundamentals
2. Originator: Prof. George Fitch Date: 9/17/12
3. Division Dean: Kathy Rentsch Date: 9/17/12
4. Brief Description of the Proposal: New course - APA 263 Digital Video Fundamentals to replace old course APA 282 Website Design II. New Media Design curriculum has shifted from a focus on Website design to creating digital video content for ePublishing on a variety of mobile devices.
5. Effective Date: Fall 2013
6. Recommended by the Business & Technology Division Date: 10.18.12  
Comments:
7. AA Leadership Team: Jim Brown Date: 10/31/12  
Recommended: ☒ Not Recommended: ☐  
Comments:
8. VP/Academic Affairs: [Signature] Date: 10/31/12  
Recommended: ☒ Not Recommended: ☐  
Comments:
9. Learning Council: [Signature] Date: 11-13-12  
Recommended: ☒ Not Recommended: ☐  
Comments:
10. VP/Academic Affairs: [Signature] Date: 11/13/12  
Approved: ☒ Not Approved: ☐  
Comments:

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

Course Discipline/Division: Applied Arts Program/Business and Technology	
Course Number: APA 263	
Course Name: Digital Video Fundamentals	
Prerequisites and/or corequisites (confer with affected department coordinator): APA 161 Digital Photography	
CIP code (check with IRaP Office): 50.0401	
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>New Media Design is moving away from Website Design and into providing digital content for ePublishing on a variety of devices requiring knowledge of 3D digital design and video. Replaces APA 282 Website Design II.</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>___ Elective</p> <p>___ Discipline specific (name the discipline)</p> <p><u>X</u> Program specific (name the program) Applied arts</p> <p>___ Multiple perspective (confer with the Liberal Arts Coordinator)</p>	
<p>Is this course required for a program? Yes</p> <p>If yes, submit a separate Program Revision Proposal or New Program Proposal. Included</p>	
Expected enrollment per term: 40	Expected enrollment per year: 40
<p>Will any of the following be required:</p> <p style="text-align: center;">Additional staff <u>No</u> ___    Additional space <u>No</u> ___    Additional equipment <u>No</u> ___</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: APA 263		
Course name: Digital Video Fundamentals		
Credits: 3		
Lecture Hours: 3	Lab hours:	Clinic Hours:
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>This course gives students an overview of the theoretical, aesthetic, and practical elements of digital video pre-production, production, and post-production. Through a series of creative exercises, lectures, and classroom critiques, students gain an understanding of the fundamental skills required in storyboarding, scripting, directing, shooting, lighting, and editing digital video productions for a variety of purposes and audiences. Students complete assignments using industry-standard software and hardware.</p> <p><b>Prerequisites:</b> APA 161 Digital Photography</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):</p> <p><b>TEXT REQUIRED:</b> Video assignments using <a href="http://www.lynda.com">www.lynda.com</a> to aid in software knowledge and expertise. Online access is free for all APA majors.</p>		
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> <li>1) Understand the design and technical knowledge of creating digital video media.</li> <li>2) Integrate digital audio and video technologies and processes (file formats, editing techniques, applying simple effects and processes)</li> <li>3) Understand the processes involved in digital video production technologies and processes (workflow, software tools, rendering, optimizing for video)</li> <li>4) Understand the effective usage of video shooting techniques and practices (storyboards, shot lists, camera movement, lens selection, framing, and color balancing)</li> <li>5) To effectively learn video capturing and resource management (techniques for successful capturing, naming conventions, file management, backing up)</li> <li>6) To organize and update projects for creation using non-linear video editing techniques (simple edits, transitions, fades, titles)</li> <li>7) Understand the effective delivery formats and mediums (MPEG, DVD, QuickTime, AVI, Vector video, streaming, NTSC, and PAL)</li> <li>8) Integrate knowledge of Macintosh computer file and format systems and industry-level software that integrates multimedia and video production.</li> </ol>		
<p>Teaching procedures: (provide suggested teaching methodology):</p> <p>Class time is divided between lecture, discussion, demonstrations, research, oral presentations and practical explorations, with studio/lab periods. Lectures and discussion present perceptual and conceptual theory, while the studio/lab allows students the opportunity to apply this knowledge technologically using Macintosh computer systems and the integration of design, web and multimedia software programs. Individual direction and evaluation is provided with group critiques. Professional electronic portfolio development is emphasized. Visiting lectures by Design professionals and field trips to their places of business are structured to enhance the educational experience.</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p>		

**TOPICAL OUTLINE:**

- MODULE 1** Development of storyboard and scripting techniques. Illustrative drawings, layout, storyboard sequence and narrative scripting design for video pre-production.
- MODULE 2** Preparation of video shooting techniques (camera angles and position) based on scripting and storyboard narrative.
- MODULE 3** **Finished** video clips, interviews, stills, and sound choices to be incorporated into individual Video presentation.
- Final video presentation:** Finished video and audio edited presentation for functionality and design impact

Other information:

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

**EVALUATION:**

- Module 1 - Successful development of storyboard and scripting techniques. Illustrative drawings, layout, storyboard sequence and narrative scripting design for pre-production critiquing is worth **(15 points)** or 15% of final grade.
- Module 2 - Preparation of video shooting techniques (camera angles and position) based on scripting and storyboard narrative worth **(15 points)** or 15% of final grade.
- Module 3 - Finished video clips, interviews, stills, and sound choices to be incorporated into individual Video presentation. Finished design concepts for video editing to prepare final video presentation are worth **(20 points)** or 20% of final grade.
- Final video presentation – Finished video and audio edited presentation for functionality and design impact is worth **(40 points)** or 40% of final grade.
- Class participation is worth **(10 points)** or 10% of final grade.
- A total of 100 points are possible in a grading scale of 1 - 100 points.
- Suggested attendance policy

Students should attend all classes (ON TIME) because instruction is based on prior class discussion. Arrangements should be made by the student with the instructor on how to obtain class information and current assignments. More than three (3) unexcused absences will result in lowering of class grade. After 3 unexcused absences, student grade will be reduced one letter grade per unexcused absence.

- Suggested plagiarism statement  
As stated in the Student Handbook page 237
- Suggested assessment methodologies  
Demonstrate clear understanding of concepts presented (i.e. appropriate presentation of work itself). Participation in class (working in the studio classroom and participation in reviews, discussions and critiques), completion of the assignments required. Grades are determined by the quality of the specific designs, worksheets and quizzes, research projects, and final portfolio presentation. Quality, originality and consistency of work presented.

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 APA 263 Digital Video Fundamentals	
Upon completion of the course, students will be able to:	
1	Demonstrate design and technical knowledge for creating digital video media.
2	Integrate digital audio and video technologies and processes (file formats, editing techniques, applying simple effects and processes to digital video)
3	Understand the processes involved in digital video production technologies and processes (workflow, software tools, rendering, optimizing for video)
4	Understand the effective usage of video shooting techniques and practices (storyboards, shot lists, camera movement, lens selection, framing, and color balancing)
5	Understand video capturing and resource management (techniques for successful capturing, naming conventions, file management, backing up)
6	Understand how to organize and update projects for creation using non-linear video editing techniques (simple edits, transitions, fades, titles)
7	Understand the effective delivery formats and mediums (MPEG, DVD, QuickTime, AVI, Vector video, streaming, NTSC, and PAL)
8	Integrate knowledge of Macintosh computer file and format systems and industry-level software that integrates multimedia and video production.

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 support 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 APA 263 Digital Video Fundamentals TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	
Communication Skills: Students will write and speak effectively.	I
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.	I
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.	M
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	I
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	I
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 APA 263 Digital Video Fundamentals to PROGRAM STUDENT LEARNING OUTCOMES FOR (Applied Arts Program)		
1	Achieve graphic art computer competencies to communicate ideas for promotion and sales of products for newspapers, magazines, web publications, multimedia and video content providers, ad agencies and manufacturers	E
2	Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the computer graphic design industry	M
3	Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the print and prepress industry	I
4	Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in Internet publishing industries as content providers using multimedia, video and animation.	E
5	Produce a print, PDF, and interactive DVD portfolio of student work for presentation to future employers or for transfer to institutions of higher learning.	I
6	Transfer to bachelor degree programs at colleges and universities with related fields of study.	M



7	Provides a progressive framework of courses that increase student computer hardware and software competencies to meet general education core curriculum goals for measurable proficiencies in Technology Applications and Electronic Resources.	E
8	Provides a progressive framework of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork.	I



2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: Applied Arts

2. Originator: Prof. George Fitch

Date: 9/17/2012

3. Division Dean: Kathy Rentsch

Date: 9/17/2012

4. Brief Description of the Proposal:

Replace APA 181 Website Design I with APA 171 Fundamentals of 3D Digital Design.  
Replace APA 282 Website Design II with APA 263 Digital Video Fundamentals.

5. Effective Date: Spring (APA 171) and Fall (APA 263) 2013

6. Recommended by the Business & Technology Division

Date: 10.18.12

Comments:

7. AA Leadership Team: Jim Brun Date: 10/31/12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

8. VP/Academic Affairs: P. Porey Date: 10/31/12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

9. Learning Council: [Signature] Date: 11-13-12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

10. VP/Academic Affairs: P. Porey Date: 11/13/12

Approved: ✓ Not Approved: \_\_\_\_\_  
Comments:

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL**

Program: Applied Arts
Division: Business and Technology
Degree type: Associate in Science
Provide a detailed list of the proposed changes to the program. 1. Replace APA 181 Website Design I with APA 171 Fundamentals of 3D Digital Design. 2. Replace APA 282 Website Design II with APA 263 Digital Video Fundamentals.
Attachments: X Current program grid X Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.
Provide a rationale for the proposed changes.  New Media Design is moving away from Website Design and into providing digital content for ePublishing on a variety of devices requiring knowledge of 3D digital design and video.
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. Program goals remain the same. The student learning outcomes are adjusted to not include web site design  <b>Student Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Achieve graphic art computer competencies to communicate ideas for promotion and sales of products for newspapers, magazines, web publications, multimedia and video content providers, ad agencies and manufacturers.</li> <li>• Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the computer graphic design industry.</li> <li>• Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in the print and prepress industry.</li> <li>• Achieve graphic art computer competencies in electronic and digital design technologies for career opportunities in Internet publishing industries as content providers using multimedia, video and animation.</li> <li>• Produce a print, PDF, and interactive DVD portfolio of student work for presentation to future employers or for transfer to institutions of higher learning.</li> <li>• Transfer to bachelor degree programs at colleges and universities with related fields of study.</li> <li>• Provides a progressive framework of courses that increase student computer hardware and software competencies to meet general education core curriculum goals for measurable proficiencies in Technology Applications and Electronic Resources.</li> </ul>

<ul style="list-style-type: none"> <li>• Provides a progressive framework of courses that use weekly critiques and peer review of design projects that meet general education core curriculum goals for measurable proficiencies in Oral Communication and Teamwork.</li> </ul> <p>Course mapping of the General Education Learning Outcomes are not affected.</p>
<p>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.</p> <p>Department(s) Affected: None</p>
<p>Do any of the proposed changes affect articulation agreements? Yes, slight changes.</p> <p>Consult with the Transfer Coordinator.</p> <p>All forms and rational have been sent to the Transfer Coordinator Daniel de la Torre for review and information. This affects the APA Graphic Design articulation agreement with Becker and they will be notified of the changes.</p>
<p>For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? No</p> <p>If yes please provide a rationale.</p>

# APPLIED ARTS - Associate in Science (Program Code: GA) - CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Digital Design Concepts I	APA 114	F/SU			3	ENG 100 or approp place score
Graphic Design I	APA 121	F			3	ENG 100 or approp place score
Digital Imaging and Media	APA 154	F/SU			3	ENG 100 or approp place score
Digital Photography	APA 161	F/S/SU			3	ENG 100 or approp place score
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
Semester 2						
Digital Design Concepts II	APA 115	S/SU			3	APA 114
Graphic Design II	APA 122	S			3	APA 121
Digital Illustration and Animation	APA 155	S/SU			3	APA 154, APA 161
Website Design I	APA 181	S			3	APA 161
Art Theory Elective*	ART --	F/S/SU			3	
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Semester 3						
Publication Design	APA 222	F			3	APA 115, APA 122
Typography	APA 271	F/S			3	APA 115, APA 122
Motion Graphics	APA 275	F			3	APA 154, APA 155,
Website Design II	APA 282	F			3	APA 181
Art Theory Elective*	ART --	F/S/SU			3	
Semester 4						
Interactive Media Processes Portfolio	APA 286	S			4	APA 275, APA 282
Graphic Production Processes Portfolio	APA 287	S			4	APA 222, APA 271
Liberal Arts Elective**	--	F/S/SU			3	
Liberal Arts Elective**	--	F/S/SU			3	
Mathematics Elective	--	F/S/SU			3	
<b>Total credits required</b>					<b>65</b>	

## Program Notes: (cont'd)

The APA Program teaches sophisticated design software packages. Course content is kept current with software upgrades in each new academic year. There is a three-year time limit for students to take sequential courses that are prerequisites in the program curriculum. Students will then be required to pass software proficiency tests to advance in program course offerings.

**The Degree:**  
Associate in Science.

**The Program:**  
Applied Arts (New Media Design for Graphic Communications)

### **Admission Requirements:**

- High School Diploma or GED (refer to page 9)
- Three years of high school English and one year of high school algebra or equivalents, all with grades of "C" or higher.

### **The Next Step:**

Career opportunities in computer graphic design industry, the print and prepress industry and Internet publishing industries as Web site designers using multimedia and animation.  
*Former joint admissions program*

### **Program Coordinator:**

George Fitch 508.854.4327  
georgef@gcc.mass.edu

### **Program Notes:**

\* ART 101 Art Appreciation, ART 111 History of Art I, ART 112 History of Art II, ART 121 Contemporary Art, ART 211 History of Graphic Design.

\*\* May not have an ART designation.

The APA Program is a high demand program and restricts day class offerings to 40 full-time program enrolled day students per academic year, beginning in the Fall semester. Early application is recommended.

### **Technical Performance Standards:**

Prior to application to this program, please review the Technical Performance Standards requirements on pages 16-19.

# APPLIED ARTS - Associate in Science (Program Code: GA) - PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Digital Design Concepts I	APA 114	F/SU			3	ENG 100 or approp place score
Graphic Design I	APA 121	F			3	ENG 100 or approp place score
Digital Imaging and Media	APA 154	F/SU			3	ENG 100 or approp place score
Digital Photography	APA 161	F/SU			3	ENG 100 or approp place score
English Composition & Literature I	ENG 101	F/SU			3	ENG 100 or approp place score
Semester 2						
Digital Design Concepts II	APA 115	S/SU			3	APA 114
Graphic Design II	APA 122	S			3	APA 121
Digital Illustration and Animation	APA 155	S/SU			3	APA 154, APA 161
Website Design I or	APA 181	S			3	APA 161
Fundamentals of 3D Digital Design	APA 171	S			3	APA 154, APA 161
Art Theory Elective*	ART --	F/SU			3	
English Composition & Literature II	ENG 102	F/SU			3	ENG 101
Semester 3						
Publication Design	APA 222	F			3	APA 115, APA 122
Typography	APA 271	F/S			3	APA 115, APA 122
Motion Graphics	APA 275	F			3	APA 154, APA 155,
Website Design II or	APA 282	F			3	APA 181
Digital Video Fundamentals	APA 263	F			3	APA 161
Art Theory Elective*	ART --	F/SU			3	
Semester 4						
Interactive Media Processes Portfolio	APA 286	S			4	APA 275, APA 282
Graphic Production Processes Portfolio	APA 287	S			4	APA 222, APA 271
Liberal Arts Elective**	--	F/SU			3	
Liberal Arts Elective**	--	F/SU			3	
Mathematics Elective	--	F/SU			3	
<b>Total credits required</b>					<b>65</b>	

## Program Notes: (cont'd)

The APA Program teaches sophisticated design software packages. Course content is kept current with software upgrades in each new academic year. There is a three-year time limit for students to take sequential courses that are prerequisites in the program curriculum. Students will then be required to pass software proficiency tests to advance in program course offerings.

**The Degree:**  
Associate in Science.

**The Program:**  
Applied Arts (New Media Design for Graphic Communications)

### Admission Requirements:

- High School Diploma or GED (refer to page 9)
- Three years of high school English and one year of high school algebra or equivalents, all with grades of "C" or higher.

### The Next Step:

Career opportunities in computer graphic design industry, the print and prepress industry, Web and ePublishing industries as electronic media designers using graphics, multimedia, video, photography, motion graphics and animation.

*Former joint admissions program*

### Program Coordinator:

George Fitch 508.854.4327

[georgef@gcc.mass.edu](mailto:georgef@gcc.mass.edu)

### Program Notes:

\* ART 101 Art Appreciation, ART 111 History of Art I, ART 112 History of Art II, ART 121 Contemporary Art, ART 211 History of Graphic Design.

\*\* May not have an ART designation.

The APA Program is a high demand program and restricts day class offerings to 40 full-time program enrolled day students per academic year, beginning in the Fall semester. Early application is recommended.

### Technical Performance Standards:

Prior to application to this program, please review the Technical Performance Standards requirements on pages 16-19.





2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**NEW COURSE PROPOSAL**

1. Course Number and Name: MNT 100 Manufacturing Safety

2. Originator: Dennis Regele, Lee Duerden

Date: 8/04/12

3. Division Dean: Kathy Rentsch

Date: 8/04/12

4. Brief Description of the Proposal: New course development. This represents curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council-Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

5. Effective Date: Fall 2013

6. Recommended by the Business and Technology Division  
Comments:

Date: 10.18.12

7. AA Leadership Team: Jim Brown

Date: 10/31/12

Recommended: ☒ Not Recommended: ☐  
Comments:

8. VP/Academic Affairs: [Signature]

Date: 10/31/12

Recommended: ☒ Not Recommended: ☐  
Comments:

9. Learning Council: [Signature]

Date: 11-13-12

Recommended: ☒ Not Recommended: ☐  
Comments:

10. VP/Academic Affairs: [Signature]

Date: 11/13/12

Approved: ☒ Not Approved: ☐  
Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**

**NEW COURSE PROPOSAL**

Course Discipline/Division: <b>Manufacturing Technology – Associate In Science</b>	
Course Number: <b>MNT 100</b>	
Course Name: <b>Manufacturing Safety</b>	
Prerequisites and/or corequisites (confer with affected department coordinator):	
CIP code (check with IRaP Office):  15.0613	
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 course introduces students to safety practices in the manufacturing industry. Students will also study the OSHA regulations in preparation for earning a 10 hour general industry OSHA card. This represents curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).</p>	
<p>Is the course content similar to other courses now offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, attach a statement for the coordinator of the department offering the similar course.</p> <p>MNT 100 Manufacturing Safety is similar to EUT 120 Industrial Safety. Both programs cover the basics of occupational health and safety as it applies to a range of industries. Beyond this, EUT 120 identifies specific areas of health and safety that directly affect the energy utilities industry. MNT 100 is designed to specifically address issues faced in a manufacturing environment.</p>	
<p>Please indicate if this course will serve as any of the following types of electives</p> <p><input checked="" type="checkbox"/> Elective</p> <p><input type="checkbox"/> Discipline specific (name the discipline)</p> <p><input checked="" type="checkbox"/> Program specific (Manufacturing Technology)</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><b>Yes</b></p>	
Expected enrollment per term: 20	Expected enrollment per year: 20

Will any of the following be required:

Additional staff \_No\_\_      Additional space \_No\_\_      Additional equipment \_No\_\_

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: **MNT 100**

Course name: **MANUFACTURING SAFETY**

Credits: 3

Lecture Hours: **45**

Lab hours:

Clinic Hours:

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

This course provides an introduction to the principles of safety, guidelines for the design of equipment, and explanations of why certain practices should or should not be followed in the manufacturing environment. Students evaluate human reactions in normal and abnormal conditions, and compare features required for safe working conditions to industry standards.

F/S

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

Manufacturing Essentials: Unit 2 Safety Awareness - Second Edition

<http://www.lulu.com/content/paperback-book/manufacturing-fundamentals-unit-2-safety-awareness-sw-ise-v2/10464821>

Instructional Objectives (list):

Through a combination of lectures, demonstrations, weekly assignments, and student projects, students:

1. Are introduced to the fundamentals of OSHA standards and safety inspections.
2. Gain proficiency in recognizing hazards and address the root cause of the hazards.
3. Demonstrate the correct use of personal protective equipment (PPE).
4. Apply awareness of fire safety requirements and emergency response.
5. Define electrical hazards and identify electrical tool safety.
6. Demonstrate lockout / tagout safety in order to disable electrical equipment.
7. Demonstrate and utilize the use of appropriate tools, and justify tool ergonomics as it relates to personal safety.
8. Identify bloodborne pathogens and explain the potential hazards associates with them.
9. Interpret and explain the need for machine guarding.
10. Recognize appropriate handling and labeling of hazardous materials.
11. Analyze the need for proper fall protection design for elavated work areas.
12. Demonstrate an understanding of the hazards and elimination of slips, trips, and falls.

Teaching procedures:

A blend of lectures, demonstrations, weekly assignments, and student projects are utilized to aid student success.

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

### **COURSE TOPICS**

#### **INTRODUCTION TO OSHA:**

THE OSHA ACT, GENERAL DUTY CLAUSE, EMPLOYER AND EMPLOYEE RIGHTS AND RESPONSIBILITIES.

THE WHISTLEBLOWER RIGHTS AND RECORDKEEPING BASICS.

INSPECTIONS, CITATIONS, AND PENALTIES.

VALUE OF SAFETY AND HEALTH.

OSHA WEBSITE AND RESOURCES.

#### **TEXT:**

MODULE 1: OSHA STANDARDS AND SAFETY INSPECTIONS

#### **HAZARD COMMUNICATION:**

OVERVIEW OF THE STANDARD WHICH REQUIRES EMPLOYERS TO TRAIN, EXPLAIN AND PROTECT EMPLOYEES ON THE HAZARDS AND HOW TO GET INFORMATION ON ALL CHEMICALS IN THE WORKPLACE.

#### **TEXT:**

MODULE 2: HAZARD AWARENESS AND COMMUNICATION

#### **PERSONAL PROTECTIVE EQUIPMENT:**

OVERVIEW OF THE STANDARD WHICH REQUIRES EMPLOYERS TO PROTECT THEIR WORKERS FROM WORKPLACE HAZARDS WHEN THEY CANNOT BE PROTECTED FROM HAZARDS USING ENGINEERING OR WORK PRACTICE CONTROLS.

#### **TEXT:**

MODULE 3: PERSONAL PROTECTIVE EQUIPMENT AND PROGRAMS

#### **EXIT ROUTES, EMERGENCY ACTION PLANS, FIRE PREVENTION PLANS, AND FIRE PROTECTION:**

DISCUSS REQUIREMENTS FOR SAFE MEANS OF ESCAPE FROM FIRE AND OTHER EMERGENCIES THROUGH PROPER EMERGENCY PLANS, EXIT ROUTES, AND FIRE PREVENTION PLANS.

#### **TEXT:**

MODULE 4: FIRE SAFETY AND EMERGENCY RESPONSE

#### **ELECTRICAL STANDARD:**

OVERVIEW OF ELECTRICAL HAZARDS IN THE WORKPLACE AND EMPLOYEE DANGERS SUCH AS ELECTRIC SHOCK, ELECTROCUTION, FIRES, AND EXPLOSIONS.

IDENTIFY AND MINIMIZE POTENTIAL ELECTRICAL HAZARDS.

**TEXT:**

MODULE 5: ELECTRICAL AND TOOL SAFETY

**TEXT:**

MODULE 6: LOCKOUT/TAGOUT SAFETY

**ERGONOMICS:**

DISCUSS THE STANDARD WHICH ADDRESSES THE NEED FOR PROPER TOOLS, WORK STATIONS, AND WHAT EMPLOYERS AND EMPLOYEES CAN DO TO ELIMINATE INJURIES FROM REPETITIVE TASKS AND POSITIONING.

**TEXT:**

MODULE 7: ERGONOMICS

**BLOODBORNE PATHOGENS:**

OVERVIEW OF THE STANDARD THAT LIMITS EXPOSURE TO BLOOD AND OTHER POTENTIALLY INFECTIOUS MATERIAL THAT COULD LEAD TO TRANSMISSION OF BLOODBORNE PATHOGENS LEADING TO DISEASE OR DEATH.

**TEXT:**

MODULE 8: BLOODBORNE PATHOGENS

**WALKING AND WORKING SURFACES:**

OVERVIEW OF THE STANDARD AS IT APPLIES TO ALL PERMANENT PLACES OF EMPLOYMENT. DISCUSS THE HAZARDS AND ELIMINATION OF SLIPS, TRIPS, AND FALLS.

**HAZARDOUS MATERIALS:**

DISCUSS THE STANDARD WHICH COVERS FLAMMABLE AND COMBUSTIBLE LIQUIDS, COMPRESSED GASSES, DIPPING AND COATING.

**MATERIAL HANDLING:**

OVERVIEW OF PROPER HANDLING, STORAGE, AND LABELING OF MATERIALS.

ALSO PROPER BUNDLING OF MATERIAL FOR TRANSPORTATION.

**MACHINE GUARDING:**

DISCUSS THE METHODS OF MACHINE GUARDING AND PROTECTION OF THE OPERATOR ALONG WITH OTHER EMPLOYEES.

DISCUSS SAFEGUARDS THAT ARE ESSENTIAL TO PREVENT INJURY IN THE WORK PLACE.

**FALL PROTECTION:**

OVERVIEW OF THE STANDARD AS IT PERTAINS TO LADDERS, STAGING, WORK PLATFORMS, AND OTHER AREAS REQUIRING PROPER FALL PROTECTION.

**SAFETY AND HEALTH PROGRAMS:**

DISCUSS THE MANY TYPES OF SAFETY AND HEALTH PROGRAMS SPONSORED BY OSHA AND OTHER ORGANIZATIONS THAT HELP INDUSTRY EVERY DAY ELIMINATE AND UNDERSTAND HAZARDS IN THE WORKPLACE.

**SAFETY PROJECT:**

EACH STUDENT WILL RESEARCH A SAFETY TOPIC PERTINENT TO THE ENERGY UTILITY INDUSTRY. THIS RESEARCH WILL BE PRESENTED IN THE FOLLOWING MANNER:

1. A SHORT PAPER (3-5 PAGES)
2. THE STUDENT WILL PRESENT A SHORT BRIEFING (NO MORE THAN 10 MINUTES) TO THE CLASS.
3. THE STUDENT WILL INCLUDE SOME TYPE OF VISUAL REPRESENTATION TO REINFORCE THE MESSAGE OF HIS PRESENTATION (POSTER, HANDOUT, DEMONSTRATION OR OTHER).

THIS PROJECT WILL BE GRADED FOR FOLLOWING CRITERIA

1. DEMONSTRATION OF KNOWLEDGE AND UNDERSTANDING OF THE TOPIC.
2. CLARITY OF THE WRITING
3. DEMONSTRATION/BRIEFING.

**Other information:**

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

1. EXAMS & QUIZ (50%)
2. CLASS PARTICIPATION (15%)
3. ATTENDANCE (15%)
4. PROJECT (20%)

- Suggested attendance policy

ALL STUDENTS ARE EXPECTED TO ATTEND EVERY SESSION. STUDENTS ARE RESPONSIBLE FOR ALL THAT TRANSPIRES IN CLASS WHETHER OR NOT THEY ARE IN ATTENDANCE. EXCESSIVE ABSENCES OR LATENESS MAY LEAD TO A FAILING GRADE OR REMOVAL FROM THE CLASS ROSTER. STUDENTS MUST NOTIFY THE INSTRUCTOR OF ANY ANTICIPATED ABSENCES. ANY STUDENT WHO MISSES A TEST DATE WITHOUT PRIOR APPROVAL WILL BE PENALIZED 10 POINTS FROM THEIR EXAM SCORE FOR EACH CLASS UNTIL A MAKEUP EXAM IS TAKEN.

- Suggested assessment methodologies

USING BOTH FORMATIVE AND SUMMATIVE ASSESSMENT THROUGH EXAMS, QUIZZES, STUDENT PROJECTS AND CLASS DISCUSSIONS AS DESCRIBED ABOVE.

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 MNT 100 – MANUFACTURING SAFETY	
Upon completion of the course, students will be able to:	
1	DISCUSS AND EXPLAIN THE FUNDAMENTALS OF OSHA STANDARDS AND SAFETY INSPECTIONS.
2	RECOGNIZE AND INTERPRET HAZARDS AND ADDRESS THE ROOT CAUSE OF THE HAZARD.
3	DEMONSTRATE AND UNDERSTAND THE CORRECT USE OF PERSONAL PROTECTIVE EQUIPMENT (PPE).
4	UNDERSTAND THE NEED AND ANALYZE FIRE SAFETY REQUIREMENTS AND EMERGENCY RESPONSE.
5	EVALUATE ELECTRICAL HAZARDS AND IDENTIFY ELECTRICAL TOOL SAFETY.
6	APPLY LOCKOUT / TAGOUT SAFETY DEVICES TO DISABLE ELECTRICAL EQUIPMENT.
7	IDENTIFY AND USE APPROPRIATE TOOLS, AND JUSTIFY TOOL ERGONOMICS AS IT RELATES TO PERSONAL SAFETY.
8	IDENTIFY BLOODBORNE PATHOGENS AND EXPLAIN THE POTENTIAL HAZARDS ASSOCIATES WITH THEM.
9	ANALYZE AND DESCRIBE THE NEED FOR MACHINE GUARDING.
10	RECOGNIZE APPROPRIATE HANDLING AND LABELLING OF HAZARDOUS MATERIALS.
11	EXAMINE THE NEED FOR PROPER FALL PROTECTION DESIGN FOR ELAVATED WORK AREAS.
12	DISCUSS THE HAZARDS AND ELIMINATION OF SLIPS, TRIPS, AND FALLS.

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 MNT 100 – MANUFACTURING SAFETY TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES		I,M,E
Communication Skills: Students will write and speak effectively.		I
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.		I
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.		N/A
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.		N/A
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.		M
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.		N/A

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 MNT 100 – MANUFACTURING SAFETY TO PROGRAM STUDENT LEARNING OUTCOMES FOR MANUFACTURING TECHNOLOGY		
1	ABILITY TO UNDERSTAND, PRACTICE, AND NURTURE PROFESSIONAL AND ETHICAL RESPONSIBILITIES	M
2	ABILITY TO COMMUNICATE EFFECTIVELY IN BOTH THE WRITTEN AND SPOKEN MODES.	I
3	ABILITY TO DESIGN AND CONDUCT EXPERIMENTS, AS WELL AS TO ANALYZE AND INTERPRET DATA.	I
4	ABILITY TO APPLY KNOWLEDGE OF MATHEMATICS & SCIENCE	M
5	ABILITY TO FUNCTION PRODUCTIVELY ON MULTICULTURAL AND MULTIDISCIPLINARY TEAM	M



**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**

**COURSE REVISION PROPOSAL**

1. Course Number and Name : MNT 101 Mechanical CAD I

2. Originator: LEE DUERDEN

Date: AUGUST 2012

3. Division Dean: KATHY RENTSCH

Date: AUGUST 2012

4. Brief Description of the Proposal:

This course revision removes the pre-requisite of "CIS 111 or CIS 115 or Approval of Program Coordinator" for MNT 101. This represents curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division  
Comment:

Date: 10.18.12

7. AA Leadership Team: *Jim Burke*

Date: 10/31/12

Recommended: ☒

Not Recommended: ☐

Comments:

8. VP/Academic Affairs: *J. Gray*

Date: 10/31/12

Recommended: ☒

Not Recommended: ☐

Comments:

9. Learning Council: *[Signature]*

Date: 11-13-12

Recommended: ☒

Not Recommended: ☐

Comments:

10. VP/Academic Affairs: *J. Gray*

Date: 11/13/12

Approved: ☒

Not Approved: ☐

Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: <input type="checkbox"/> Description <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Number <input type="checkbox"/> Name <input type="checkbox"/> #credits <input type="checkbox"/> Elective Type <input type="checkbox"/> other (explain)	
Course Discipline or Department: MANUFACTURING TECHNOLOGY	Division: BUSINESS AND TECHNOLOGY
Current Course Number: MNT 101	
Current Course Name: Mechanical CAD I	
Current Course Description (as it appears in the college catalog): <b>MNT 101 Mechanical CAD I   3 cr</b> This course introduces computer-aided design (CAD) software. Students develop an understanding of the commands needed to produce a two-dimensional drawing. Topics include drawing setup, geometry creating, editing functions, layer techniques, dimensioning, model and paper space, title block creation, and plotting a completed drawing. Other related topics include multi-view drawings, selection and arrangement of orthographic views, section and auxiliary views, and isometric and oblique drawings. Students gain proficiency in the operation of a PC-based CAD system and a functional understanding of basic computer-aided drafting techniques. Prerequisite: CIS 111 or CIS 115 or Approval of Program Coordinator	
Proposed Description (include all proposed changes): <b>MNT 101 Mechanical CAD I   3 cr</b> This course introduces computer-aided design (CAD) software. Students develop an understanding of the commands needed to produce a two-dimensional drawing. Topics include drawing setup, geometry creating, editing functions, layer techniques, dimensioning, model and paper space, title block creation, and plotting a completed drawing. Other related topics include multi-view drawings, selection and arrangement of orthographic views, section and auxiliary views, and isometric and oblique drawings. Students gain proficiency in the operation of a PC-based CAD system and a functional understanding of basic computer-aided drafting techniques.	
Rationale for the change:  Students can take on this course without having to take CIS 111. There is no MS Office content in this course. This represents curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).	
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	
Please submit a syllabus to your dean with all of the revisions included.	

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**

**NEW COURSE PROPOSAL**

1. Course Number and Name: MNT 106 - Manufacturing Quality Assurance & Control Techniques

2. Originator: Lee Duerden Date: August 2012

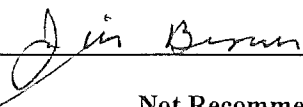
3. Division Dean: Kathy Rentsch Date: August 2012

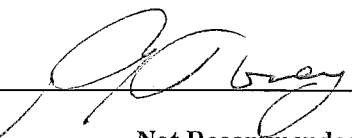
4. Brief Description of the Proposal:


This new course replaces MNT 105 Geometric Dimensioning and Tolerance. The content of this new course includes quality assurance and inspection technology as well as maintaining geometric dimensioning and tolerance content. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

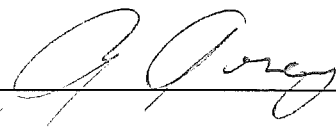
5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division Date: 10.18.12  
Comments:

7. AA Leadership Team:  Date: 10/31/12  
Recommended: \_\_\_\_\_ Not Recommended: \_\_\_\_\_  
Comments:

8. VP/Academic Affairs:  Date: 10/31/12  
Recommended: \_\_\_\_\_ Not Recommended: \_\_\_\_\_  
Comments:

9. Learning Council:  Date: 11-3-12  
Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

10. VP/Academic Affairs:  Date: 11/13/12  
Approved: ✓ Not Approved: \_\_\_\_\_  
Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**NEW COURSE PROPOSAL**

Course Discipline/Division: Manufacturing Technology	
Course Number: MNT 106	
Course Name: Manufacturing Quality Assurance & Control Techniques	
Prerequisites and/or corequisites (confer with affected department coordinator): MNT 101	
CIP code (check with IRaP Office): 15.0613	
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>The proposed new course provides education and training for geometric dimensioning and tolerance as well as quality control and inspection techniques. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).</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>___ Elective</p> <p>___ Discipline specific</p> <p><u>X</u> Program specific (Manufacturing Technology A.S., Certificate, and CAD Certificate)</p> <p>___ 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 – CAD Certificate and Manufacturing Technology Certificate</p>	
Expected enrollment per term: 20	Expected enrollment per year: 20
<p>Will any of the following be required:</p> <p style="text-align: center;">Additional staff <u>Yes – Adjunct faculty</u>      Additional space <u>No</u>    Additional equipment <u>No</u></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: MNT 106		
Course name: Manufacturing Quality Assurance & Control Techniques		
Credits: 4		
Lecture Hours: 45	Lab hours: 15	Clinic Hours: 0
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p><b>MNT 106 Manufacturing Quality Assurance &amp; Control Techniques 4 cr</b></p> <p>This course enhances the use of blueprint reading skills through the study of geometric dimensioning and tolerances. Students analyze the dimensional and performance requirements of individual parts or components. Students utilize industry-standard practices in the field of inspection to qualify component part conformance to a given blueprint. Quality control techniques drive the success of engineering and manufacturing companies. This course provides students with an understanding of the critical nature of quality, and recognizing potential problems before they appear. Students use high precision measuring equipment and statistical process control (SPC) methods to determine and support quality control requirements.</p> <p>Prerequisite: MNT 101</p> <p>S</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):</p> <p>GD&amp;T: Application And Interpretation (ISBN 10: 1605252492 / ISBN 13: 9781605252490 ) - Bruce A. Wilson</p> <p>and</p> <p>Banner Center Manufacturing Essentials Unit 5 Quality Assurance</p>		
<p>Instructional Objectives (list):</p> <p>Through a combination of lectures, demonstrations, assignments, weekly readings, and completion of worksheets, students:</p> <ol style="list-style-type: none"> <li>1. Create accurate engineering drawings using ANSI and ISO standards;</li> <li>2. Interpret and analyze geometric dimensioning and tolerance symbols on a drawing and apply inspection methods to prove product conformance ;</li> <li>3. Demonstrate effective use of mechanical measuring equipment;</li> <li>4. Understand quality practices in relation to cost and continuous improvement;</li> <li>5. Create and examine graphical data for quality control;</li> <li>6. Identify and describe statistical process control (spc);</li> <li>7. Identify and describe the concepts used to measure the quality of a manufacturing process;</li> <li>8. Describe a variety of quality improvement systems;</li> <li>9. Demonstrate problem solving techniques as used in quality assurance;</li> </ol>		
<p>Teaching procedures: (provide suggested teaching methodology):</p> <p>A combination of lectures, demonstrations, assignments, weekly readings, and completion of worksheets</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p>		

Week	Subject	Topics	Lab	
1	Intro	Introduction to GD&T	Chapter 1	Multiple choice
		Introduction to quality management and lean.		True or false
		Linear measurement and conversions. Fractions, decimal, inch to metric.		Short answer
2	GD&T	Blue print reading and navigation.		
		Dimensioning and tolerance symbology	Chapter 2	Multiple choice
		General dimensioning requirement	Chapter 3	Application problems
		Drawing sheet sizes		
		Understand and discuss ANSI and ISO standards		
3	GD&T	Dimension application and limits of size	Chapter 4	Multiple choice
		Form tolerance	Chapter 5	Application problems
4	GD&T	Datums and datum feature references	Chapter 6	Multiple choice
		Orientation tolerance	Chapter 7	Application problems
5	GD&T	Position tolerance	Chapter 8	Multiple choice
6	GD&T	Run out and profile	Chapter 10	Multiple choice
7	Mechanical inspection	Introduction to measuring equipment		
		How to use a micrometer		Create a run chart using a micrometer
		How to use a Vernier caliper		
		How to use depth gauges		
		How to use a digital height gauge		
		Demonstrate the use and selection of inspection equipment		Measure part supplied against the print
8	Mechanical inspection	Advanced inspection		Measure part supplied against the print
9	Company visit	Tour a local company to identify their quality control techniques		United lens, metso, phillips precision
10	Introduction to quality management	Identify and describe elements of a quality management system used in manufacturing.	Module 1	Exercise 1
		Determine the need for continuous quality improvements.		
		Examine the cost of poor quality.		
		Examine the use of graphical data.		End of module quiz
11	Introduction to measuring process	Identify and describe the concepts used to measure the quality of a manufacturing process.	Module 2	Exercise 2

	control			
		Demonstrate the use of measurement principles and equipment.		
		Identify and describe statistical process control (SPC) tools used in manufacturing.		
		Identify and describe mistake-proofing methods.		
		Demonstrate mean and median computations, and the development and use of run and control charts to control process quality.		End of module quiz
12	Quality improvement systems	Describe a quality management system audit and the assurances it provides.	Module 3	Exercise 3
		Describe the root cause failure analysis process and how to facilitate the process.		
		Identify and describe corrective and preventive actions.		
		Identify and describe the CAPA (corrective and preventive action) system		
		Process.		
		Identify the steps in documenting a CAPA report.		
		Identify and describe the components of the Toyota quality system house and the ISO 9000 process.		
		Identify manufacturing quality awards.		
		Describe a typical benchmarking process.		
		Describe the design of experiment process.		
		Identify and describe the elements of a process capability study.		
		Describe the objective of measurement system analysis.		End of module quiz
13	Problem solving	Identify and describe the steps for creative problem solving.	Module 4	Exercise 4
		Identify the reasons for performing inspections.		
		Describe the importance of acceptance sampling.		
		Identify possible ways of disposing of nonconforming products.		

		Identify the contents of an inspection plan.		
		Discuss the role of a production technician in a quality circle.		
		Discuss how gathering data relates to the problem-solving process.		
		Discuss the use of check sheets, pie charts, and bar charts in the problem-solving process.		
		Identify and describe the key elements of a Ishikawa diagram.		End of module quiz
14	Final exam review			
15	Final			

Other information:

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

1. EXAMS & QUIZ (50%)
2. CLASS PARTICIPATION (15%)
3. ATTENDANCE (15%)
4. PROJECT (20%)

- Suggested attendance policy

All students are expected to attend every session. Students are responsible for all that transpires in class whether or not they are in attendance. Excessive absences or lateness may lead to a failing grade or removal from the class roster. Students must notify the instructor of **any** anticipated absences. Any student who misses a test date without prior approval will be penalized 10 points from their exam score for each class until a makeup exam is taken.

- Suggested assessment methodologies

Using both formative and summative assessment through exams, quizzes, student projects and class discussions as described above.

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 MNT 106 MANUFACTURING QUALITY ASSURANCE & CONTROL TECHNIQUES



Upon completion of the course, students will be able to:	
1	Apply accurate and effective dimensioning.
2	Design and understand geometric tolerances using ANSI and ISO standards
3	Differentiate ISO and ANSI screw threads as well as customized thread design
4	Ability to use a variety of precision inspection equipment
5	Set up and manage inspection protocols to prove product conformance
6	Analyze and explain inspection requirements based on production methods
7	Create and examine x-bar charts, control charts, run charts, and Pereto charts
8	Justify a need for inspection relative to adding value to the product
9	Discuss and explain the basics of lean in quality systems

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 MNT 106 MANUFACTURING QUALITY ASSURANCE & CONTROL TECHNIQUES TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	I
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	M
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 an emerging technologies effectively.	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	N/A
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	N/A

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.	E
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 MNT 106 MANUFACTURING QUALITY ASSURANCE & CONTROL TECHNIQUES TO PROGRAM STUDENT LEARNING OUTCOMES FOR MANUFACTURING TECHNOLOGY		
1	Ability to apply knowledge of mathematics & science	M
2	Ability to design and conduct experiments, as well as to analyze and interpret data.	M
4	Ability to function productively on multicultural and multidisciplinary team	I
5	Ability to identify, formulate, and solve manufacturing systems problems	M
6	Ability to understand, practice, and nurture professional and ethical responsibilities	M
7	Ability to communicate effectively in both the written and spoken modes.	I
8	The intellectual and educational breadth necessary for understanding the impact of manufacturing systems solutions in a global and societal context.	M
9	Ability to use the contemporary techniques, skills, and tools necessary for effective manufacturing systems practice.	I
10	Understand the behavior and properties of materials as they are altered and influenced by processing in manufacturing.	M
11	Understand the design of products, and the equipment, tooling and environment necessary for their manufacture	I
12	Ability to apply advanced methods to the analysis, synthesis, and control of manufacturing systems.	I
13	Ability to measure manufacturing process variables and draw credible technical inferences	E

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: MNT 108 Basic Machine Operation

2. Originator: Lee Duerden

Date: August 2012

3. Division Dean: Kathy Rentsch

Date: August 2012

4. Brief Description of the Proposal:

This new course proposal offers an introduction to basic machine operation. It is a hands-on course that gives students the ability to use a variety of manufacturing machines. Many students have no exposure to basic machines; this course covers vital training in this fundamental area of manufacturing. This represents curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division

Date: 10.18.12

Comments:

7. AA Leadership Team: Jim Burns

Date: 10/31/12

Recommended: ✓ Not Recommended:       

Comments:

8. VP/Academic Affairs: P. Forey

Date: 10/31/12

Recommended: ✓ Not Recommended:       

Comments:

9. Learning Council: [Signature]

Date: 11-13-12

Recommended: ✓ Not Recommended:       

Comments:

10. VP/Academic Affairs: P. Forey

Date: 11/13/12

Approved: ✓ Not Approved:       

Comments:

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE  
NEW COURSE PROPOSAL

Course Discipline/Division: Manufacturing Technology	
Course Number: MNT 108	
Course Name: Basic Machine Operation	
Prerequisites and/or corequisites (confer with affected department coordinator): None	
CIP code (check with IRaP Office) 48.0503	
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>The proposed new course provides education and training for basic machine operation. It supports the fundamentals of manufacturing in a hands-on manner and supplies students with essential skills in a manufacturing environment. The course will offer individuals without these skills the opportunity to gain these competences, and supports an accelerated degree for individuals that have already mastered the basics, such as vocational school students. This course is designed to support articulation with vocational high schools. This represents curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).</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>___ Elective</p> <p>___ Discipline specific</p> <p><u>X</u> Program specific Manufacturing Technology Certificate</p> <p>___ 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</p>	
Expected enrollment per term: 15	Expected enrollment per year: 15
<p>Will any of the following be required:</p> <p style="text-align: center;">Additional staff <u>Y</u>___ Additional space <u>Y</u>___ Additional equipment <u>Y</u>___</p> <p>Provide a rationale for any needs indicated above and include approximate cost of equipment.</p> <p>Additional space will be required through a collaboration between QCC and one of our local vocational schools, WPI, or MassMEP.</p>	
Library print and non-print resources in support of this course: \$500	

### Course Materials

Course number: MNT 108								
Course name: Basic Machine Operation								
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><b>MNT 108 Basic Machine Operation 3 cr</b></p> <p>This course introduces some of the fundamentals of machine tool technologies. It is focused on hands-on activities that are essential to a successful career in a manufacturing industry. Students learn from highly qualified instructors how to use bench working practices as well as operate lathes and milling machines. A variety of assignments challenge students to produce high precision parts while learning mechanical inspection techniques. Finally, students are introduced to the fundamentals of CNC programming and CNC equipment.</p>								
S								
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):</p> <p>None</p>								
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> <li>1. Introduce to concepts of machine tool operation and safety</li> <li>2. Introduce basic blue prints reading skills</li> <li>3. Demonstrate use of a variety of mechanical inspection equipment</li> <li>4. Demonstrate bench working practices</li> <li>5. Demonstrate precision turning operations</li> <li>6. Demonstrate precision milling operations</li> <li>7. Identify production planning basics</li> <li>8. Demonstrate CNC fundamentals</li> </ol>								
<p>Teaching procedures: (provide suggested teaching methodology):</p> <p>The course blends a series of lectures, demonstrations, and hands on activities to promote learning in this fundamental course for manufacturing technologists. This course focuses on the understanding and use of basic machine tools. Students use math skills to identify requirements and qualify products. The instructor demonstrates how to use all the tools prior to student assignment; then observes and evaluates student competence in use of each tool and adjusts students accordingly.</p>								
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">WEEK</th> <th style="text-align: left;">SUBJECT</th> <th style="text-align: left;">TOPICS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Introduction</td> <td> Syllabus  Health and Safety Practices in a machine shop environment </td> </tr> </tbody> </table>			WEEK	SUBJECT	TOPICS	1	Introduction	Syllabus Health and Safety Practices in a machine shop environment
WEEK	SUBJECT	TOPICS						
1	Introduction	Syllabus Health and Safety Practices in a machine shop environment						

		Machine tool safety
2	Bench working	Layout flat and/or round stock Cut metal using hacksaw File and blend angles and radii on work piece Mark work piece with identification information Operate a power saw
3	Bench working	Read and interpret basic blueprints Create a basic drawing using proper dimensioning and annotation Determine and select material, size, and amount needed to complete product. Mechanical inspection equipment
4	General Machining	Drill a hole to blueprint specification and within a tolerance Countersink a hole to blueprint specification and within a tolerance Ream a hole to blueprint specification and within a tolerance Tap a hole to blueprint specification and within a tolerance Counterbore a hole to blueprint specification and within a tolerance
5	Precision Turning	Identify and setup proper workholding devices to include universal and independent chucks and collets Outside diameter turning
6	Precision Turning	Inside diameter turning Single point threading
7	Precision Turning	Parting off Knurling
8	Precision Milling	Machining a form Indicate vice Tram miller head Using edge finder
9	Precision Milling	locate and indicate holes and pins Mill flat surface
10	Precision Milling	Milling angles Square up a workpiece Climb milling v's conventional milling
11	Precision Milling	Mill shoulder, slots and pockets Boring a hole
12	Intro to CNC	Using a simple CNC controller Start up and shut down Set up datum point and tool geometry offsets Absolute positioning Incremental positioning
13	Intro to CNC	Straight line milling

14	Intro to CNC	Clockwise interpolation Counter clockwise interpolation Pockets Holes, tapped holes, and counter sink holes Arrays
15	Intro to CNC	Cutter compensation Dry run, edit, and execute
Other information: <ul style="list-style-type: none"> <li>Suggested basis for student grading and criteria for evaluating student performance             <ol style="list-style-type: none"> <li>Exams &amp; quiz (50%)</li> <li>Class participation (15%)</li> <li>Attendance (15%)</li> <li>Project (20%)</li> </ol> </li> <li>Suggested attendance policy</li> </ul> <p>All students are expected to attend every session. Students are responsible for all that transpires in class whether or not they are in attendance. Excessive absences or lateness may lead to a failing grade or removal from the class roster. Students must notify the instructor of <b>any</b> anticipated absences. Any student who misses a test date without prior approval will be penalized 10 points from their exam score for each class until a makeup exam is taken.</p> <ul style="list-style-type: none"> <li>Suggested assessment methodologies</li> </ul> <p>Using both formative and summative assessment through exams, quizzes, student projects and class discussions as described above.</p>		
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 MNT 108 BASIC MACHINE OPERATION	
Upon completion of the course, students will be able to:	
1	Use safe working practices in a machine shop environment.
2	Apply basic shop math skills to analyze engineering component drawings.
3	Select appropriate materials and tooling for a variety of demands.
4	Use good bench working practices to mark up and manufacture parts.
5	Use standards inspection equipment to analyze component conformance.
6	Set up and operate drill presses, vertical milling machines, and lathes.
7	Understand the principles of CNC machines

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 MNT 108 BASIC MACHINE OPERATION TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES		I,M,E
Communication Skills: Students will write and speak effectively.		I
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.		M
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.		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.		N/A
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.		N/A
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.		N/A
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.		M
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.		N/A

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 MNT 108 BASIC MACHINE OPERATION to PROGRAM STUDENT LEARNING OUTCOMES FOR MANUFACTURING TECHNOLOGY		
1	Ability to use the contemporary techniques, skills, and tools necessary for effective manufacturing systems practice.	I
2	Understand the behavior and properties of materials as they are altered and influenced by processing in manufacturing.	M
3	Understand the design of products, and the equipment, tooling and environment necessary for their manufacture	M
4	Ability to apply advanced methods to the analysis, synthesis, and control of manufacturing systems.	I
5	Ability to apply knowledge of mathematics & science	I



**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

1. Course Number and Name : MNT 115 Maintenance And Instrumentation In Manufacturing

2. Originator: Jan Kania/Lee Duerden

Date: August 2012

3. Division Dean: Kathy Rentsch

Date: August 2012

4. Brief Description of the Proposal:

- Revise course title from "Instrumentation in Manufacturing" to "Maintenance and Instrumentation in Manufacturing."
- Change course content to include maintenance in manufacturing.

These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division  
Comment:

Date: 10.18.12

7. AA Leadership Team: Jim Bruner

Date: 10/31/12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments: \_\_\_\_\_

8. VP/Academic Affairs: Q. Gray

Date: 10/31/12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments: \_\_\_\_\_

9. Learning Council: [Signature]

Date: 11-13-12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments: \_\_\_\_\_

10. VP/Academic Affairs: Q. Gray

Date: 11/13/12

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 checked="" type="checkbox"/> Name <input type="checkbox"/> # credits <input type="checkbox"/> Elective type <input type="checkbox"/> Other (Explain)	
Course Discipline or Department: Manufacturing Technology	Division: Business And Technology
Current Course Number: MNT 115	
Current Course Name: Instrumentation In Manufacturing	
Current Course Description (as it appears in the college catalog):  <b>Instrumentation in Manufacturing 3 cr</b> This course covers practical applications of instruments that are frequently used in current manufacturing industries. Students learn an overview of basic electronic theory with an emphasis on the operational aspect components such as programmable logic controllers (PLCs), pressure gauges, transducers, strain gauges, electronic recorders, and controllers. Class projects help students develop the analytical ability necessary for using manufacturing instrumentation. Prerequisite: MNT 110. S	
Proposed Description (include all proposed changes):  <b>Maintenance and Instrumentation in Manufacturing 3 cr</b> This course analyzes modern maintenance applications along with instruments that are frequently used in manufacturing industries to monitor machinery. Students obtain a detailed understanding of modern maintenance applications and the mechanical theory behind the procedures. Emphasis is placed on the operational aspect of monitoring equipment such as pressure gauges, transducers, strain gauges, electronic recorders, and controllers with a strong emphasis placed on safety. Class projects help students develop the analytical ability necessary for the operation and maintenance of manufacturing equipment. Prerequisite: MNT 110. S	
Rationale for the change: The course revision incorporates content for maintenance awareness regarding instrumentation in manufacturing. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).	
Provide a description of any change in course content. The programmable logic controller content of the old course is being moved to MNT 217 Automation and Robotics. It is being replaced with maintenance awareness content as described by the MSSC – CPT certification.	
Does the course revision affect another department? Please confer with the coordinator of the affected department. Affected department(s)    NO	
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.	

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**COURSE REVISION PROPOSAL**

1. Course Number and Name : MNT 210 Computer Numerical Control

2. Originator: Lee Duerden

Date: August 2012

3. Division Dean: Kathy Rentsch

Date: August 2012

4. Brief Description of the Proposal:

This course revision removes co-requisites of "MNT 102 or MNT 103." These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

5. Effective Date:

6. Recommended by the Business & Technology Division  
Comment:

Date: 10.18.12

7. AA Leadership Team: Jim Duerden

Date: 10/31/12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

8. VP/Academic Affairs: P. Dorey

Date: 10/31/12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

9. Learning Council: [Signature]

Date: 11-13-12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

10. VP/Academic Affairs: P. Dorey

Date: 11/13/12

Approved: ✓ Not Approved: \_\_\_\_\_  
Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: ___ Description   ___ Prerequisite <b><u>X</u></b> Corequisite   ___ Number   ___ Name   ___ #credits ___ Elective Type   ___ other (explain)	
Course Discipline or Department: Manufacturing Technology	Division: Business And Technology
Current Course Number: MNT 210	
Current Course Name: Computer Numerical Control	
Current Course Description (as it appears in the college catalog): <b>MNT 210 Computer Numerical Control 3 cr</b> This course introduces the essential concepts of computer numerical control (CNC) and its impact on Manufacturing and productivity. The course focuses on manual programming of different types of CNC systems, with a strong emphasis on the understanding of G and M codes used in current Applications. Students learn to write a variety of part programs for both milling and turning operations. Prerequisite: MNT 101 Corequisite: MNT 102 or MNT 103	
Proposed Description (include all proposed changes): <b>MNT 210 Computer Numerical Control 3 cr</b> This course introduces the essential concepts of computer numerical control (CNC) and its impact on Manufacturing and productivity. The course focuses on manual programming of different types of CNC systems, with a strong emphasis on the understanding of G and M codes used in current Applications. Students learn to write a variety of part programs for both milling and turning operations. Prerequisite: MNT 101	
Rationale for the change:  Student success in MNT 210 is not dependent on having previously taken MNT 101 Mechanical CAD I or MNT 103 Solid Modeling. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).	
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	
Please submit a syllabus to your dean with all of the revisions included.	

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL**

1. Program Name: Manufacturing Technology – Associate In Science

2. Originator: Lee Duerden

Date: August 2012

3. Division Dean: Kathy Rentsch

Date: August 2012

4. Brief Description of the Proposal:

To align the Manufacturing Technology A.S. program with national standards. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division

Date: 10.18.12

Comments:

7. AA Leadership Team:

Date: 10/31/12

Recommended: ☒

Not Recommended: ☐

Comments:

8. VP/Academic Affairs:

Date: 10/31/12

Recommended: ☒

Not Recommended: ☐

Comments:

9. Learning Council:

Date: 11-13-12

Recommended: ☒

Not Recommended: ☐

Comments:

10. VP/Academic Affairs:

Date: 11/13/12

Approved: ☒

Not Approved: ☐

Comments:

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL**

Program: Manufacturing Technology
Division: Business And Technology
Degree type: Associate In Science
Provide a detailed list of the proposed changes to the program. 1. Move ENG 101 from semester 1 to semester 2 2. Move MNT 101 from semester 2 to semester 1 3. Remove ELT 103 from program (semester 2) 4. Move MNT 115 from semester 3 to semester 2 and reflect new course title 5. Move ENG 102 from semester 2 to semester 3 6. Remove MAT 122 as an option (semester 2) 7. Remove MNT 105 from semester 2 and replace with MNT 106 8. Add MNT 100 to semester 1 9. Add MNT 108 to semester 2
Attachments: X Current program grid X Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.  MNT 106 Manufacturing Quality Assurance & Control Techniques – New course MNT 100 Manufacturing Safety – New Course MNT 115 Instrumentation in Manufacturing – Course Revision
Provide a rationale for the proposed changes.  These changes reflect industry need for nationally recognized skill standards - Manufacturing Skill Standards Council – Certified Production Technician program, ACT, Society of Manufacturing Engineers, National Association of Manufacturers. The intent of the new program is to provide an accelerated and credentialed certificate, supporting student entry into a variety of positions within the manufacturing industry. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).
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.  No

<p>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.</p> <p>Department(s) Affected: None</p>
<p>Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.</p>
<p>For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? N/A</p> <p>If yes please provide a rationale.</p>
<p>Will any of the following be required:</p> <p>Additional staff <u>NO</u> Additional space <u>NO</u> Additional equipment <u>NO</u></p> <p>Provide a rationale for any needs indicated and include approximate cost of equipment.</p>





2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL**

1. Program Name: Manufacturing Technology - Certificate

2. Originator: Lee Duerden

Date: August 2012

3. Division Dean: Kathy Rentsch

Date: August 2012

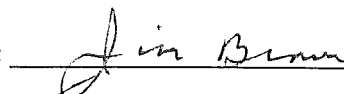
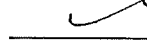
4. Brief Description of the Proposal:

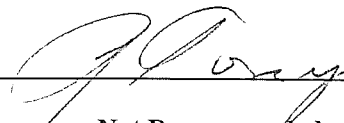
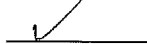
To align the Manufacturing Technology Certificate with national standards. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

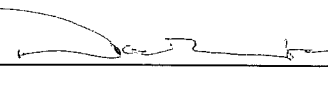
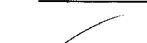
5. Effective Date: Fall 2013

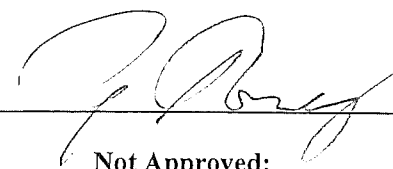
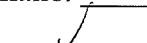
6. Recommended by the Business & Technology Division Date: 10.18.12

Comments:

7. AA Leadership Team:  Date: 10/31/12  
Recommended:  Not Recommended: \_\_\_\_\_  
Comments: \_\_\_\_\_

8. VP/Academic Affairs:  Date: 10/31/12  
Recommended:  Not Recommended: \_\_\_\_\_  
Comments: \_\_\_\_\_

9. Learning Council:  Date: 11-13-12  
Recommended:  Not Recommended: \_\_\_\_\_  
Comments: \_\_\_\_\_

10. VP/Academic Affairs:  Date: 11/13/12  
Approved:  Not Approved: \_\_\_\_\_  
Comments: \_\_\_\_\_

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

Program: Manufacturing Technology
Division: Business And Technology
Degree type: Certificate
Provide a detailed list of the proposed changes to the program.  <ol style="list-style-type: none"> <li>1. Remove MAT 123 from Semester 1</li> <li>2. Add MAT 100 or MAT 108 to Semester 2</li> <li>3. Remove ENG 101 from program</li> <li>4. Move MNT 101 from Semester 2 to Semester 1</li> <li>5. Add MNT 100 in Semester 1</li> <li>6. Replace MNT 105 with MNT 106 in Semester 2</li> <li>7. Remove MAT 122/MAT 124 from program</li> <li>8. Add Elective in Semester 2</li> <li>9. Add MNT 108 in Semester 2</li> </ol>
Attachments: Current program grid Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.  <ul style="list-style-type: none"> <li>• MNT 105 Geometric Dimensioning and Tolerancing – replaced with MNT 106 Manufacturing Quality Assurance &amp; Control Techniques</li> <li>• MNT 100 Manufacturing Safety – new course</li> <li>• MNT 108 Basic Machine Operation – new course</li> </ul>
Provide a rationale for the proposed changes.  These changes reflect industry need for value added training in a one year program. The intent of the new program is to provide an accelerated and credentialed certificate, supporting student entry into a variety of positions within the manufacturing industry. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).
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.  No
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: Math
Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.  No
For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? N/A  If yes please provide a rationale.
Will any of the following be required: Additional staff _NO_ Additional space _NO_ Additional equipment _NO_ Provide a rationale for any needs indicated and include approximate cost of equipment.



2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL**

1. Program Name: Manufacturing Technology – Computer Aided Design Certificate

2. Originator: Lee Duerden

Date: August 2012

3. Division Dean: Kathy Rentsch

Date: August 2012

4. Brief Description of the Proposal:

To align the CAD Certificate with national standards. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).

5. Effective Date: Fall 2013

6. Recommended by the Business & Technology Division

Date: 10.18.12

Comments:

7. AA Leadership Team: Jim Bunn

Date: 10/31/12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments:

8. VP/Academic Affairs: [Signature]

Date: 10/31/12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments:

9. Learning Council: [Signature]

Date: 11-13-12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments:

10. VP/Academic Affairs: [Signature]

Date: 11/13/12

Approved: ✓

Not Approved: \_\_\_\_\_

Comments:

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

Program: Computer Aided Design
Division: Business And Technology
Degree type: Certificate
Provide a detailed list of the proposed changes to the program.  Replace MNT 105 with MNT 106
Attachments: Current program grid Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.  MNT 106 – new course proposal
Provide a rationale for the proposed changes.  These changes reflect industry need for value added training in a one year program. The intent in the new program is to provide an accelerated and credentialed certificate, supporting student entry into a variety of positions within the CAD industry. These changes represent curriculum design that supports national and state wide skills standards from MSSC-CPT (Manufacturing Skill Standards Council- Certified Production Technician) and MACWIC (Massachusetts Career Workforce Innovation Collaborative – Applied Manufacturing Technology Certification).
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.  No
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: Math
Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.  No
For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? N/A If yes please provide a rationale.
Will any of the following be required: Additional staff <u>NO</u> Additional space <u>NO</u> Additional equipment <u>NO</u> Provide a rationale for any needs indicated and include approximate cost of equipment.

# MANUFACTURING TECHNOLOGY — Associate in Science (Program Code: MP) - CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 Introduction to Computer Applications English Composition and Literature I College Mathematics I: Precalculus Manufacturing Processes I Liberal Arts Elective	CIS 111	F/S/SU			3	ENG 100 or approp place score MAT 100 or approp place score
	ENG 101	F/S/SU			3	
	MAT 123	F/S/SU			3	
	MNT 110	F			3	
	---	F/S/SU			3	
	ELT 103	F/S			4	ENG 100 or approp place score, MAT 099
	ENG 102	F/S/SU			3	ENG 101
	MAT 122	F/S/SU			3	MAT 099 or approp place score
	MAT 124	F/S/SU			3	MAT 123
	MNT 101	F/S			3	CIS 111 or CIS 115 or Approval of the Program Coordinator
Semester 2 Electronics I English Composition & Literature II Statistics or College Mathematics II: Trigonometry Mechanical CAD I Geometric Tolerancing and Blueprint Reading Semester 3 Solid Modeling Instrumentation in Manufacturing Process Automation & Robotics Physics I Computer Numerical Control or Program Elective*	MNT 105	S			4	
	MNT 103	F/S			3	MNT 101
	MNT 115	F			3	MNT 110
	MNT 217	F, 2012			3	CIS 111, MNT 110
	PHY 101	F/S/SU			4	Coreq- MAT 124
	MNT 210	F			3-4	MNT 101; Coreq-MNT 102 or MNT 103
	---	F/S/SU				
	MNT 215	S			4	MNT 102 or MNT 103, MNT 210
	MNT 216	S			4	MNT 102 or MNT 103, MNT 210; Coreq-MNT 215
	MNT 218	S, 2013			3	CIS 111, MNT 110
Semester 4 Fundamentals of Computer-Aided Manufacturing Manufacturing Processes II Lean Manufacturing & Six Sigma Cooperative Work Experience and Seminar or Program Elective* Physics II Total credits required	MNT 299	F/S/SU			3	Approval of Program Coordinator
	---	F/S/SU				
	PHY 102	S			4	PHY 101
					66-67	

## Program Notes:

- Students should note that many required courses have ENG and/or MAT prerequisites.

\*Suggested Program Electives: With prefixes BIO, CHM, MAT, MNT, PHY, PSY, or SPH; or the following suggested courses: MGT 211, MGT 221, MRK 201, MRK 221 or a course approved by the Program Coordinator.

# MANUFACTURING TECHNOLOGY — Associate in Science (Program Code: MP) - PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Computer Applications	CIS 111	F/S/SU			3	
College Mathematics I: Precalculus	MAT 123	F/S/SU			3	MAT 100 or approp place score
Mechanical CAD I	MNT 101	F/S			3	
Manufacturing Processes I	MNT 110	F			3	
Liberal Arts Elective	---	F/S/SU			3	
Semester 2						
English Composition and Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
College Mathematics II: Trigonometry	MAT 124	F/S/SU			3	MAT 123
Manufacturing Quality Assurance & Control Techniques	MNT 106	S			4	MNT 101
Manufacturing Safety	MNT 100				3	
Maintenance & Instrumentation in Manufacturing	MNT 115	F			3	MNT 110
Semester 3						
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Solid Modeling	MNT 103	F/S			3	MNT 101
Process Automation & Robotics	MNT 217	F, 2012			3	CIS 111, MNT 110
Physics I	PHY 101	F/S/SU			4	Coreq- MAT 124
Computer Numerical Control or Elective*	MNT 210	F			3-4	MNT 101
Semester 4						
Fundamentals of Computer-Aided Manufacturing	MNT 215	S			4	MNT 102 or MNT 103, MNT 210
Manufacturing Processes II	MNT 216	S			4	MNT 102 or MNT 103, MNT 210; Coreq-MNT 215
Lean Manufacturing & Six Sigma	MNT 218	S, 2013			3	CIS 111, MNT 110
Cooperative Work Experience and Seminar or Elective*	MNT 299	F/S/SU			3	Approval of Program Coordinator
Physics II	PHY 102	F/S/SU			4	PHY 101
<b>Total credits required</b>					<b>65-66</b>	

## Program Notes:

- Students should note that many required courses have ENG and/or MAT prerequisites.

\*Suggested Electives: Students must select from the following list of courses: any BIO, CHM, MAT, MNT, PHY, PSY, or SPH; or the following suggested courses: MGT 211, MGT 221, MRK 201, MRK 221; or a course approved by the Program Coordinator.



# MANUFACTURING TECHNOLOGY CERTIFICATE (Program Code: MPC) - CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 Introduction to Microcomputer Applications English Composition & Literature I College Mathematics I: Precalculus Manufacturing Processes I	CIS 111	F/S/SU			3	ENG 100 or approp place score MAT 100 or approp place score
	ENG 101	F/S/SU			3	
	MAT 123	F/S/SU			3	
	MNT 110	F			3	
Semester 2 Statistics or College Mathematics II: Trigonometry Mechanical CAD I Geometric Tolerancing and Blueprint Reading Instrumentation in Manufacturing Total credits required	MAT 122	F/S/SU			3	MAT 099 or approp place score MAT 123
	MAT 124	F/S/SU			3	CIS 111 or CIS 115 or approval of Program Coordinator
	MNT 101	F/S			4	
	MNT 105	S			3	
	MNT 115	S			3	MNT 110
					25	

## Program Notes:

- Students should note that many required courses have ENG and/or MAT prerequisites.
- \*Any Manufacturing Elective or a course approved by the Program Coordinator

# MANUFACTURING TECHNOLOGY CERTIFICATE (Program Code: MPC) - PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 Manufacturing Safety Mechanical CAD I Manufacturing Processes I Basic Machine Operation	MNT 100	F			3	
	MNT 101	F/S			3	
	MNT 110	F			3	
	MNT 108	F			3	
Semester 2 Introduction to Microcomputer Applications College Algebra or Applied Technical Math Manufacturing Quality Assurance & Control Techniques Maintenance & Instrumentation in Manufacturing Total credits required	CIS 111	F/S/SU			3	"C" or better on the MAT 099 departmental final exam, or Placement by the Computerized Placement Test
	MAT 100	F/S/SU			3-4	MAT 095 with a "C" or better on the MAT 095 departmental final exam or placement by the Computerized Placement Test
	or					MNT 101
	MAT 108	F/S/SU			4	MNT 110
	MNT 106	S			3	
					25-26	

# COMPUTER AIDED DESIGN CERTIFICATE (Program Code: CAD) – CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 Introduction to Microcomputer Applications <u>or</u> Introduction to Computer Applications in Telecom  Introduction to English Composition  Mechanical CAD I Manufacturing Processes I	CIS 111	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 approval of Program Coordinator
	CIS 115	F/S/SU			3	
	ENG 100	F/S/SU			3	
	MNT 101	F/S			3	
	MNT 110	F			3	
Semester 2 Mechanical CAD II Solid Modeling Geometric Tolerancing and Blueprint Reading Elective*	MNT 102	S			3	MNT 101 MNT 101
	MNT 103	F/S			3	
	MNT 105	S			4	
	---	F/S/SU			3	
	Total credits required				25	

## Program Notes:

\* Students should note that many required courses have ENG and/or MAT prerequisites.

\*Suggested Electives: Students must select from the following list of courses: any BIO, CHM, MAT, MNT, PHY, PSY, or SPH; or the following suggested courses: MGT 211, MGT 221, MRK 201, MRK 221; or a course approved by the Program Coordinator.

# COMPUTER AIDED DESIGN CERTIFICATE (Program Code: CAD) – PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 Introduction to Microcomputer Applications <u>or</u> Introduction to Computer Applications in Telecom  Introduction to English Composition  Mechanical CAD I Manufacturing Processes I	CIS 111	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 approval of Program Coordinator
	CIS 115	F/S/SU			3	
	ENG 100	F/S/SU			3	
	MNT 101	F/S			3	
	MNT 110	F			3	
Semester 2 Mechanical CAD II Solid Modeling Manufacturing Quality Assurance & Control Techniques Elective*	MNT 102	S			3	MNT 101 MNT 101 MNT 101
	MNT 103	F/S			3	
	MNT 106	S			4	
	---	F/S/SU			3	
	Total credits required				25	

# COURSE REVISION PROPOSAL

- 65

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: <input type="checkbox"/> Description <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Number <input type="checkbox"/> Name <input type="checkbox"/> 2_#credits <input type="checkbox"/> Elective Type <input type="checkbox"/> other (explain)	
Course Discipline or Department: Respiratory Care	Division: Health
Current Course Number: RCP 131	
Current Course Name: Cardiopulmonary Technology	
Current Course Description (as it appears in the college catalog):  This course covers pulmonary function testing, invasive and non-invasive diagnostic procedures, and techniques utilized to assess patients with pulmonary or cardiovascular diseases and sleep disorders. Prerequisites: BIO 112. F	
Proposed Description (include all proposed changes):  This course covers pulmonary function testing, invasive and non-invasive diagnostic procedures, and techniques utilized to assess patients with pulmonary or cardiovascular diseases and sleep disorders. Prerequisites: BIO 112, RCP 122      F	
Rationale for the change:  To prevent students from taking this course out of sequence.	
Provide a description of any change in course content.	
Does the course revision affect another department? Please confer with the coordinator of the affected department. Affected department(s) _____	
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.	

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

1. Course Number and Name : RCP 230 Critical Care I Laboratory

2. Originator: Karen Kaletski Dufault

Date: September 17, 2012

3. Division Dean: Jane June

Date: October 18, 2012

4. Brief Description of the Proposal: Add RCP 122 as a prerequisite. This course must be taken in sequence with other Respiratory Care classes for students to be successful. The content of RCP 122 is necessary prior to taking RCP 230.

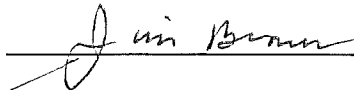
5. Effective Date: Fall 2013

6. Recommended by the Healthcare Division

Date: October 18, 2012

Comment:

7. AA Leadership Team:



Date: 10/31/12

Recommended: ☒

Not Recommended: ☐

Comments:

8. VP/Academic Affairs:



Date: 10/31/12

Recommended: ☒

Not Recommended: ☐

Comments:

9. Learning Council:



Date: 11-13-12

Recommended: ☒

Not Recommended: ☐

Comments:

10. VP/Academic Affairs:



Date: 11/13/12

Approved: ☒

Not Approved: ☐

Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: <input type="checkbox"/> Description <input checked="" type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Number <input type="checkbox"/> Name <input type="checkbox"/> #credits <input type="checkbox"/> Elective Type <input type="checkbox"/> other (explain)	
Course Discipline or Department: Respiratory Care	Division: Healthcare
Current Course Number: RCP 230	
Current Course Name: Critical Care I Laboratory	
Current Course Description (as it appears in the college catalog):  This course provides a laboratory environment in which students will learn the theoretical foundations and practical skills necessary to provide Respiratory Care to an adult client in a critical care setting. Topics to be covered include: the initiation, maintenance and discontinuation of mechanical ventilatory support, airway care, and monitoring. Additional topics may be added if time permits. Prerequisite: BIO 112                      SU	
Proposed Description (include all proposed changes):  This course provides a laboratory environment in which students will learn the theoretical foundations and practical skills necessary to provide Respiratory Care to an adult client in a critical care setting. Topics to be covered include: the initiation, maintenance and discontinuation of mechanical ventilatory support, airway care, and monitoring. Additional topics may be added if time permits. Prerequisite: BIO 112, RCP 122              SU	
Rationale for the change:  To prevent students from taking Respiratory Care courses out of sequence.	
Provide a description of any change in course content.	
Does the course revision affect another department? Please confer with the coordinator of the affected department. Affected department(s) _____	
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.	

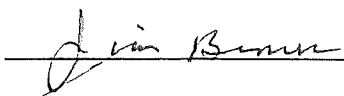
2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

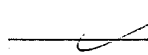
**COURSE REVISION PROPOSAL**

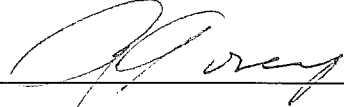
1. Course Number and Name: RCP 243 Neonatal and Pediatric Respiratory Care
2. Originator: Karen Kaletski Dufault Date: September 17, 2012
3. Division Dean: Jane E. June Date: October 18, 2012
4. Brief Description of the Proposal: Add RCP 221 as a prerequisite. This course must be taken in sequence with other Respiratory Care classes for students to be successful. The content of RCP 221 is necessary prior to taking RCP 243.

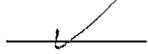
5. Effective Date: Fall 2013


6. Recommended by the Healthcare Division Date: October 18, 2012  
Comment:

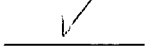
7. AA Leadership Team:  Date: 10/31/12

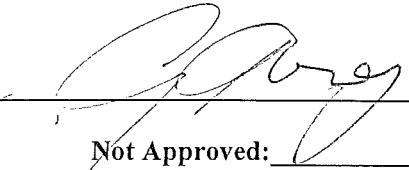
Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

8. VP/Academic Affairs:  Date: 10/31/12

Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

9. Learning Council:  Date: 11-13-12

Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

10. VP/Academic Affairs:  Date: 11/13/12

Approved:  Not Approved: \_\_\_\_\_  
Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: ___ Description   ___ <b>X</b> Prerequisite   ___ Corequisite   ___ Number   ___ Name   ___ #credits ___ Elective Type   ___ other (explain)	
Course Discipline or Department: Respiratory Care   Division: Health	
Current Course Number: RCP 243	
Current Course Name: Neonatal and Pediatric Respiratory Care	
Current Course Description (as it appears in the college catalog):  This course covers the normal and pathophysiological events that affect the cardiopulmonary status of the fetus, infant, and child. Students study fetal development, the nature and physiology of neonatal and pediatric pathology, and the application of this information in the clinical setting. Other topics include neonatal resuscitation and advanced life support. Prerequisite: BIO 112.	
Proposed Description (include all proposed changes):  This course covers the normal and pathophysiological events that affect the cardiopulmonary status of the fetus, infant, and child. Students study fetal development, the nature and physiology of neonatal and pediatric pathology, and the application of this information in the clinical setting. Other topics include neonatal resuscitation and advanced life support. Prerequisites: BIO 112, RCP 221    S	
Rationale for the change:  To prevent students from taking this course out of sequence.	
Provide a description of any change in course content.   	
Does the course revision affect another department? Please confer with the coordinator of the affected department. Affected department(s) _____	
If this change affects a program grid, please submit a current and proposed program grid for each program affected.   	



# RESPIRATORY CARE - Associate in Science (Program Code: RS) - CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
<b>Semester 1 (Fall)</b>						
Anatomy & Physiology I	BIO 111	F/S/SU			4	BIO 101 or AP Biology. Coreq-ENG 101
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
Fundamentals of Respiratory Care I	RCP 103	F			2	Coreq-RCP 121
Medical Lectures I	RCP 111	F			3	
Clinical I	RCP 121	F			3	Coreq-RCP 103
Pharmacology	RCP 141	F			3	Coreq-RCP 111
<b>Semester 2 (Spring)</b>						
Anatomy & Physiology II	BIO 112	F/S/SU			4	BIO 111
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Physics for Respiratory Care	PHY 103	S			2	MAT 095
Fundamentals of Respiratory Care II	RCP 104	S			2	RCP 103, RCP 121.
Medical Lectures II	RCP 112	S			3	Coreq-RCP 122
Clinical II	RCP 122	S			3	RCP 111
<b>Semester 3 (Summer)</b>						
Critical Care I Laboratory	RCP 230	SU			1	RCP 103, RCP 121, RCP 141. Coreq-RCP 104
<b>Semester 4 (Fall)</b>						
Introduction to Psychology or	PSY 101	F/S/SU				BIO 112
Psychology of Interpersonal Relations	PSY 118	F/S/SU			3	Coreq-ENG 100 or approp place score
Medical Lectures III	RCP 113	F			3	Coreq-ENG 100 or approp place score
Cardiopulmonary Technology	RCP 131	F			2	BIO 112, RCP 112
Clinical III	RCP 221	F			5	BIO 112
Critical Care II	RCP 231	F			3	BIO 112, RCP 122
Elective	---				3	RCP 230
<b>Semester 5 (Spring)</b>						
Medical Microbiology	BIO 232	F/S/SU			4	BIO 112 or CHM 123 or CHM 105
Bioethics	IDS 215	S			3	Coreq-ENG 100 or approp place score
Medical Lectures IV	RCP 114	S			3	BIO 112, RCP 113
Clinical IV	RCP 222	S			5	BIO 112, RCP 221
Neonatal and Pediatric Respiratory Care	RCP 243	S			3	BIO 112
Respiratory Care Seminar	RCP 245	S			2	BIO 112. Coreq-RCP 222
<b>Total credits required</b>					<b>75</b>	

**The Degree:**  
Associate in Science

**The Program:**  
Respiratory Care

**The Next Step:**  
Graduates are eligible to take credentialing examinations offered by the National Board for Respiratory Care, Inc/ Apply for MA licensure with the MA.D.P.H.

**Program Coordinator:**  
Karen Kaletski Dufault 508.854.2752  
[kdufault@gcc.mass.edu](mailto:kdufault@gcc.mass.edu)

**Admission Requirements:**

- High School Diploma or GED (refer to page 9)
- Please see admission requirements on program pages and on page 13-15.
- Attend a Health Information Session

Please see Admission process in the program introduction.

**Program Notes:**  
To be eligible to remain in the Program, a student must achieve a grade of "C" or higher in all Respiratory Care (RCP) courses and in PHY 103, BIO 111, BIO 112 and BIO 232. In addition, the student must satisfy all course and Program requirements including regulations on conduct and attendance in order to remain in the Program. For additional information see program introduction on page 182.

**COR/SORI/DRUG TEST:**  
Required of all accepted students prior to beginning clinical experiences.

**Technical Performance Standards:**  
Prior to application to this program, please review the Technical Performance Standards requirements on pages 16-19.

# RESPIRATORY CARE - Associate in Science (Program Code: RS) – PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 (Fall)						
Anatomy & Physiology I	BIO 111	F/S/SU			4	BIO 101 or AP Biology. Coreq-ENG 101
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approx place score
Fundamentals of Respiratory Care I	RCP 103	F			2	Coreq-RCP 121
Medical Lectures I	RCP 111	F			3	Coreq-RCP 103
Clinical I	RCP 121	F			3	Coreq- RCP 111
Pharmacology	RCP 141	F			3	
Semester 2 (Spring)						
Anatomy & Physiology II	BIO 112	F/S/SU			4	BIO 111
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Physics for Respiratory Care	PHY 103	S			2	MAT 095
Fundamentals of Respiratory Care II	RCP 104	S			2	RCP 103, RCP 121.
Medical Lectures II	RCP 112	S			3	Coreq-RCP 122
Clinical II	RCP 122	S			3	RCP 111
						RCP 103, RCP 121, RCP 141.
						Coreq-RCP 104
Semester 3 (Summer)						
Critical Care I Laboratory	RCP 230	SU			1	BIO 112, RCP 122
Semester 4 (Fall)						
Introduction to Psychology or	PSY 101	F/S/SU				Coreq-ENG 100 or approx place score
Psychology of Interpersonal Relations	PSY 118	F/S/SU			3	Coreq-ENG 100 or approx place score
Medical Lectures III	RCP 113	F			3	BIO 112, RCP 112
Cardiopulmonary Technology	RCP 131	F			2	BIO 112, RCP 122
Clinical III	RCP 221	F			5	BIO 112, RCP 122
Critical Care II	RCP 231	F			3	RCP 230
Elective	---				3	
Semester 5 (Spring)						
Medical Microbiology	BIO 232	F/S/SU			4	BIO 112 or CHM 123 or CHM 105
Bioethics	IDS 215	S			3	Coreq-ENG 100 or approx place score
Medical Lectures IV	RCP 114	S			3	BIO 112, RCP 113
Clinical IV	RCP 222	S			5	BIO 112, RCP 221
Neonatal and Pediatric Respiratory Care	RCP 243	S			3	BIO 112, RCP 221
Respiratory Care Seminar	RCP 245	S			2	BIO 112, Coreq-RCP 222
Total credits required					75	

**The Degree:**  
Associate in Science

**The Program:**  
Respiratory Care

**The Next Step:**  
Graduates are eligible to take credentialing examinations offered by the National Board for Respiratory Care, Inc/ Apply for MA licensure with the MA,D.P.H.

**Program Coordinator:**  
Karen Kaleiski Dufault 508.854.2752  
[kdufault@gcc.mass.edu](mailto:kdufault@gcc.mass.edu)

**Admission Requirements:**

- High School Diploma or GED (refer to page 9)
- Please see admission requirements on program pages and on page 13-15.
- Attend a Health Information Session

Please see Admission process in the program introduction.

**Program Notes:**  
To be eligible to remain in the Program, a student must achieve a grade of "C" or higher in all Respiratory Care (RCP) courses and in PHY 103, BIO 111, BIO 112 and BIO 232. In addition, the student must satisfy all course and Program requirements including regulations on conduct and attendance in order to remain in the Program. For additional information see program introduction on page 182.

**COR/SORI/DRUG TEST:**  
Required of all accepted students prior to beginning clinical experiences.

**Technical Performance Standards:**  
Prior to application to this program, please review the Technical Performance Standards requirements on pages 16-19.

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE  
COURSE REVISION PROPOSAL

1. Course Number and Name : RDT 132 Medical Radiographic Clinic II

2. Originator: Linda LeFave Date: Sept. 27, 2012

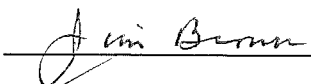

3. Division Dean: Jane E. June Date: October 18, 2012

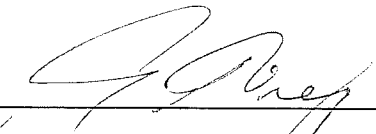

4. Brief Description of the Proposal:



Remove present co-requisite of RDT 112, RDT 122, RDT 141; add prerequisite of RDT 131.  
Content of RDT 131 is necessary to be successful in RDT 132.

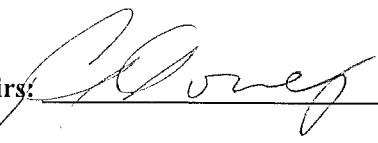

5. Effective Date: Fall 2013

6. Recommended by the Healthcare Division Date: October 18, 2012  
Comment:

7. AA Leadership Team:  Date: 10/31/12  
Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

8. VP/Academic Affairs:  Date: 10/31/12  
Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

9. Learning Council:  Date: 11-13-12  
Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

10. VP/Academic Affairs:  Date: 11/13/12  
Approved:  Not Approved: \_\_\_\_\_  
Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: <input type="checkbox"/> Description <input checked="" type="checkbox"/> Prerequisite <input checked="" 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: <b>Radiologic Technology</b>	Division: <b>Healthcare</b>
Current Course Number: <b>RDT 132</b>	
Current Course Name: <b>Medical Radiography Clinic II</b>	
Current Course Description (as it appears in the college catalog):  This course expands students' clinical skills through their participation in more varied and complex radiographic procedures with emphasis on imaging the upper/lower extremities, pelvis, spinal column and GU and GI systems. Students gradually advance to perform these procedures on more acute patients and under atypical conditions. Students continue to develop their ability to critique images of procedures learned during the previous and current semesters. This course extends beyond the spring semester to include the month of June (40 hours/week). During this period, students focus on fluoroscopy exams of the GI system and are introduced to mobile and surgical radiography procedures. <b>Corequisites: RDT 112, RDT 122, RDT 141. S</b>	
Proposed Description (include all proposed changes):  This course expands students' clinical skills through their participation in more varied and complex radiographic procedures with emphasis on imaging the upper/lower extremities, pelvis, spinal column and GU and GI systems. Students gradually advance to perform these procedures on more acute patients and under atypical conditions. Students continue to develop their ability to critique images of procedures learned during the previous and current semesters. This course extends beyond the spring semester to include the month of June (40 hours/week). During this period, students focus on fluoroscopy exams of the GI system and are introduced to mobile and surgical radiography procedures. <b>Prerequisite: RDT 131. S</b>	
Rationale for the change:  <b>More appropriate sequencing of related course content.</b>	
Provide a description of any change in course content.  <b>None</b>	
Does the course revision affect another department? Please confer with the coordinator of the affected department. <b>No</b> Affected department(s) _____	
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.	

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE  
COURSE REVISION PROPOSAL

1. Course Number and Name : RDT 231 Medical Radiographic Clinic III

2. Originator: Linda LeFave

Date: Sept. 27, 2012

3. Division Dean: Jane E. June

Date: October 18, 2012

4. Brief Description of the Proposal:

Remove present co-requisite of RDT 240, RDT 245; add prerequisite of RDT 132. Content of RDT 132 is necessary to be successful in RDT 231.

5. Effective Date: Fall 2013

6. Recommended by the Healthcare Division  
Comment:

Date: October 18, 2012

7. AA Leadership Team: Jim Berman Date: 10/31/12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

8. VP/Academic Affairs: [Signature] Date: 10/31/12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

9. Learning Council: [Signature] Date: 11-13-12

Recommended: ✓ Not Recommended: \_\_\_\_\_  
Comments:

10. VP/Academic Affairs: [Signature] Date: 11/13/12

Approved: ✓ Not Approved: \_\_\_\_\_  
Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: <input type="checkbox"/> Description <input checked="" type="checkbox"/> Prerequisite <input checked="" 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: <b>Radiologic Technology</b>	Division: <b>Healthcare</b>
Current Course Number: <b>RDT 231</b>	
Current Course Name: <b>Medical Radiography Clinic III</b>	
Current Course Description (as it appears in the college catalog):  This course focuses on the development of students' clinical skills with emphasis on performing fluoroscopy, mobile, and surgical exams, as well as imaging the bony thorax, facial bones, and sinuses. Students expand their skills with trauma procedures; are introduced to pediatric imaging; assume independent care of stable and mildly acute patients; and closely assist with more severely acute patients. Students use problem solving and critical thinking skills in the management of non-typical imaging situations and the continued assessment of image quality. <b>Corequisites: RDT 240, RDT 245. F</b>	
Proposed Description (include all proposed changes):  This course focuses on the development of students' clinical skills with emphasis on performing fluoroscopy, mobile, and surgical exams, as well as imaging the bony thorax, facial bones, and sinuses. Students expand their skills with trauma procedures; are introduced to pediatric imaging; assume independent care of stable and mildly acute patients; and closely assist with more severely acute patients. Students use problem solving and critical thinking skills in the management of non-typical imaging situations and the continued assessment of image quality. <b>Prerequisites: RDT 132. F</b>	
Rationale for the change:  <b>More appropriate sequencing of related course content.</b>	
Provide a description of any change in course content.  <b>None</b>	
Does the course revision affect another department? Please confer with the coordinator of the affected department. <b>No</b> Affected department(s) _____	
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.	

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE  
COURSE REVISION PROPOSAL

1. Course Number and Name : RDT 232 Medical Radiographic Clinic IV

2. Originator: Linda LeFave

Date: Sept. 27, 2012

3. Division Dean: Jane E. June

Date: October 18, 2012

4. Brief Description of the Proposal:

Remove present co-requisite of RDT 252; add prerequisite of RDT 231. Content of RDT 231 is necessary to be successful in RDT 232.

5. Effective Date: Fall 2013

6. Recommended by the Healthcare Division  
Comment:

Date: October 18, 2012

7. AA Leadership Team:

Jin Bunn

Date: 10/31/12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments:

8. VP/Academic Affairs:

[Signature]

Date: 10/31/12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments:

9. Learning Council:

[Signature]

Date: 11-13-12

Recommended: ✓

Not Recommended: \_\_\_\_\_

Comments:

10. VP/Academic Affairs:

[Signature]

Date: 11/13/12

Approved: ✓

Not Approved: \_\_\_\_\_

Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**COURSE REVISION PROPOSAL**

Type of Revision: ___ Description <u> X </u> Prerequisite <u> X </u> Corequisite    ___ Number    ___ Name    ___ #credits ___ Elective Type    ___ other (explain)	
Course Discipline or Department: <b>Radiologic Technology</b>	Division: <b>Healthcare</b>
Current Course Number: <b>RDT 232</b>	
Current Course Name: <b>Medical Radiography Clinic IV</b>	
Current Course Description (as it appears in the college catalog):  <p>This course concentrates on refining students' skills in performing all mandatory and elective procedures required for graduation and eventual employment as an entry-level radiographer. Upon completion of this course, students are eligible for examination for certification by the American Registry of Radiologic Technologists. Students work independently, with indirect supervision, on all exams for which they have been evaluated as competent. Advanced imaging procedures are presented and include specialized cranio-facial imaging, basic special procedures, trauma, pediatric, and surgical exams. Students are encouraged to experience advanced modalities such as CT, MR, angiography, nuclear medicine, and sonography.</p> <p><b>Corequisite: RDT 252. S</b></p>	
Proposed Description (include all proposed changes):  <p>This course concentrates on refining students' skills in performing all mandatory and elective procedures required for graduation and eventual employment as an entry-level radiographer. Upon completion of this course, students are eligible for examination for certification by the American Registry of Radiologic Technologists. Students work independently, with indirect supervision, on all exams for which they have been evaluated as competent. Advanced imaging procedures are presented and include specialized cranio-facial imaging, basic special procedures, trauma, pediatric, and surgical exams. Students are encouraged to experience advanced modalities such as CT, MR, angiography, nuclear medicine, and sonography.</p> <p><b>Prerequisite: RDT 231. S</b></p>	
Rationale for the change: <b>More appropriate sequencing of related course content.</b>	
Provide a description of any change in course content. <b>None</b>	
Does the course revision affect another department? Please confer with the coordinator of the affected department. <b>No</b> Affected department(s) _____	
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.	



# **RADIOLOGIC TECHNOLOGY - Associate in Science (Program Code: RT) – CURRENT**

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 (Summer 1 and Summer 2)						
Anatomy & Physiology I	BIO 111	F/S/SU			4	BIO 101 or AP Biology. Coreq-ENG 101
English Composition & Literature I Semester 2 (Fall)	ENG 101	F/S/SU			3	ENG 100 or approp place score
Introduction to Psychology or Psychology of Interpersonal Relations	PSY 101	F/S/SU				Coreq-ENG 100 or approp place score
Speech Communication Skills	PSY 118	F/S/SU			3	ENG 100 or approp place score
Patient Care & Ethics in Radiology	SPH 101	F/S/SU			3	Prel/Coreq ENG 101
Radiographic Medical Terminology	RDT 102	F			3	Accepted to RT Program
Fundamentals of Radiographic Equipment and Medical Imaging	RDT 104	F			1	Accepted to RT Program
Radiographic Positioning & Anatomy I Medical Radiography Clinic I	RDT 110	F			3	Accepted to RT Program
Semester 3 (Spring)						
Anatomy & Physiology II	RDT 121	F			3	Coreq-RDT 102, RDT 104
Medical Imaging II	RDT 131	F			2	Coreq-RDT 110, RDT 121
Radiographic Positioning & Anatomy II	BIO 112	F/S/SU			4	BIO 111
Medical Radiography Clinic II	RDT 112	S			3	RDT 110
Radiation Science	RDT 122	S			3	RDT 121, SPH 101
Semester 4 (Fall)						
English Composition & Literature II	RDT 132	S			5	Coreq-RDT 112, RDT 122, RDT 141
Medical Radiography Clinic III	RDT 141	S			2	RDT 110
Imaging Applications	ENG 102	F/S/SU			3	ENG 101
Medical Radiographic Equipment and Quality Assurance	RDT 231	F			5	Coreq-RDT 240, RDT 245
Program Elective	RDT 240	F			4	RDT 112, RDT 122
Semester 5 (Spring)						
Medical Radiography Clinic IV	RDT 245	F			3	RDT 112
Radiology Seminar	---	F/S/SU			3	
Radiologic Pharmacology & Pathology	RDT 232	S			5	Coreq- RDT 252
CT & Cross Section Anatomy	RDT 252	S			4	BIO 112, RDT 240, RDT 231
Program Elective	RDT 254	S			3	BIO 112, RDT 231, RDT 240
Total credits required	RDT 260	S			1	BIO 112, RDT 231, RDT 240
	---	F/S/SU			3	
					76	

## **The Degree:**

Associate in Science

## **The Program:**

Radiologic Technology specializing in diagnostic medical radiography.

## **Admission Requirements:**

- High School Diploma or GED (refer to page 9)
- Please see admission requirements on program pages and on page 13-15.
- Attend a Health Information Session

Please see Admission Process in the program introduction.

## **The Next Step:**

Graduates are eligible to apply for certification by the ARRT and Licensure by MA DPH.

## **Program Coordinator:**

Linda LeFave 508.854.4289  
linda@gcc.mass.edu

## **Program Notes:**

It is highly recommended that you take HUM 101 as the Liberal Arts Elective.

For more information see program website

[www.gcc.mass.edu/radiography](http://www.gcc.mass.edu/radiography)

## **CORI/SORI/DRUG TEST:**

Required of all accepted students prior to beginning clinical experiences.

## **Technical Performance Standards:**

Prior to application to this program, please review the Technical Performance Standards requirements on pages 16-19.

## **Program Electives:**

AHL 106, CIS 111, HUM 101, HUM 142, IDS 101, IDS 141, IDS 215, PSY 121, PSY 158, SOS 211

# **RADIOLOGIC TECHNOLOGY - Associate in Science (Program Code: RT)      PROPOSED**

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1 (Summer 1 and Summer 2)						
Anatomy & Physiology I	BIO 111	F/S/SU			4	BIO 101 or AP Biology.
English Composition & Literature I	ENG 101	F/S/SU			3	Coreq-ENG 101 ENG 100
Semester 2 (Fall)						
Introduction to Psychology or	PSY 101	F/S/SU				Coreq-ENG 100 or approp place score
Psychology of Interpersonal Relations	PSY 118	F/S/SU			3	ENG 100 or approp place score
Speech Communication Skills	SPH 101	F/S/SU			3	Coreq-ENG 101
Patient Care & Ethics in Radiology	RDT 102	F			3	Accepted to RT Program
Radiographic Medical Terminology	RDT 104	F			1	Accepted to RT Program
Fundamentals of Radiographic Equipment and Medical Imaging	RDT 110	F			3	Accepted to RT Program
Radiographic Positioning & Anatomy I	RDT 121	F			3	Coreq-RDT 102, RDT 104
Medical Radiography Clinic I	RDT 131	F			2	Coreq-RDT 110, RDT 121
Semester 3 (Spring)						
Anatomy & Physiology II	BIO 112	F/S/SU			4	BIO 111
Medical Imaging II	RDT 112	S			3	RDT 110
Radiographic Positioning & Anatomy II	RDT 122	S			3	RDT 121, SPH 101
Medical Radiography Clinic II	RDT 132	S			5	RDT 131
Radiation Science	RDT 141	S			2	RDT 110
Semester 4 (Fall)						
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Medical Radiography Clinic III	RDT 231	F			5	RDT 132
Imaging Applications	RDT 240	F			4	RDT 112, RDT 122
Medical Radiographic Equipment and Quality Assurance	RDT 245	F			3	RDT 112
Program Elective	--	F/S/SU			3	
Semester 5 (Spring)						
Medical Radiography Clinic IV	RDT 232	S			5	RDT 231
Radiology Seminar	RDT 252	S			4	BIO 112, RDT 231, RDT 240
Radiologic Pharmacology & Pathology	RDT 254	S			3	BIO 112, RDT 231, RDT 240
CT & Cross Section Anatomy	RDT 260	S			1	BIO 112, RDT 231, RDT 240
Program Elective	--	F/S/SU			3	
<b>Total credits required</b>					<b>76</b>	

**The Degree:**  
Associate in Science

**The Program:**  
Radiologic Technology specializing in diagnostic medical radiography.

**Admission Requirements:**

- High School Diploma or GED (refer to page 9)
- Please see admission requirements on program pages and on page 13-15.
- Attend a Health Information Session

**The Next Step:**

Graduates are eligible to apply for certification by the ARRT and Licensure by MA DPH.

**Program Coordinator:**

Linda LeFave 508.854.4289  
[lindal@gcc.mass.edu](mailto:lindal@gcc.mass.edu)

**Program Notes:**

For more information see program website  
[www.gcc.mass.edu/radiography](http://www.gcc.mass.edu/radiography)

**CORI/SORI/DRUG TEST:**

Required of all accepted students prior to beginning clinical experiences.

**Technical Performance Standards:**

Prior to application to this program, please review the Technical Performance Standards requirements on pages 16-19.

**Program Electives:**

AHL 106, CIS 111, HUM 101, HUM 142, IDS 101, IDS 141, IDS 215, PSY 121, PSY 158, SOS 211

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**NEW COURSE PROPOSAL**

1. **Course Number and Name:** *HST 206, History of Latin America I: Precontact to 1825*

2. **Originator:** *Ricardo Catón*

**Date:** 10/18/12

3. **Division Dean:** *Dr. James Brown*

**Date:** 10/18/12

4. **Brief Description of the Proposal:**

*Create a new course designed to introduce students to the colonial history of Latin America. As Quinsigamond Community College strives to provide its students a quality education and opportunities for personal growth, courses in Latin American history will serve to further enhance students' understanding of the Western Hemisphere and the world. Moreover, adding survey course in Latin American history will contribute to QCC's goal of increasing its diversity.*

5. **Effective Date:** *Fall 2013*

6. **Recommended by the:** Math & Social Science Division

**Date:** 10/18/12

**Comments:**

7. **AA Leadership Team:** *James Brown*

**Date:** 10/31/12

**Recommended:** ☒ **Not Recommended:** ☐

**Comments:**

8. **VP/Academic Affairs:** *James Brown*

**Date:** 10/31/12

**Recommended:** ☒ **Not Recommended:** ☐

**Comments:**

9. **Learning Council:** *James Brown*

**Date:** 11-13-12

**Recommended:** ☒ **Not Recommended:** ☐

**Comments:**

10. **VP/Academic Affairs:** *James Brown*

**Date:** 11/13/12

**Approved:** ☒ **Not Approved:** ☐

**Comments:**

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**

**NEW COURSE PROPOSAL**

<b>Course Discipline/Division:</b> <i>History/ Math and Social Sciences</i>	
<b>Course Number:</b> <i>HST 206</i>	
<b>Course Name:</b> <i>History of Latin America I: Precontact to 1825</i>	
<b>Prerequisites and/or corequisites (confer with affected department coordinator):</b> <i>ENG 100 or appropriate placement score</i>	
<b>CIP code (check with IRaP Office):</b> <i>54.0199</i>	
<b>Effective Term/year:</b> <i>Fall 2013</i>	
<p><b>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</b></p> <p><i>As Quinsigamond Community College strives to provide its students a quality education and opportunities for personal growth, courses in Latin American history will serve to further enhance students' understanding of the Western Hemisphere and the world. Moreover, adding survey course in Latin American history will contribute to understanding diversity.</i></p> <p><i>This course follows a chronological and thematic approach that has become standard in colonial Latin American history course across the United States, from community colleges to four-year research institutions.</i></p>	
<p><b>Is the course content similar to other courses now offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b></p> <p><b>If yes, attach a statement for the coordinator of the department offering the similar course.</b></p>	
<p><b>Please indicate if this course will serve as any of the following types of electives</b></p> <p><input checked="" type="checkbox"/> <b>Elective: Liberal Arts and Social Science</b></p> <p><input checked="" type="checkbox"/> <b>Discipline specific (name the discipline) <i>History</i></b></p> <p><input type="checkbox"/> <b>Program specific (name the program)</b></p> <p><input checked="" type="checkbox"/> <b>Multiple perspective (confer with the Liberal Arts Coordinator)</b></p>	
<p><b>Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal.</b></p>   	
<b>Expected enrollment per term:</b> <i>32</i>	<b>Expected enrollment per year:</b> <i>64</i>

Will any of the following be required:

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: \$1,000.00

## Course Materials

Course number: *HST 2XX. Exact number TBD.*

Course name:

*History of Latin America I: Precontact to 1825*

Credits: 3

Lecture Hours: 3

Lab hours:

Clinic Hours:

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

*History of Latin America I: Precontact to 1825*

**3 Credits**

*This course examines the emergence of Latin America from the first Mesoamerican and Andean civilizations to the wars of independence in the nineteenth century. The course examines the precontact civilizations of Latin America, and traces the process by which Spain and Portugal established colonies in the region. Topics include colonization, Indian and African resistance and rebellion, colonial gender roles, the role of the Catholic Church in colonial societies, and the nineteenth-century economic and political decline of colonial systems in Latin America.*

**Prerequisite:** *ENG 100 or appropriate placement score.*

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

Mark A. Burkholder and Lyman Johnson. *Colonial Latin America*, Eighth Edition. Oxford University Press, 2012. ISBN 978-0-19-986588-8.

**Instructional Objectives (list):**

*Critical Thinking: Help students analyze and understand primary and secondary sources.*

*Communication: Encourage students to effectively express ideas and arguments orally and in writing.*

*Historical Perspective: Understand the political, economic, and social conditions present in the Iberian Peninsula and the Americas from the fifteenth century to the nineteenth.*

*Historical Perspective: Recognize and explain continuity and change in Latin American history.*

**Teaching procedures: (provide suggested teaching methodology):**

*Each class session will combine formal lecture and class discussion.*

<p><b>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</b></p> <p><i>Please see course syllabus</i></p>
<p><b>Other information:</b> <i>Please see course syllabus</i></p> <ul style="list-style-type: none"> <li>• Suggested basis for student grading and criteria for evaluating student performance</li> <li>• Suggested attendance policy</li> <li>• Suggested plagiarism statement</li> <li>• Suggested assessment methodologies</li> </ul>
<p><b>Please submit a syllabus for this new course to your dean.</b></p>

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 ( <i>HST 2XX, History of Latin America I: Precontact to 1825</i> ) Upon completion of the course, students will be able to:	
1	<i>Distinguish between primary and secondary sources</i>
2	<i>Analyze and interpret primary sources</i>
3	<i>Effectively express ideas and arguments orally and in writing</i>
4	<i>Understand the political, economic, and social conditions present in the Iberian Peninsula and the Americas from the fifteenth century to the nineteenth</i>
5	<i>Compare Spain and Portugal's colonization of the Americas</i>
6	<i>Recognize why Spain and Portugal did not fully succeed in their efforts to conquer the Americas</i>
7	<i>Identify the key factors that led to Latin America's nineteenth-century independence movements</i>
8	<i>Recognize and explain continuity and change in Latin American history</i>

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.

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

and international citizenship.	
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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 (insert course number and name) to PROGRAM STUDENT LEARNING OUTCOMES FOR (insert name of program)		
1	<i>Not applicable to this course.</i>	I,M,E
2		
3		
4		
5		
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>Not applicable to this course.</i>	I,M,E
2		
3		
4		
5		
6		
7		
8		
9		
10		



**History of Latin America I: Precontact to 1825**  
**Fall 2013**

**COURSE DESCRIPTION:**

This course examines the emergence of Latin America from the first Mesoamerican and Andean civilizations to the wars of independence in the nineteenth century. The course examines the precontact civilizations of Latin America, and traces the process by which Spain and Portugal established colonies in the region. Topics include colonization, Indian and African resistance and rebellion, colonial gender roles, the role of the Catholic Church in colonial societies, and the nineteenth-century economic and political decline of colonial systems in Latin America. *Sections offered in Spanish.*

**Prerequisite:** ENG 100 or appropriate placement score.

**COURSE OBJECTIVES AND STUDENT OUTCOMES:**

By the end of the course, you will be able to:

1. Distinguish between primary and secondary sources.
2. Analyze and interpret primary sources.
3. Effectively express your ideas orally and in writing.
4. Understand the political, economic, and social conditions present in the Iberian Peninsula and the Americas from the fifteenth century to the nineteenth.
5. Compare Spain and Portugal's colonization of the Americas.
6. Recognize why Spain and Portugal did not fully succeed in their efforts to conquer the Americas.
7. Identify the key factors that led to Latin America's nineteenth-century independence movements.
8. Recognize and explain continuity and change in Latin American history.

**REQUIRED TEXTS:**

Mark A. Burkholder and Lyman Johnson. *Colonial Latin America*, Eighth Edition. Oxford University Press, 2012. ISBN 978-0-19-986588-8.

In addition to your textbook reading, I will assign several supplementary readings that I will post on The Q portal, under the **Handouts section**. All the readings for this course include primary and secondary sources. As you read, think about how the readings selected connect to the topics discussed in class, previous readings, and our present world. You must read each class session's readings before attending class.

**CLASS FORMAT:**

Our class sessions will combine formal lecture and class discussion. We will devote class time to discussing and analyzing the assigned readings for the day – particularly the primary sources found in our textbook and on The Q portal. Be sure to read and arrive prepared to discuss in class. Keep in mind that part of your final grade is based on your discussion participation. See the following PARTICIPATION section for further details.

**PARTICIPATION:**

You have the potential of earning ten points for each of our class meetings: ten for being present, and ten for participating; therefore, you will not get full credit for the day by simply attending class. You will participate in this course by completing reading assignments, contributing relevant comments to class discussions, and answering and asking relevant questions that demonstrate you have read and thought about the required readings.

**COURSE REQUIREMENTS:**

Please bring each day's assigned readings with you. Be sure to write down any comments or questions that arise as you read. Also, carefully read through and hold on to all the materials I give you, such as this syllabus. Finally, I encourage you to come to my office hours if you have any questions, doubts, or to simply say hello. If you are unable to see me during office hours, email me to setup a different time to meet.

**ATTENDANCE:**

Attendance is mandatory; I will call roll at the beginning of class. If you arrive after I take attendance, but less than 10 minutes late, **it is your responsibility to ensure I mark you present at the end of class.** If you arrive more than 10 minutes late, **I will mark you absent for the day.** Please let me know, in advance, if you will be unable to attend class for any reason. Moreover, let me know in advance if an extraordinary circumstance will require you to leave class early. If you leave class early without my prior consent, **I will mark you absent for the day.**

Be aware that missing class does not exempt you from obtaining and learning the material covered during your absence; therefore, ask a classmate if they will allow you to copy their notes, and make a point of seeing me ASAP during office hours.

**CLASS ETIQUETTE:**

- Be seated and ready for class by...?
- During class, **turn off or silence** all cellular phones and other sound-emitting devices, and put them away. Do not leave them on your desk. I absolutely prohibit texting, surfing the web, playing games, checking twitter, looking at Facebook, etc. Consider this your official notice. **If you use your phone during class, you will lose your participation points for the day.**
- Note-taking on personal/laptop computers is okay, but video and/or audio recording of lectures is prohibited without my prior consent.

- Use laptops for note-taking only. **If you use your laptop for any other purpose, you will lose your participation points for the day.**
- Do not eat in class (you may bring water).
- Do not pack up until I dismiss you.
- Please conduct yourselves ethically and honorably at all times.

#### **E-MAIL ETIQUETTE:**

Treat every email you send me as a **formal business letter**. Please be sure to include the following in your emails: subject, proper salutation, your name, and proper sign-off. I will discard all emails that do not meet this standard.

#### **QMAIL:**

Please check your Qmail regularly for important announcements. If you do not use your Qmail account or check it regularly, set your Qmail to forward to an email account you do use. **You are responsible for all information I send via email.** You need to inform me ASAP if you are not receiving my emails. You are welcome to call my office number and leave a voicemail message, but I will only respond via email; please do not leave a phone number and ask me to return your call.

#### **Weekly in-class reading quizzes – 10%**

I will give an in-class reading quiz each week. Be sure to keep up with your reading, as these quizzes will compose 10% of your total course grade.

#### **Paper, Stage 1: 10%**

For this assignment, formulate a thesis that explains **why** and **how** the Spanish and Portuguese monarchies lost control of most of their American domains in the eighteenth and early nineteenth centuries. Focus on three or four factors to make your argument. Include an outline of how you would like to structure your stage two essay, and provide a bibliography of sources you plan to use. I will distribute a handout with further instructions. You **MUST** provide me with a hard copy and upload an electronic copy to The Q Portal.

#### **Paper, Stage 2: 20%**

Using your Stage 1 Essay Assignment, write a 1200-word essay (**do not go over or under this word count**) that expands and further explains your Stage 1 Assignment thesis. Be sure to analyze, understand, and use the assigned primary sources to support your argument. Papers must be typed, double-spaced, and written in 12-point font. Keep in mind that the word count excludes the title page and bibliography. I will distribute a handout with further instructions. You **MUST** provide me with a hard copy and upload an electronic copy to The Q Portal.

#### **Midterm Examination: 15%**

The midterm will cover material from the first seven weeks of class. It will contain a map portion, short response questions, and an essay question.

**Final Examination: 25%**

The final exam will cover material from the entire course, with an emphasis on the second half. As with the midterm, the final will consist of a map portion, short response questions, and an essay question.

**Exam Policy:** Please write with black or blue ink. Only a pen, the exam prompt, and exam booklet may be on your desk during the exam. If you arrive **more than 10 minutes late**, I **will not** allow you to take the exam. During the exam, you **may NOT** step out of the classroom for any reason.

**GRADE BREAKDOWN:**

- **Weekly in-class reading quizzes – 10%**
- **Paper, Stage 1 – 10%**
- **Midterm – 15%**
- **Paper, Stage 2 – 20%**
- **Final – 25%**
- **Attendance and Participation – 20%**

**ESSAY & EXAM EVALUATION CRITERIA:**

## Class Discussions

- **Good to Excellent:** Informed connections and interpretations based upon the reading.
- **Satisfactory:** Demonstration that assigned reading was done.
- **No participation points:** Inattention, lack of focus in class, texting, disruptive behavior.

## Paper: Stages 1 and 2

- **Thesis:** clear, precise, and well-defined.
- **Evidence:** specific, solid evidence directly applicable to the thesis.
- **Organization:** clear, smooth, and appropriate transition from one point to the next, in fully developed paragraphs.
- **Grammar:** complete sentences; appropriate word choice; spelling.

## Exams (short responses)

- **Definition** of the term
- **Clear explanation** of the term's **significance** in world history.

### Exams (essay)

- **Thesis:** clear, precise, and well-defined.
- **Evidence:** specific primary-source evidence directly applicable to the thesis.
- **Organization:** clear, smooth, and appropriate transition from one point to the next, in fully developed paragraphs.
- **Grammar:** complete sentences; appropriate word choice; spelling.

### LATE WORK:

Late papers will be penalized a **full letter grade** for each day they are late. Please be advised that papers submitted on the due date, but after our class meeting, will be marked a day late.

### MAKE-UP QUIZZES AND EXAMS:

Unless there is a valid reason for missing a quiz or exam, and official documentation to prove it, there will be **no quiz or exam make-ups**.

### EXTRA CREDIT:

**I do not offer extra credit.** Active participation in class; timely and successful completion of all reading, assignments, and exams; and making a point to speak with me during the semester if you have questions or concerns, will help you do well in this course.

**IMPORTANT NOTE:** If you miss **5 or more** classes without a valid excuse, such as a documented medical or family emergency, you will **automatically fail the course**.

If you have any questions, concerns, or comments, feel free to see me during office hours or contact me via email.

### PLAGIARISM:

The following is QCC's official policy on plagiarism:

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

Plagiarism means taking someone else's ideas or words and presenting them as one's own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, 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 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 the college.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services.”

### **LEARNING NEEDS**

Every effort will be made to meet the 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 see me during my office hours or make an appointment to see me.

If your concerns are about a learning disability or another specific need, please see me or a learning specialist at Learning Disability Services, Room 246A. All information is strictly confidential.

### **CHILDREN ON CAMPUS**

We are an open and welcoming campus, understanding that many of our students come from diverse backgrounds and have family responsibilities along with those of being a college student. We understand that occasionally students may be required to bring children to campus. At the same time, students should understand the parameters that are important to adhere to when young children are on campus.

- Children can only be allowed in the classroom with my prior approval.
- A parent or guardian must supervise children at all times on the QCC campus, including in classrooms.

### **SCHEDULE OF LECTURES AND READINGS**

#### **Week 1: Introduction – What is Latin America and why study its history?**

Introduction and Major Themes

The Cultural Geography of Latin America: Diverse Lands and People

#### **Week 2: The Iberian World**

Iberian Society and Economy

*Colonial Latin America*, pp. 23-40

#### **Week 3: The Americas before Columbus**

The Caribbean and Mesoamerica  
*Colonial Latin America*, pp. 1-18  
The Andes and Brazil  
*Colonial Latin America*, pp. 18-23

**Week 4: Conquest and Colonization: The Caribbean and Mexico**

The Caribbean and Mexico  
*Colonial Latin America*, pp. 40-58

**Week 5: Conquest and Colonization: Central and South America – Stage 1 Paper due**

Central America, South America, and the Effects of the “Columbian Exchange”  
*Colonial Latin America*, pp. 58-90

**Week 6: “New World” Empires**

Imperial Administration  
*Colonial Latin America*, pp. 91-104  
The Role of the Church  
*Colonial Latin America*, pp. 104-118

**Week 7: Population and Labor**

Diverse Populations  
*Colonial Latin America*, pp. 119-130  
Forced Indigenous Labor  
*Colonial Latin America*, pp. 130-139  
Forced African Labor  
*Colonial Latin America*, pp. 139-151

**Week 8: In Search of Wealth: Colonial Production – Midterm**

Gold, Silver, and Sugar  
*Colonial Latin America*, pp. 152-189

**Week 9: Social Class in the Colonies**

The Top of the Social Pyramid  
*Colonial Latin America*, pp. 190-204  
The Pyramid’s Base  
*Colonial Latin America*, pp. 204-220

**Week 10: Gender Roles**

Men, Women, Marriage, and Family  
*Colonial Latin America*, pp. 221-244

**Week 11: A Closer Look at Colonial Societies – Stage 2 Paper due**

Daily Life in the Colonies: Diet, Entertainment, Crime and Punishment  
*Colonial Latin America*, pp. 245-295

**Week 12: Imperial Expansion**

Competition, Wars, and Expansion  
*Colonial Latin America*, pp. 296-319

**Week 13: The Bourbon Reforms**

Conspiracies, Political Reforms, and their Consequences  
*Colonial Latin America*, pp. 320-351

**Week 14: Crisis in the Empires**

The Effects of Foreign Revolutions  
*Colonial Latin America*, pp. 351-367

**Week 15: The Rise of Independence Movements**

Economic Crisis and Resort to Arms  
*Colonial Latin America*, pp. 368-381  
The Unconventional Revolutions  
*Colonial Latin America*, pp. 381-390

**Closing Remarks, Review, and Final**

Review and **Final**

- ❖ **I reserve the right to give quizzes and homework.**
- ❖ **Note: This syllabus may be subject to change.**



2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE  
NEW COURSE PROPOSAL

1. **Course Number and Name:** HST 207, History of Latin America II: 1825 to Present

2. **Originator:** *Ricardo Catón*

**Date:** 10/18/12

3. **Division Dean:** *Dr. James Brown*

**Date:** 10/18/12

4. **Brief Description of the Proposal:**

Create a new course designed to introduce students to the modern history of Latin America. As Quinsigamond Community College strives to provide its students a quality education and opportunities for personal growth, courses in Latin American history will serve to further enhance students' understanding of the Western Hemisphere and the world. Moreover, adding survey course in Latin American history will contribute to QCC's goal of increasing its diversity.

5. **Effective Date:** *Fall 2013*

6. **Recommended by the:** Math & Social Science Division  
**Comments:**

**Date:** 10/18/12

7. **AA Leadership Team:**

*[Signature]*

**Date:** 10/31/12

**Recommended:**                       
**Comments:**

**Not Recommended:**                     

8. **VP/Academic Affairs:**

*[Signature]*

**Date:** 10/31/12

**Recommended:**                       
**Comments:**

**Not Recommended:**                     

9. **Learning Council:**

*[Signature]*

**Date:** 11/13/12

**Recommended:**                       
**Comments:**

**Not Recommended:**                     

10. **VP/Academic Affairs:**

*[Signature]*

**Date:** 11/13/12

**Approved:**                       
**Comments:**

**Not Approved:**

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**

**NEW COURSE PROPOSAL**

<b>Course Discipline/Division:</b> <i>History/ Math and Social Sciences</i>	
<b>Course Number:</b> <i>HST 207</i>	
<b>Course Name:</b> <i>History of Latin America II: 1825 to Present</i>	
<b>Prerequisites and/or corequisites (confer with affected department coordinator):</b> <i>ENG 100 or appropriate placement score</i>	
<b>CIP code (check with IRaP Office):</b> <i>54.1099</i>	
<b>Effective Term/year:</b> <i>Fall 2013</i>	
<p><b>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</b></p> <p><i>As Quinsigamond Community College strives to provide its students a quality education and opportunities for personal growth, courses in Latin American history will serve to further enhance students' understanding of the Western Hemisphere and the world. Moreover, adding survey course in Latin American history will contribute to understanding diversity.</i></p> <p><i>This course follows a chronological and thematic approach that has become standard in modern Latin American history course across the United States, from community colleges to four-year research institutions.</i></p>	
<p><b>Is the course content similar to other courses now offered?</b> Yes ___ No <u>X</u>___</p> <p><b>If yes, attach a statement for the coordinator of the department offering the similar course.</b></p>	
<p><b>Please indicate if this course will serve as any of the following types of electives</b></p> <p><u>X</u> <b>Elective:</b> <i>Liberal Arts and Social Science</i></p> <p><u>X</u> <b>Discipline specific (name the discipline)</b> <i>History</i></p> <p>___ <b>Program specific (name the program)</b></p> <p><u>X</u> <b>Multiple perspective (confer with the Liberal Arts Coordinator)</b></p>	
<p><b>Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal.</b></p>	
<b>Expected enrollment per term:</b> 32	<b>Expected enrollment per year:</b> 64

Will any of the following be required:

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: \$1,000.00

## Course Materials

**Course number:** *HST 2XX. Exact number TBD.*

**Course name:**

*History of Latin America II: 1825 to Present*

**Credits:** 3

**Lecture Hours:** 3

**Lab hours:**

**Clinic Hours:**

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

***History of Latin America II: 1825 to Present***      **3 Credits**

*This course examines the forces and events that have shaped Latin America from the early nineteenth century to the present. It analyzes Latin America's experiences with independence movements, nationhood, dictatorships, revolution, and democracy. Through this analysis, students explain the political, economic, and social conditions present in modern Latin America.*

**Prerequisite:** *ENG 100 or appropriate placement score.*

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

Teresa Mead. *A History of Modern Latin America*. Wiley-Blackwell, 2010. ISBN 978-1-4051-2051-7

**Instructional Objectives (list):**

*Critical Thinking: Help students analyze and understand primary and secondary sources.*

*Communication: Encourage students to effectively express ideas and arguments orally and in writing.*

*Historical Perspective: Understand the political, economic, and social conditions present in the Iberian Peninsula and the Americas from the nineteenth century to the twenty-first.*

*Historical Perspective: Recognize and explain continuity and change in Latin American history.*

**Teaching procedures: (provide suggested teaching methodology):**

*Each class session will combine formal lecture and class discussion.*

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

<i>Please see course syllabus</i>
<b>Other information:</b> <i>Please see course syllabus</i> <ul style="list-style-type: none"> <li>• Suggested basis for student grading and criteria for evaluating student performance</li> <li>• Suggested attendance policy</li> <li>• Suggested plagiarism statement</li> <li>• Suggested assessment methodologies</li> </ul>
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 ( <i>HST 2XX, History of Latin America II: 1825 to Present</i> ) Upon completion of the course, students will be able to:	
1	<i>Distinguish between primary and secondary sources</i>
2	<i>Analyze and interpret primary sources</i>
3	<i>Effectively express ideas and arguments orally and in writing</i>
4	<i>Understand the political, economic, and social conditions present in the Iberian Peninsula and the Americas from the 19<sup>th</sup> century to the 21<sup>st</sup></i>
5	<i>Comprehend Latin America's relationship with the U.S. and other parts of the world</i>
6	<i>Explain how current conditions in Latin America are directly connected to the region's pre-colonial, colonial, national, and modern histories</i>
7	<i>Recognize and explain continuity and change in Latin American history</i>
8	<i>Define globalization and explain Latin America's role in the phenomenon</i>

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.

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

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 (insert course number and name) to PROGRAM STUDENT LEARNING OUTCOMES FOR (insert name of program)		
1	<i>Not applicable to this course.</i>	I,M,E
2		
3		
4		
5		
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>Not applicable to this course.</i>	I,M,E
2		
3		
4		
5		
6		
7		
8		
9		
10		

**History of Latin America II: 1825 to Present**  
**Fall 2013**

**COURSE DESCRIPTION:**

This course examines the forces and events that have shaped Latin America from the early nineteenth century to the present. It analyzes Latin America's experiences with independence movements, nationhood, dictatorships, revolution, and democracy. Through this analysis, students explain the political, economic, and social conditions present in modern Latin America. *Sections offered in Spanish.*

**Prerequisite:** ENG 100 or appropriate placement score.

**COURSE OBJECTIVES AND STUDENT OUTCOMES:**

By the end of the course, you will be able to:

1. Distinguish between primary and secondary sources.
2. Analyze and interpret primary sources.
3. Effectively express your ideas orally and in writing.
4. Understand the political, economic, and social conditions present in the Iberian Peninsula and the Americas from the eighteenth century to the twenty-first.
5. Comprehend Latin America's relationship with the U.S. and other parts of the world.
6. Explain how current conditions in Latin America are directly connected to the region's pre-colonial, colonial, national, and modern histories.
7. Recognize and explain continuity and change in Latin American history.
8. Define globalization and explain Latin America's role in the phenomenon.

**REQUIRED TEXTS:**

Teresa Mead. *A History of Modern Latin America*. Wiley-Blackwell, 2010. ISBN 978-1-4051-2051-7.

In addition to your textbook reading, I will assign several supplementary readings that I will post on The Q portal, under the **Handouts** section. All the readings for this course include primary and secondary sources. As you read, think about how the readings selected connect to the topics discussed in class, previous readings, and our present world. You must read each class session's readings before attending class.

**CLASS FORMAT:**

Our class sessions will combine formal lecture and class discussion. We will devote class time to discussing and analyzing the assigned readings for the day – particularly the primary sources found in our textbook and on The Q portal. Be sure to read and arrive prepared to discuss in

class. Keep in mind that part of your final grade is based on your discussion participation. See the following PARTICIPATION section for further details.

#### **PARTICIPATION:**

You have the potential of earning ten points for each of our class meetings: ten for being present, and ten for participating; therefore, you will not get full credit for the day by simply attending class. You will participate in this course by completing reading assignments, contributing relevant comments to class discussions, and answering and asking relevant questions that demonstrate you have read and thought about the required readings.

#### **COURSE REQUIREMENTS:**

Please bring each day's assigned readings with you. Be sure to write down any comments or questions that arise as you read. Also, carefully read through and hold on to all the materials I give you, such as this syllabus. Finally, I encourage you to come to my office hours if you have any questions, doubts, or to simply say hello. If you are unable to see me during office hours, email me to setup a different time to meet.

#### **ATTENDANCE:**

Attendance is mandatory; I will call roll at the beginning of class. If you arrive after I take attendance, but less than 10 minutes late, **it is your responsibility to ensure I mark you present at the end of class.** If you arrive more than 10 minutes late, **I will mark you absent for the day.** Please let me know, in advance, if you will be unable to attend class for any reason. Moreover, let me know in advance if an extraordinary circumstance will require you to leave class early. If you leave class early without my prior consent, **I will mark you absent for the day.**

Be aware that missing class does not exempt you from obtaining and learning the material covered during your absence; therefore, ask a classmate if they will allow you to copy their notes, and make a point of seeing me ASAP during office hours.

#### **CLASS ETIQUETTE:**

- Be seated and ready for class by...?
- During class, **turn off or silence** all cellular phones and other sound-emitting devices, and put them away. Do not leave them on your desk. I absolutely prohibit texting, surfing the web, playing games, checking twitter, looking at Facebook, etc. Consider this your official notice. **If you use your phone during class, you will lose your participation points for the day.**
- Note-taking on personal/laptop computers is okay, but video and/or audio recording of lectures is prohibited without my prior consent.
- Use laptops for note-taking only. **If you use your laptop for any other purpose, you will lose your participation points for the day.**
- Do not eat in class (you may bring water).
- Do not pack up until I dismiss you.
- Please conduct yourselves ethically and honorably at all times.

#### **E-MAIL ETIQUETTE:**



Treat every email you send me as a **formal business letter**. Please be sure to include the following in your emails: subject, proper salutation, your name, and proper sign-off. I will discard all emails that do not meet this standard.

**QMAIL:**

Please check your Qmail regularly for important announcements. If you do not use your Qmail account or check it regularly, set your Qmail to forward to an email account you do use. **You are responsible for all information I send via email.** You need to inform me ASAP if you are not receiving my emails. You are welcome to call my office number and leave a voicemail message, but I will only respond via email; please do not leave a phone number and ask me to return your call.

**Weekly in-class reading quizzes – 10%**

I will give an in-class reading quiz each week. Be sure to keep up with your reading, as these quizzes will compose 10% of your total course grade.

**Paper, Stage 1: 10%**

For this assignment, formulate a thesis that explains **why** and **how** land reform has been such an important issue in modern Latin American history (19th and 20th centuries). Focus on three or four factors to make your argument. Include an outline of how you would like to structure your stage two essay, and provide a bibliography of sources you plan to use. I will distribute a handout with further instructions. You **MUST** provide me with a hard copy and upload an electronic copy to The Q Portal.

**Paper, Stage 2: 20%**

Using your Stage 1 Essay Assignment, write a 1200-word essay (**do not go over or under this word count**) that expands and further explains your Stage 1 Assignment thesis. Be sure to analyze, understand, and use the assigned primary sources to support your argument. Papers must be typed, double-spaced, and written in 12-point font. Keep in mind that the word count excludes the title page and bibliography. I will distribute a handout with further instructions. You **MUST** provide me with a hard copy and upload an electronic copy to The Q Portal.

**Midterm Examination: 15%**

The midterm will cover material from the first seven weeks of class. It will contain a map portion, short response questions, and an essay question.

**Final Examination: 25%**

The final exam will cover material from the entire course, with an emphasis on the second half. As with the midterm, the final will consist of a map portion, short response questions, and an essay question.

**Exam Policy:** Please write with black or blue ink. Only a pen, the exam prompt, and exam booklet may be on your desk during the exam. If you arrive **more than 10 minutes late**, I will **not** allow you to take the exam. During the exam, you **may NOT** step out of the classroom for any reason.

### GRADE BREAKDOWN:

- Weekly in-class reading quizzes – 10%
- Paper, Stage 1 – 10%
- Midterm – 15%
- Paper, Stage 2 – 20%
- Final – 25%
- Attendance and Participation – 20%

### ESSAY & EXAM EVALUATION CRITERIA:

#### Class Discussions

- **Good to Excellent:** Informed connections and interpretations based upon the reading.
- **Satisfactory:** Demonstration that assigned reading was done.
- **No participation points:** Inattention, lack of focus in class, texting, disruptive behavior.

#### Paper: Stages 1 and 2

- **Thesis:** clear, precise, and well-defined.
- **Evidence:** specific, solid evidence directly applicable to the thesis.
- **Organization:** clear, smooth, and appropriate transition from one point to the next, in fully developed paragraphs.
- **Grammar:** complete sentences; appropriate word choice; spelling.

#### Exams (short responses)

- **Definition** of the term
- **Clear explanation** of the term's **significance** in world history.

#### Exams (essay)

- **Thesis:** clear, precise, and well-defined.
- **Evidence:** specific primary-source evidence directly applicable to the thesis.
- **Organization:** clear, smooth, and appropriate transition from one point to the next, in fully developed paragraphs.
- **Grammar:** complete sentences; appropriate word choice; spelling.

### LATE WORK:

Late papers will be penalized a **full letter grade** for each day they are late. Please be advised that papers submitted on the due date, but after our class meeting, will be marked a day late.

### MAKE-UP QUIZZES AND EXAMS:

Unless there is a valid reason for missing a quiz or exam, and official documentation to prove it, there will be **no quiz or exam make-ups**.

**EXTRA CREDIT:**

**I do not offer extra credit.** Active participation in class; timely and successful completion of all reading, assignments, and exams; and making a point to speak with me during the semester if you have questions or concerns, will help you do well in this course.

**IMPORTANT NOTE:** If you miss **5 or more** classes without a valid excuse, such as a documented medical or family emergency, you will **automatically fail the course**.

If you have any questions, concerns, or comments, feel free to see me during office hours or contact me via email.

**PLAGIARISM:**

The following is QCC's official policy on plagiarism:

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

Plagiarism means taking someone else's ideas or words and presenting them as one's own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, 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 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 the college.**

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services."

**LEARNING NEEDS**

Every effort will be made to meet the 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 see me during my office hours or make an appointment to see me.

If your concerns are about a learning disability or another specific need, please see me or a learning specialist at Learning Disability Services, Room 246A. All information is strictly confidential.

## **CHILDREN ON CAMPUS**

We are an open and welcoming campus, understanding that many of our students come from diverse backgrounds and have family responsibilities along with those of being a college student. We understand that occasionally students may be required to bring children to campus. At the same time, students should understand the parameters that are important to adhere to when young children are on campus.

- Children can only be allowed in the classroom with my prior approval.
- A parent or guardian must supervise children at all times on the QCC campus, including in classrooms.

## **SCHEDULE OF LECTURES AND READINGS**

### **Week 1: Introduction – What is Latin America and why study its history?**

Introduction and Major Themes  
The Cultural Geography of Latin America  
*A History of Modern Latin America*, pp. 1-21

### **Week 2: Decline of Colonial Rule**

The Failure of Absolutism  
*A History of Modern Latin America*, pp. 23-35  
Independence Fervor  
*A History of Modern Latin America*, pp. 35-47

### **Week 3: The Roads Toward Independence**

The Vital Role of Slave Revolts  
*A History of Modern Latin America*, pp. 49-66  
Diverse Routs Toward Independence  
*A History of Modern Latin America*, pp. 66-79

### **Week 4: Searching for Unity**

After Independence  
*A History of Modern Latin America*, pp. 81-93  
Liberalism and Nationalism  
*A History of Modern Latin America*, pp. 93-104

### **Week 5: Natural Resources and Foreign Interventions – Stage 1 Paper due**

Latin America and the Global Economy  
*A History of Modern Latin America*, pp. 105-117  
A New Era of Colonialism?  
*A History of Modern Latin America*, pp. 117-133

## **Week 6: Foreign Immigration and the Latin American Cultural Landscape**

Latin America's Economies

*A History of Modern Latin America*, pp. 135-144

Latin America's Diverse Cultures

*A History of Modern Latin America*, pp. 144-155

## **Week 7: The Mexican Revolution**

From the *Porfiriato* to the 1917 Constitution

*A History of Modern Latin America*, pp. 157-174

## **Week 8: Social Reform and Labor Movements – Midterm**

Demands of the Working and Middle Classes

*A History of Modern Latin America*, pp. 175-181

Politics, Revolution, and Art

*A History of Modern Latin America*, pp. 181-191

## **Week 9: Populism**

South America

*A History of Modern Latin America*, pp. 193-203; 204-206

Mexico and Central America

*A History of Modern Latin America*, pp. 203-204; 206-211

## **Week 10: Authoritarianism**

WWII and Post-War Latin America

*A History of Modern Latin America*, pp. 213-224

Authoritarianism and Struggles for Social and Economic Equality

*A History of Modern Latin America*, pp. 225-233

## **Week 11: The Cuban Revolution – Stage 2 Paper due**

From Fulgencio Batista to Raúl Castro

*A History of Modern Latin America*, pp. 235-249

## **Week 12: Modernization and Progress**

Military Coups, Youth Movements, and Guerrilla Warfare

*A History of Modern Latin America*, pp. 251-264

## **Week 13: Police States and Dirty Wars**

The Cases of Chile, Argentina, and Peru

*A History of Modern Latin America*, pp. 264-275

**Week 14: Revolutions in Central America**

Combating Authoritarianism and Inequality

*A History of Modern Latin America*, pp. 277-300

**Week 15: Latin America in the Twenty-First Century**

Continuity and Change

*A History of Modern Latin America*, pp. 300-319

Toward Greater Democracy

*A History of Modern Latin America*, pp. 319-334

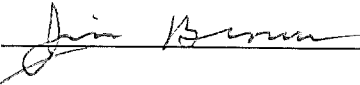
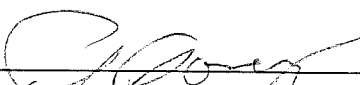


**Closing Remarks, Review, and Final**

Review and Final

- ❖ **I reserve the right to give quizzes and homework.**
- ❖ **Note: This syllabus may be subject to change.**

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

**COURSE REVISION PROPOSAL**

1. Course Number and Name : ORT 110, Strategies for College and Career
2. Originator: Maura Stickles Date: 1/19/12
3. Division Dean: James Brown Date: 2/16/12
4. Brief Description of the Proposal:
  - a. To add the Co-requisite: ENG 090 and ENG 095 or appropriate placement scores.
  - b. To revise the course description
5. Effective Date: Fall 2013
6. Recommended by the Math and Social Sciences Division Date: March 22, 2012  
Comment: \_\_\_\_\_
7. AA Leadership Team:  Date: 8/1/12  
Recommended: ☒ Not Recommended:             
Comments: \_\_\_\_\_
8. VP/Academic Affairs:  Date: 8/1/12  
Recommended: ☒ Not Recommended:             
Comments: \_\_\_\_\_
9. Learning Council:  Date: 11-13-12  
Recommended: ☒ Not Recommended:             
Comments: \_\_\_\_\_
10. VP/Academic Affairs:  Date: 11/13/12  
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 <input type="checkbox"/> Elective Type <input type="checkbox"/> other (explain)	
Course Discipline or Department: Psychology	Division: Math and Social Sciences
Current Course Number: ORT 110	
Current Course Name: Strategies for College and Career	
Current Course Description (as it appears in the college catalog):  <i>First time college students who want success and direction in their college experience gain practical skills that are directly applied to selection of a college major and future career paths. Students also gain effective learning strategies, and information on how to navigate and use college procedures and resources. Specific topics include promoting self knowledge through assessments, researching and obtaining career information, developing and practicing study and time management skills, and improving communication and decision making skills. Students integrate information about self, careers, and college through the final project in a Career/Life Plan (CAPS Plan).</i>	
Proposed Description (include all proposed changes):  <i>First time college students who want success and direction in their college experience gain practical skills that are directly applied to selection of a college major and future career paths. Students also gain effective learning strategies, and information on how to navigate and use college procedures and resources. Specific topics include promoting self knowledge through assessments, researching and obtaining career information, developing and practicing study and time management skills, and improving communication and decision making skills. Students integrate information about self, careers, and college in an academic and career plan.</i>  <i>Co-requisite: ENG 090 and ENG 095 or appropriate placement score</i>	
Rationale for the change: The course description changes reflect the course curriculum revisions that have been integrated over the past 2 semesters. The final project will reflect academic and educational planning as well as assessment results. This academic and career plan will be available to all faculty and staff advisors to assist students in educational and academic planning.  In addition, the course co-requisite has been added. To successfully complete the required reading and	



<p>writing assignments, students need to be able to read and write at the ENG 090 and ENG 095 level.</p>
<p>Provide a description of any change in course content.</p> <p>N/A</p>
<p>Does the course revision affect another department? Please confer with the coordinator of the affected department.</p> <p>Affected department(s) Developmental English Department and the General Studies Program have been consulted and are supportive.</p>
<p>If this change affects a program grid, please submit a current and proposed program grid for each program affected</p>
<p>Please submit a syllabus to your dean with all of the revisions included.</p>



2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

## DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: General Studies Health Option

2. Originator: Barbara Dawidjan

Date: 2/14/2012

3. Division Dean: Jane June

Date: 2/14/12

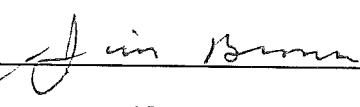
4. Brief Description of the Proposal:


Retire CAPS Plan II Option  
Revise program notes in the curriculum grid

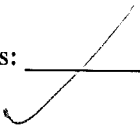
5. Effective Date: Fall 2013


6. Recommended by the \_\_\_\_\_ Division Date: \_\_\_\_\_


Comments:


7. AA Leadership Team:  Date: 8/1/12

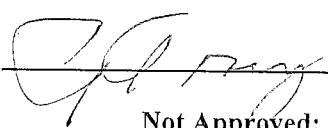
Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

8. VP/Academic Affairs:  Date: 8/1/12

Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

9. Learning Council:  Date: 11-13-12

Recommended:  Not Recommended: \_\_\_\_\_  
Comments:

10. VP/Academic Affairs:  Date: 11/13/12

Approved:  Not Approved: \_\_\_\_\_  
Comments:

2012-2013  
QUINSIGAMOND COMMUNITY COLLEGE

## DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: General Studies Health Option
Division: Health Sciences
Degree type: AA
<p>Provide a detailed list of the proposed changes to the program.</p> <p>Retire CAPS Plan II Option Revise program notes in the curriculum grid from "students must complete a CAPS Plan prior" etc. to "students must complete ORT 110 or PSY 115 prior" etc.</p>
<p>Attachments:</p> <p>Current program grid Proposed program grid</p>
Submit separate proposals for any new courses or revised courses in the program.
<p>Provide a rationale for the proposed changes.</p> <p>The CAPS Plan II Option currently in place has proven confusing for students.</p>
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.
<p>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.</p> <p>Department(s) Affected: Advising Center</p>
Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator. N/A
<p>For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?</p> <p>If yes please provide a rationale. N/A</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>

# 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	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	"C" or better in MAT 095 on the Depart. Exam or approp place score Coreq ENG 101
Self Assessment & Career Planning† or	PSY 115				3	ENG 091, ENG 096 or approp place score
Strategies for College and Career	ORT 110				3	ENG 100 or approp place score
Critical Thinking & Problem Solving	HUM 101				3	ENG 101
Semester 2						
English Composition & Literature II	ENG 102				3	MAT 099 or approp place score
Statistics	MAT 122				3	Coreq - ENG 100 or approp place score
Introduction to Medical Terminology	ALH 102				3	ENG 100 or approp place score
Intro to Pharmacology for Allied Health Prof	ALH 103				3	BIO 101 or AP Biology.
Anatomy & Physiology I	BIO 111				4	Coreq: ENG 101
Semester 3						
Speech Communication Skills	SPH 101				3	Pri/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				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
<b>Total credits required</b>					<b>63</b>	

**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 ESL courses.  
**NOTE:** Students with a CAPS Plan in place have met this requirement and can take an elective instead. Students must complete a CAPS Plan prior to the completion of twenty credits in order to register for additional courses in the General Studies Program.

\*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.

\*\*\* Suggest:

- 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

**The Degree:**  
Associate in Arts

**The Program:**  
General Studies - Health Care Option

**Admission Requirements:**

- High School Diploma or GED (refer to page 9)

**The Next Step:**

Enter a healthcare program at QCC or another college. Obtain a Bachelor's Degree through a four-year institution.

- This is a statewide Mass Transfer approved program
- More information on transfer is available on pages 22-23 or at [www.qcc.mass.edu/transfer](http://www.qcc.mass.edu/transfer)

**Program Coordinator:**

Barbara Dawidjan 508.854.4486  
[bdawidjan@qcc.mass.edu](mailto:bdawidjan@qcc.mass.edu)

**Technical Performance Standards:**

There are no specific Technical Performance Standards defined for this program.

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

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

**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 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.

\*\*\* Suggest:

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

**The Degree:**  
Associate in Arts

**The Program:**  
General Studies - Health Care Option

**Admission Requirements:**

- High School Diploma or GED (refer to page 9)

**The Next Step:**

Enter a healthcare program at QCC or another college. Obtain a Bachelor's Degree through a four-year institution.

- This is a statewide Mass Transfer approved program
- More information on transfer is available on pages 22-23 or at [www.qcc.mass.edu/transfer](http://www.qcc.mass.edu/transfer)

**Program Coordinator:**

Barbara Dawidjan 508.854.4486

[bdawidjan@qcc.mass.edu](mailto:bdawidjan@qcc.mass.edu)

**Technical Performance Standards:**

There are no specific Technical Performance Standards defined for this program.

2012-2013  
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**DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL**

1. Program Name: General Studies Associate in Arts

2. Originator: Marilyn Martin

Date: 2/14/12

3. Division Dean: James Brown

Date: 2/14/12

4. Brief Description of the Proposal:

Retire CAPS Plan II Option.  
Revise program notes in curriculum grid

5. Effective Date: Fall 2013

6. Recommended by the Math and Social Sciences Division Date: March 22, 2012

Comments:

7. AA Leadership Team: 


Date: 8/1/12

Recommended:  Not Recommended:           

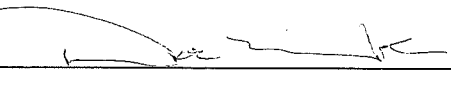
Comments:

8. VP/Academic Affairs: 

Date: 8/1/12

Recommended:  Not Recommended:           

Comments:

9. Learning Council: 

Date: 11-13-12

Recommended:  Not Recommended:           

Comments:

10. VP/Academic Affairs: 

Date: 11/13/12

Approved:  Not Approved:           

Comments:

**2012-2013**  
**QUINSIGAMOND COMMUNITY COLLEGE**

## DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: General Studies
Division: Math and Social Sciences
Degree type: AA
<p>Provide a detailed list of the proposed changes to the program.</p> <ol style="list-style-type: none"> <li>1. Retire CAPS Plan II</li> <li>2. Revise program notes in the curriculum grid from “students must complete a CAPS Plan prior” etc. to “students must complete ORT 110 or PSY 115 prior” etc.</li> </ol>
<p>Attachments:</p> <p>Current program grid</p> <p>Proposed program grid</p>
Submit separate proposals for any new courses or revised courses in the program.
<p>Provide a rationale for the proposed changes.</p> <p>The CAPS Plan II Option currently in place has proven confusing for students.</p>
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.
<p>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.</p> <p>Department(s) Affected: Advising Center, which has been advised and is supportive of this change. GS Health and GS Assoc. in Arts Option</p>
Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator. N/A
<p>For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? N/A</p> <p>If yes please provide a rationale.</p>



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.

# GENERAL STUDIES - Associate in Arts (Program Code: GS) current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
<b>Semester 1</b>						
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
Behavioral Science Elective	---	F/S/SU			3	
College Algebra <sup>†</sup> or	MAT 100	F/S/SU			3	MAT 099 or approp place score
Topics in Mathematics <sup>†</sup> or	MAT 121	F/S				MAT 099 or approp place score
Statistics <sup>†</sup>	MAT 122	F/S/SU				MAT 099 or approp place score
Strategies for College & Career <sup>†</sup> or	ORT 110	F/S/SU			3	
Self Assessment & Career Planning <sup>†</sup>	PSY 115	F/S/SU				ENG 091, ENG 096 or approp place score
Critical Thinking & Problem Solving	HUM 101	F/S/SU			3	ENG 100 or approp place score
<b>Semester 2</b>						
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
History Elective	HST ---	F/S/SU			3	
Career Elective <sup>a</sup>	---	F/S/SU			3	
Career Elective <sup>a</sup>	---	F/S/SU			3	
Elective	---	F/S/SU			3	
<b>Semester 3</b>						
Speech Communication Skills	SPH 101	F/S/SU			3	Coreq-ENG 101
Career Elective <sup>a</sup>	---	F/S/SU			3	
Humanities Elective	---	F/S/SU			3	
Laboratory Science Elective	---	F/S/SU			4	
Social Science Elective	---	F/S/SU			3	
<b>Semester 4</b>						
Humanities Elective <sup>*</sup>	---	F/S/SU			3	
Laboratory Science Elective	---	F/S/SU			4	
Social Science Elective	---	F/S/SU			3	
Career Elective <sup>a</sup>	---	F/S/SU			3	
Elective <sup>*</sup>	---	F/S/SU			3	
<b>Total credits required</b>					<b>62</b>	

## Program Notes Continued:

<sup>†</sup>Career Electives are:

- Courses with the objective of preparing students for a specific occupation or semester of occupations.
- Courses that have been recommended based upon the student's CAPS Plan.

**NOTE:** Student must complete a CAPS Plan prior to the completion of twenty credits in order to register for additional courses in the General Studies Program. Courses that meet developmental, core, or general education requirements are not career electives.

<sup>a</sup>Suggested course designations include: CIS, CSC and APA

<sup>\*</sup>200 level course

**The Degree:**  
Associate in Arts

**The Program:**  
General Studies

**Admission Requirements:**

- High School Diploma or GED (refer to page 9)

### The Next Step:

Enter the workforce based on career emphasis or transfer to a four-year program.

- This is a statewide Mass Transfer approved program  
*Former joint admissions program*
- More information on transfer is available on pages 22-23 or at [www.gcc.mass.edu/transfer](http://www.gcc.mass.edu/transfer)
- This program has transfer articulation agreements

### Program Coordinator:

Marilyn Martin 508.854.4374  
[marilynm@gcc.mass.edu](mailto:marilynm@gcc.mass.edu)

### Program Notes:

- This program can be completed at the Southbridge location.
- <sup>†</sup>In order to meet QCC graduation requirements, learner must complete MAT 100, MAT 121, MAT 122 or any college level MAT course. In order to meet the requirements of MassTransfer, learner must complete MAT 121 or higher.

<sup>\*</sup>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 ESL courses. **NOTE:** Students with a CAPS Plan in place have met this requirement and can take an elective. Students must complete a CAPS Plan prior to the completion of twenty credits in order to register for additional courses in the General Studies Program.

Continued

# GENERAL STUDIES - Associate in Arts (Program Code: GS) Proposed Curriculum Grid

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
<b>Semester 1</b>						
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100 or approp place score
Behavioral Science Elective	---	F/S/SU			3	
College Algebra <sup>†</sup> or	MAT 100	F/S/SU			3	MAT 099 or approp place score
Topics in Mathematics <sup>†</sup> or	MAT 121	F/S				MAT 099 or approp place score
Statistics <sup>†</sup>	MAT 122	F/S/SU				MAT 099 or approp place score
		F/S/SU				
Strategies for College & Career <sup>†</sup> or	ORT 110				3	Coreq ENG 090 and ENG 095 or approp place score
Self Assessment & Career Planning <sup>†</sup>	PSY 115	F/S/SU				ENG 091, ENG 096 or approp place score
Critical Thinking & Problem Solving	HUM 101	F/S/SU			3	ENG 100 or approp place score
<b>Semester 2</b>						
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
History Elective	HST ---	F/S/SU			3	
Career Elective <sup>‡</sup>	---	F/S/SU			3	
Career Elective <sup>‡</sup>	---	F/S/SU			3	
Elective	---	F/S/SU			3	
<b>Semester 3</b>						
Speech Communication Skills	SPH 101	F/S/SU			3	Coreq-ENG 101
Career Elective <sup>‡</sup>	---	F/S/SU			3	
Humanities Elective	---	F/S/SU			3	
Laboratory Science Elective	---	F/S/SU			3	
Social Science Elective	---	F/S/SU			4	
<b>Semester 4</b>						
Humanities Elective <sup>*</sup>	---	F/S/SU			3	
Laboratory Science Elective	---	F/S/SU			3	
Social Science Elective	---	F/S/SU			4	
Career Elective <sup>‡</sup>	---	F/S/SU			3	
Elective <sup>*</sup>	---	F/S/SU			3	
<b>Total credits required</b>					<b>62</b>	

## Program Notes Continued:

<sup>†</sup>Career Electives are:

- Courses with the objective of preparing students for a specific occupation or semester of occupations.
- Courses that have been recommended based upon the student's Academic and Career Plan.

**NOTE:** Student 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 Program. Courses that meet developmental, core, or general education requirements are not career electives.

<sup>‡</sup>Suggested course designations include: CIS, CSC and APA

<sup>\*</sup>200 level course.

## The Degree:

Associate in Arts

## The Program:

General Studies

## Admission Requirements:

- High School Diploma or GED (refer to page 9)

## The Next Step:

Enter the workforce based on career emphasis or transfer to a four-year program.

- This is a statewide Mass Transfer approved program  
*Former joint admissions program*
- More information on transfer is available on pages 22-23 or at [www.gcc.mass.edu/transfer](http://www.gcc.mass.edu/transfer)
- This program has transfer articulation agreements

## Program Coordinator:

Marilyn Martin 508.854.4374

[marilynm@gcc.mass.edu](mailto:marilynm@gcc.mass.edu)

## Program Notes:

- This program can be completed at the Southbridge location.

<sup>†</sup>In order to meet QCC graduation requirements, learner must complete MAT 100, MAT 121, MAT 122 or any college level MAT course. In order to meet the requirements of Mass Transfer, learner must complete MAT 121 or higher.

<sup>‡</sup>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 course.

