



TO: The College Community

FROM: Patricia Toney 
Vice President of Academic Affairs

SUBJECT: **ACADEMIC MATTERS**

DATE: October 20, 2015

Final approval has been given to the academic matters acted upon at the October 13, 2015 meeting of the Learning Council.

School of Business, Engineering & Technology - Kathy Rentsch

1. **Degree Program Revision Proposal -Automotive Technology- Associate in Applied Science (Program Code: AT)**
 - a. Move ENG 101 from semester 2 to semester 1
 - b. Move ENG 102 or ENG 105 from semester 4 to semester 2
 - c. Move Science elective or math elective from Semester 3 to semester 2
 - d. Move BUS elective from semester 4 to semester 5
 - e. Remove Humanities elective from semester 1
 - f. Remove Social Science elective from semester 2
 - g. Remove AUT 212 from semester 5
 - h. Add PSY 115 or PSY 158 to semester 3
 - i. Add Liberal Arts elective to semester 4
 - j. Add elective to semester 4
 - k. In Program Notes: Remove "'Students who place in ENG 101 should take a Humanities Elective.'
 - l. Effective: Effective Date: Fall 2016
 - m. See grid – Page 11

2. **Course Revision Proposal - MGT 222 International Business and Management**
 - a. Remove MGT 101 Introduction to Business as a prerequisite for MGT 222 International Business and Management
 - b. Effective Date: Fall 2016
 - c. **Course Description (as it will appear in catalog)**
MGT 222 International Business & Management **3 credits**
This course emphasizes the study and analysis of the nature, structures and strategies of international/global businesses. Students examine international markets, economic systems, value-chains and core competencies of a firm.
Prerequisite: ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score

3. Course Revision Proposal - BUS 299 Career Strategies and Co-Op Experience

- a. Add a prerequisite of "or permission of the Program Coordinator"
- b. Effective Date: Fall 2016
- c. Course Description (as it will appear in catalog)

BUS 299 Career Strategies and Co-Op Experience **3 credits**

This course provides students with career and employment strategies. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 150-hour unpaid or 225-hour paid cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement.

Prerequisites: ALH 151 or BKK 102 or BSS 104 or permission of the Program Coordinator

4. Degree Program Revision Proposal - BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL OPTION - Associate in Science (Program Code: BBAP)

- a. Move ENG 101 and 102 from semesters 2 and 3 to semesters 1 and 2.
- b. Move the liberal arts elective from semester 1 to semester 3.
- c. Add Prerequisite Change for BUS 299 – See Course Revision Proposal for BUS 299
- d. Effective Date: Fall 2016
- e. See grid – Page 24

5. Degree Program Revision Proposal - BUSINESS ADMINISTRATION TRANSFER FAST TRACK - Associate in Science (Program Code: BTFT)

- a. Remove BIO 105 Ecology
- b. Add SCI 103 Earth Science
- c. Effective Date: Fall 2016
- d. Note: Although SCI 103 will be offered with the fast track option, any 3 credit science course can be used.
- e. See grid – Page 30

6. Course Revision Proposal - CSC 208 Introduction to Architecture and Assembly Language

- a. Change the pre-requisite from CSC 107 or 109 to CSC 211
- b. Effective Date: Fall 2016
- c. Course Description (as it will appear in catalog)

CSC 208 Introduction to Architecture and Assembly Language **4 credits**

This course presents computers from the circuit level to higher levels of abstraction. Students work from logical gates, digital circuits, and memory, through the execution model, machine and assembly languages, and the interaction with high-level languages. Topics include the organization of computers, number representatives, assembly language instruction sets and addressing modes, procedure calling and the stack, low-level input/output, and linkers and loaders. Students write and debug programs in assembly language.

Prerequisite: CSC 211. F/S/SU

7. Course Revision Proposal - CSC 212 Software Engineering I

- a. Change the course title from **Software Engineering 1 to Introduction to Software Engineering**
- b. Change description
- c. Change the pre-requisite from **CSC-109 to CSC-211.**
- d. Effective Date: **Fall 2016**
- e. Course Description (as it will appear in catalog)

CSC 212 Introduction to Software Engineering 4 credits

The progression of software engineering topics from the previous computer science courses conclude in CSC 212, where students are asked to step beyond the programmer role and take a broader view of software development; to consider its lifecycle from problem description to maintenance. Students first practice with analysis and design of medium-sized systems. Standard modeling tools are introduced and the students complete the phases of analysis, design, implementation and testing of a medium-sized team project that includes documents such as UML diagrams or CRC cards in addition to test plans. The software engineering topics are integrated with professionalism and ethics, as well as software and information assurance topics, such as security concerns and liabilities of computer-based systems.

Prerequisite: CSC 211.

School of Health Care - Jane June

1. New Course Proposal - PHA 100 Survey of Personal Health

- a. Effective Date: **Fall 2016**
- b. Course Description (as it will appear in catalog)

PHA 100 Survey of Personal Health 3 credits

This course examines the concept of health and how it relates to all aspects of life. Students gain perspective in assessing and promoting health and healthy lifestyles. Students learn methods to prevent violence and injury, along with reducing risks in specific diseases.

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

2. New Course Proposal - PHA 103 Public Health Epidemiology

- a. Effective Date: **Fall 2016**
- b. Course Description (as it will appear in catalog)

PHA 103 Public Health Epidemiology 4 credits

This course provides students with a general introduction to Epidemiology, the central research discipline in the field of public health. This course covers the methods used in Epidemiology and introduces students to the findings of epidemiological research in key aspects of health and disease. Students learn about problems and issues currently facing public health and Epidemiology and gain experience in reading and understanding basic Epidemiology articles.

Prerequisites: CHM 101, MAT 122, PHA 100, PHA 101, PHA 102

3. New Course Proposal - PHA 299 Public Health Co-operative Externship

- a. Effective Date: **Fall 2016**
- b. Course Description (as it will appear in catalog)

PHA 299 Public Health Co-operative Externship 6 credits

This course provides students with real world experience in health careers in a public health setting. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 300-hour unpaid or 450-hour paid

cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement.

Prerequisites: BIO 241, HST 212, PHA 103

- 4. New Certificate Proposal - Public Health Certificate**
 - a. Effective Date: Fall 2016**
 - b. See grid – Page 72**

- 5. New Degree Program Proposal - General Studies - Public Health Option**
 - a. Effective Date: Fall 2016**
 - b. See grid – Page 78**

School of Humanities and Education - Clarence Ates

- 1. Degree Program Revision Proposal-Early Childhood Education (Program Code: EC)**
 - a. Revise the Early Childhood Education Associate in Arts degree as follows:**
 - i. Move ECE 101 to Semester 1**
 - ii. Move ECE 102 to Semester 2**
 - iii. Change Math Elective to MAT 111**
 - iv. Change Science Electives in Semester 1 and 2 to Lab Sciences (must be 4 credits)**
 - v. Change Social Science Elective in Semester 2 to Humanities Elective**
 - vi. History Elective in Semester 3 is designated as either World or US History (HST 115, HST 116, HST 104, HST 105, HST 106)**
 - vii. Change Elective in Semester 3 to ENG 200, Children’s Literature**
 - viii. Change one Liberal Arts elective in Semester 4 to a Social Science Elective**
 - ix. Change one Liberal Arts elective in Semester 4 to a Humanities Elective**
 - b. Effective Date: Fall 2016**
 - c. See grid – Page 87**

- 2. Close Early Childhood Education: Pre-K to Grade 2 Option (Program Code: ECPK)**
 - a. Effective Date: Fall 2016**

- 3. Close Early Childhood Education: Preschool Option (Program Code: ECPS)**
 - a. Effective Date: Fall 2016**

School of Public Service and Social Sciences - James Brown

- 1. New Course Proposal-CRJ 110 Multicultural Diversity in Criminal Justice**
 - a. Effective Date: Spring 2016**
 - b. Course Description (as it will appear in catalog)**

CRJ 110 Multicultural Diversity in Criminal Justice	3 credits
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This course examines multicultural issues and social problems relating to the implementation of justice in a culturally diverse society. Students explore and discuss issues such as hate crimes, immigration and refugees in the United States, racial profiling, multicultural issues related to terrorism, homeland security, disaster preparedness, gangs, the homeless, and the mentally ill.

Prerequisite: ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score

- 2. Degree Program Revision Proposal-Criminal Justice (Program Code: CJ)**
 - a. CRJ 110 Multicultural Diversity in Criminal Justice will replace IDS 101 Valuing and Diversity as a required course for Criminal Justice Associate in Science program.**
 - b. Effective Date: Fall 2016**
 - c. See grid – Page 110**

- 3. Certificate Revision Proposal-Human Services Certificate (Program Code: HS)**
 - a. Delete the ENG 100.**
 - b. Add GRT 101 – Intro. To Aging**
 - c. Effective Date: Fall 2016**
 - d. See grid – Page 114**

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

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

2. **Originator:** Don Morin **Date:** September 2015

3. **School Dean:** Kathy Rentsch **Date:** September 2015

4. **The requested change (motion) for governance consideration is as follows:**
 - Move ENG 101 from semester 2 to semester 1
 - Move ENG 102 or ENG 105 from semester 4 to semester 2
 - Move Science elective or math elective from Semester 3 to semester 2
 - Move BUS elective from semester 4 to semester 5
 - Remove Humanities elective from semester 1
 - Remove Social Science elective from semester 2
 - Remove AUT 212 from semester 5
 - Add PSY 115 or PSY 158 to semester 3
 - Add Liberal Arts elective to semester 4
 - Add elective to semester 4
 - In Program Notes: Remove "***Students who place in ENG 101 should take a Humanities Elective

5. **Effective Date:** Fall 2016

6. **Recommended by the** __School of Business, Engineering & Technology__ **Comments:** **Date:** 9.17.15

7. **AA Leadership Team:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments: _____

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

9. **Learning Council:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments: _____

10. **VP/Academic Affairs:** _____ **Date:** _____
Approved: _____ **Not Approved:** _____
Comments: _____

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: Automotive Technology
School: Business, Engineering & Technology
Degree type: Associate in Applied Science (Program Code: AT)
<p>Provide a detailed list of the proposed changes to the program.</p> <ul style="list-style-type: none"> Move ENG 101 from semester 2 to semester 1 Move ENG 102 or ENG 105 from semester 4 to semester 2 Move Science elective or math elective from Semester 3 to semester 2 Move BUS elective from semester 4 to semester 5 Remove Humanities elective from semester 1 Remove Social Science elective from semester 2 Remove AUT 212 from semester 5 Add PSY 115 or PSY 158 to semester 3 Add Liberal Arts elective to semester 4 Add elective to semester 4 <p>In Program Notes: Remove “**Students who place in ENG 101 should take a Humanities Elective.”</p>
<p>Attachments:</p> <ul style="list-style-type: none"> Current program grid Proposed program grid
<p>Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted.</p> <p>NA</p>
<p>Provide a rationale for the proposed changes.</p> <p>To modify and update Automotive Technology Program to align with Complete College America.</p>
<p>Do any of the proposed changes affect the program goals and/or the program student learning outcomes? Please indicate any revisions to the program goals and/or program student learning outcomes. NA</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: NA</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? NA</p> <p>If yes please provide a rationale.</p>
<p>Will any of the following be required: NA</p> <p style="padding-left: 20px;">Additional staff ____ Additional space ____ Additional equipment ____</p> <p>Provide a rationale for any needs indicated and include approximate cost of equipment.</p>

Please complete the following tables for your program.

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

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES FOR: Automotive Technology - Associate in Applied Science (Program Code: AT)		Supporting course(s)	I, M, E
1	Perform tasks to diagnose and repair components of the electrical and electronic systems.	AUT 111, AUT 113 and AUT 299	I, E
2	Perform tasks to diagnose and repair automotive engine and power transmission systems	AUT 102, AUT 121, AUT 125, AUT 251, AUT 253 and AUT 299	I, E
3	Perform tasks to diagnose and repair components of the steering and suspension systems.	AUT 102, AUT 133 and AUT 299	I, E
4	Perform tasks to diagnose and repair components of hydraulic and anti-lock brake systems.	AUT 111, AUT 131 and AUT 299	I,E
5	Perform tasks to diagnose and repair components of the climate control system.	AUT 111, AUT 141 and AUT 299	I,E
6	Perform tasks to diagnose and repair electronic powertrain control systems	AUT 111, AUT 113, AUT 211 and AUT 299	I, E
7			

For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR: Automotive Technology - Associate in Applied Science (Program Code: AT)		Supporting course(s)	I,M,E
Communication Skills: Students will write and speak effectively.		ENG 101, ENG 102, SPH 101	E
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.		ENG 101, ENG 102, SPH 101	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.		AUT 113, AUT 211, Math or Science Elective	M,E

Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	AUT 253, AUT 211, Science Elective	E
Technical Literacy: Students will utilize computer and emerging technologies effectively.	All AUT courses Math or Science Elective	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	Liberal Arts Elective	E
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	PSY 115 or PSY 158 and All Automotive Classes	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	AUT 299	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	AUT 113, AUT 211	E
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	AUT 299, Social Science Elective	E

AUTOMOTIVE TECHNOLOGY - Associate in Applied Science (Program Code: AT) - Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Fundamentals of Automotive Service	AUT 102	F			3	
Automotive Electrical Systems	AUT 111	F			4	
Brake Systems	AUT 131	F			3	
Humanities Elective*	---	F/S/SU			3	
Semester 2						
Basic Gasoline Engines	AUT 121	S			4	AUT 102
Engine Testing/Performance Analysis	AUT 125	S			4	AUT 102
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Social Science Elective	---	F/S/SU			3	
Semester 3						
Suspension, Steering & Alignment	AUT 133	S/SU			3	AUT 102
Climate Control System	AUT 141	SU			3	AUT 121
Science Elective or Mathematics Elective**	---	F/S/SU			3-4	
Semester 4						
Automotive Drive Train	AUT 251	F			3	AUT 121
Automotive Transmission & Transaxle	AUT 253	F			4	Coreq: AUT 251
Composition II or	ENG 102	F/S/SU			3	ENG 101
Technical Writing	ENG 105					
Business Elective	---	F/S/SU			3	
Semester 5						
Basic Automotive Electronics	AUT 113	S			3	AUT 111
Electronic Powertrain Control Systems	AUT 211	S			5	AUT 125
Field Experience and Cooperative Education in Automotive Technology or	AUT 299	F/S/SU			3	Approval of Program Coordinator
Hybrid-Electric Vehicle Operations	AUT 212	S				AUT 121, AUT 141 and AUT 253 or completion of an ASE Master Technician, L-1, Coreq: AUT 113, AUT 211
Speech Communication Skills	SPH 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Total Credits Required					63-64	
Program Notes:						
<ul style="list-style-type: none"> Applicants to this program must have a valid learner's permit and a driving record that is suitable for prospective employing dealership's insurance requirements. A <i>Request for Driving Record</i> will be forwarded to the MA Department of Transportation on behalf of each student accepted to the program each fall. 						
*Students who place in ENG 101 should take a Humanities Elective.						
**See Science course descriptions for course prerequisite information. Most Science Electives require a minimum of MAT 095 or higher or the appropriate placement score.						
***For the purpose of the articulation agreement with Benjamin Franklin Institute of Technology, students must complete one college level mathematics course. Students may select from among the following choices: MAT 100, MAT 121, MAT 122 or higher.						

AUTOMOTIVE TECHNOLOGY - Associate in Applied Science (Program Code: AT) - Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Fundamentals of Automotive Service	AUT 102	F			3	
Automotive Electrical Systems	AUT 111	F			4	
Brake Systems	AUT 131	F			3	
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Basic Gasoline Engines	AUT 121	S			4	AUT 102
Engine Testing/Performance Analysis	AUT 125	S			4	AUT 102
Composition II <u>or</u> Technical Writing	ENG 102 ENG 105	F/S/SU			3	ENG 101
Science Elective <u>or</u> Mathematics Elective**	---	F/S/SU			3-4	
Semester 3						
Suspension, Steering & Alignment	AUT 133	S/SU			3	AUT 102
Climate Control System	AUT 141	SU			3	AUT 121
Self-Assessment and Career Planning <u>or</u> Human Relations in Organizations	PSY 115 PSY 158	F/S/SU F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 4						
Automotive Drive Train	AUT 251	F			3	AUT 121
Automotive Transmission & Transaxle	AUT 253	F			4	Coreq: AUT 251
Liberal Arts Elective	---	F/S/SU			3	
Elective	---	F/S/SU			3	
Semester 5						
Basic Automotive Electronics	AUT 113	S			3	AUT 111
Electronic Powertrain Control Systems	AUT 211	S			5	AUT 125
Field Experience and Cooperative Education in Automotive Technology	AUT 299	F/S/SU			3	Approval of Program Coordinator
Business Elective	---	F/S/SU			3	
Speech Communication Skills	SPH 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Total Credits Required					66-67	
Program Notes: <ul style="list-style-type: none"> Applicants to this program must have a valid learner's permit and a driving record that is suitable for prospective employing dealership's insurance requirements. A <i>Request for Driving Record</i> will be forwarded to the MA Department of Transportation on behalf of each student accepted to the program each fall. <p>**See Science course descriptions for course prerequisite information. Most Science Electives require a minimum of MAT 095 or higher or the appropriate placement score.</p> <p>**For the purpose of the articulation agreement with Benjamin Franklin Institute of Technology, students must complete one college level mathematics course. Students may select from among the following choices: MAT 100, MAT 121, MAT 122 or higher.</p>						

2015- 2016
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. **Course Number and Name (current):** MGT 222 International Business and Management
2. **Originator:** Jean McLean **Date:** 8/25/15
3. **School Dean:** Kathy Rentsch **Date:** September 2015
4. **The requested change (motion) for governance consideration is as follows:**

Remove MGT 101 Introduction to Business as a prerequisite for MGT 222 International Business and Management

The following programs are affected by this change and the grids will be revised (list program names and program codes as they appear in the college catalog): None

5. **Effective Date:** Fall 2016
6. **Recommended by the** School of Business, Engineering & Technology **Comments:** _____ **Date:** 9.17.15
7. **AA Leadership Team:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments: _____
8. **VP/Academic Affairs:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments: _____
9. **Learning Council:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments: _____
10. **VP/Academic Affairs:** _____ **Date:** _____
Approved: _____ **Not Approved:** _____
Comments: _____

2015 - 2016
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: Management	School: Business, Engineering & Technology
Current Course Number: MGT 222	
Current Course Name: International Business and Management	
Current Course Description (as it appears in the college catalog):	
<p>MGT 222 International Business & Management This course emphasizes the study and analysis of the nature, structures and strategies of international/global businesses. Students examine international markets, economic systems, value-chains and core competencies of a firm. Credits: 3 Prerequisite: ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score, MGT 101</p>	
Proposed Description (include all proposed changes): <p>MGT 222 International Business & Management This course emphasizes the study and analysis of the nature, structures and strategies of international/global businesses. Students examine international markets, economic systems, value-chains and core competencies of a firm. Credits: 3 Prerequisite: ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score</p>	
Rationale for the change: Students repeat much of the material covered in MGT 101. Instructor has found that the students do not need MGT 101	
Provide a description of any change in course content. No change	
Does the course revision affect another department? Please confer with the coordinator of the affected department. Affected department(s) <input type="checkbox"/> None _____	
Attach current and proposed grids for all affected programs (listed on page 1 of this proposal).	
Please submit a generic syllabus to your dean with all of the revisions included.	

2015- 2016
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. **Course Number and Name: BUS 299 Career Strategies and Co-Op Experience**

2. **Originator: Jean McLean** **Date: 7/20/2015**

3. **School Dean: Kathy Rentsch** **Date: September 2015**

4. **The requested change (motion) for governance consideration is as follows:**

Add a prerequisite of “or permission of the Program Coordinator”

The following programs are affected by this change and the grids will be revised (list program names and program codes as they appear in the college catalog):

- Clerical Office Certificate COBB
- Medical Office Certificate MSBB
- Business Career Administrative Professional BBAP (attached to Degree Revision)
- Full Charge Keeper Certificate FCBK

5. **Effective Date: Fall 2016**

6. **Recommended by the** School of Business, Engineering & Technology **Comments:** **Date:** 9.17.15

7. **AA Leadership Team:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments: _____

8. **VP/Academic Affairs:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments: _____

9. **Learning Council:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments: _____

10. **VP/Academic Affairs:** _____ **Date:** _____

Approved: _____ **Not Approved:** _____
Comments: _____

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: Business	School: School of Business, Engineering and Technology
Current Course Number: BUS 299	
Current Course Name: Career Strategies and Co-Op Experience	
Current Course Description (as it appears in the college catalog): This course provides students with career and employment strategies. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 150-hour unpaid or 225-hour paid cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement. Credits: 3 Prerequisites: ALH 151 or BKK 102 or BSS 104	
Proposed Description (include all proposed changes): This course provides students with career and employment strategies. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 150-hour unpaid or 225-hour paid cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement. Credits: 3 Prerequisites: ALH 151 or BKK 102 or BSS 104 or permission of the Program Coordinator	
Rationale for the change: the course is offered in the same semester as the prerequisites and the prerequisites cannot be moved to the prior semester	
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) _____	
Attach current and proposed grids for all affected programs (listed on page 1 of this proposal).	
Please submit a generic syllabus to your dean with all of the revisions included.	

CLERICAL OFFICE CERTIFICATE (Program Code: COBB): Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Keyboarding Applications	BSS 101	F/S/SU			3	ENG 091 with a grade of "C" or higher; or approp place score
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Human Relations in Organizations	PSY 158	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Business Office Procedures	BSS 104	F/S/SU			3	BSS 101, CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Integrated Communications for Business	BUS 201	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, CIS 111
Career Strategies and Co-op Experience	BUS 299	F/S/SU			3	ALH 151 or BKK 102 or BSS 104
Internet Communications	HUM 142	S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Computer Literacy
Total Credits Required					27	

CLERICAL OFFICE CERTIFICATE (Program Code: COBB): Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Keyboarding Applications	BSS 101	F/S/SU			3	ENG 091 with a grade of "C" or higher; or approp place score
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Human Relations in Organizations	PSY 158	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Business Office Procedures	BSS 104	F/S/SU			3	BSS 101, CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Integrated Communications for Business	BUS 201	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, CIS 111
Career Strategies and Co-op Experience	BUS 299	F/S/SU			3	ALH 151 or BKK 102 or BSS 104 OR permission of the Program Coordinator
Internet Communications	HUM 142	S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Computer Literacy
Total Credits Required					27	

MEDICAL OFFICE CERTIFICATE (Program Code: MSBB): Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Medical Terminology	ALH 102	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Medical Law and Ethics	ALH 106	F/S			3	ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	
Keyboarding Applications	BSS 101	F/S/SU			3	ENG 091 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Business Office Procedures	BSS 104	F/S/SU			3	BSS 101, CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Medical/Dental Billing and Insurance	BSS 112	F/S			3	ALH 102
Electronic Health Records*	CIS 212	F/S			3	CIS 111, ALH 102
Career Strategies and Co-op Experience	BUS 299	F/S/SU			3	ALH 151 or BKK 102 or BSS 104
Total Credits Required					27	

Program Notes:

*BSS 212 will be accepted in place of CIS 212 until Spring 2017.

MEDICAL OFFICE CERTIFICATE (Program Code: MSBB): Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Medical Terminology	ALH 102	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Medical Law and Ethics	ALH 106	F/S			3	ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	
Keyboarding Applications	BSS 101	F/S/SU			3	ENG 091 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Business Office Procedures	BSS 104	F/S/SU			3	BSS 101, CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Medical/Dental Billing and Insurance	BSS 112	F/S			3	ALH 102
Electronic Health Records*	CIS 212	F/S			3	CIS 111, ALH 102
Career Strategies and Co-op Experience	BUS 299	F/S/SU			3	ALH 151 or BKK 102 or BSS 104 or permission of the Program Coordinator
Total Credits Required					27	

Program Notes:

*BSS 212 will be accepted in place of CIS 212 until Spring 2017.

FULL CHARGE BOOKKEEPER CERTIFICATE (Program Code: FCBK): Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Strategies for College and Career: Career & Academic Planning	ORT 109	F			1	BKK 101 MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score CIS 111 ALH 151 or BKK 102 or BSS 104
Bookkeeping II	BKK 102	F/S/SU			3	
Personal Financial Planning	FIN 111	F/S/SU			3	
Advanced Microcomputer Applications	CIS 112	F/S/SU			3	
Career Strategies and Co-op Experience	BUS 299	F/S/SU			3	
Business Law I	BSL 101	F/S/SU			3	
Total Credits Required					16	

Program Notes:

- Students complete this certificate with 16 college credits; 12 credits are transferable to the A.S. in Business Administration/Career Program (Program Code: BB).
- BKK 102 is designed to prepare students for the American Institute of Professional Bookkeepers (AIPB) certification exam within the Full Charge Bookkeeper certificate. It may not be considered equivalent to college level accounting for the purpose of transfer of credit to some baccalaureate institutions.

FULL CHARGE BOOKKEEPER CERTIFICATE (Program Code: FCBK): Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Strategies for College and Career: Career & Academic Planning	ORT 109	F			1	BKK 101 MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score CIS 111 ALH 151 or BKK 102 or BSS 104 or permission of the Program Coordinator
Bookkeeping II	BKK 102	F/S/SU			3	
Personal Financial Planning	FIN 111	F/S/SU			3	
Advanced Microcomputer Applications	CIS 112	F/S/SU			3	
Career Strategies and Co-op Experience	BUS 299	F/S/SU			3	
Business Law I	BSL 101	F/S/SU			3	
Total Credits Required					16	

Program Notes:

- Students complete this certificate with 16 college credits; 12 credits are transferable to the A.S. in Business Administration/Career Program (Program Code: BB).
- BKK 102 is designed to prepare students for the American Institute of Professional Bookkeepers (AIPB) certification exam within the Full Charge Bookkeeper certificate. It may not be considered equivalent to college level accounting for the purpose of transfer of credit to some baccalaureate institutions.

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. **Program Name: BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL OPTION - Associate in Science (Program Code: BBAP)**

2. **Originator: Jean McLean**

Date: 8/20/15

3. **School Dean: Kathy Rentsch**

Date: September 2015

4. **The requested change (motion) for governance consideration is as follows:**

Move ENG 101 and 102 from semesters 2 and 3 to semesters 1 and 2.

Move the liberal arts elective from semester 1 to semester 3.

Add Prerequisite Change for BUS 299 – See Course Revision Proposal for BUS 299

5. **Effective Date: Fall 2016**

6. **Recommended by the School of Business, Engineering &**

Date: 9.17.15

Technology _____ **Comments:**

7. **AA Leadership Team:** _____

Date: _____

Recommended: _____ **Not Recommended:** _____
Comments:

8. **VP/Academic Affairs:** _____

Date: _____

Recommended: _____ **Not Recommended:** _____
Comments:

9. **Learning Council:** _____

Date: _____

Recommended: _____ **Not Recommended:** _____
Comments:

10. **VP/Academic Affairs:** _____

Date: _____

Approved: _____ **Not Approved:** _____
Comments:

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

<p>11. Program: BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL OPTION - Associate in Science (Program Code: BBAP)</p>
<p>School: Business, Engineering & Technology</p>
<p>Degree type: AS</p>
<p>Provide a detailed list of the proposed changes to the program.</p> <ol style="list-style-type: none"> 1. Move ENG 101 and 102 from semesters 2 and 3 to semesters 1 and 2 2. Move the liberal arts elective from semester 1 to semester 3. 3. Add Prerequisite Change for BUS 299 – See Course Revision Proposal for BUS 299
<p>Attachments: Current program grid Proposed program grid</p>
<p>Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted.</p>
<p>Provide a rationale for the proposed changes. . The LA elective in semester 1 was to accommodate students in the MSBB program who could take ENG 100 in semester 1 (ENG 100 is an LA elective). Now that ENG 100 is going away and will no longer be offered in fall 16, it makes sense to move ENG 101 to the first semester and ENG 102 to the second semester like all the other programs. It also gives students a much greater choice of LA electives, having completed the English sequence, instead of having to take something with no English prereqs.</p>
<p>Do any of the proposed changes affect the program goals and/or the program student learning outcomes? Please indicate any revisions to the program goals and/or program student learning outcomes. NO</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. Department(s) Affected: No</p>
<p>Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator. No</p>
<p>For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? No If yes please provide a rationale.</p>
<p>Will any of the following be required: No Additional staff ____ Additional space ____ Additional equipment ____ Provide a rationale for any needs indicated and include approximate cost of equipment.</p>

Please complete the following tables for your program.

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

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

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

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

1. PROGRAM STUDENT LEARNING OUTCOMES FOR BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL OPTION - Associate in Science (Program Code: BBAP)		Supporting course(s)	I, M, E
1	Demonstrate keyboarding speed and accuracy with a minimum touch keyboarding rate of 30-35 words per minute on a three-minute timed writing with at least 90% accuracy.	BSS 101	E
2	Demonstrate computer literacy and conduct research from a variety of sources.	CIS 111 CIS 112 CIS 243	E
3	Communicate clearly and effectively; create a portfolio of business communications using a variety of software applications.	ENG 101 ENG 102 HUM 142 BUS 201	E
4	Meet the challenging role of the administrative professional by adapting to the technological changes in the global economy and the diverse workplace.	BSL 103 ALH 106 CIS 111 CIS 243 PSY 158	E
5	Demonstrate the skills needed to develop ideas and make decisions based on ethics, appropriate research, analysis, and critical thinking.	LA ELECTIVES ALH 106 BSL 103	M
6	Understand records management, appointment scheduling, business etiquette and develop excellent customer service skills.	ACC 101 ALH 151 BSS 104 BSS 112	E
7	Complete a 150 hour structured learning experience in which students apply skills and knowledge from the classroom to a work experience	BUS 299	E
8			
9			
10			

For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

2. GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL OPTION - Associate in Science (Program Code: BBAP)	Supporting course(s)	I,M,E
Communication Skills: Students will write and speak effectively.	ENG 101 ENG 102 BUS 201	E
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	HUM 142	M
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	ACC 101 MAT ELECTIVE	M
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.		
Technical Literacy: Students will utilize computer an emerging technologies effectively.	CIS 111 CIS 112 CIS 243 BSS 112	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	LA ELECTIVES	I
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	LA ELECTIVES	I
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	BUS 299 BUS 104 ALH 151 ALH 106	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	ALH 106 BSL 103 BSL 112	M
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	HUM 142	I

BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL OPTION - Associate in Science (Program Code: BBAP) - CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Medical Law and Ethics <u>or</u> E-Business Law & Ethics <u>or</u> Introduction to Law & Paralegal Practice Keyboarding Applications	ALH 106 BSL 103 BSL 112	F/S F/S F			3	ENG 096 with a grade of "C" or higher; or approp place score Coreq: CIS 111
Introduction to Microcomputer Applications Liberal Arts Elective Mathematics Elective*	BSS 101 CIS 111 --- ---	F/S/SU F/S/SU F/S/SU F/S/SU			3 3 3 3	ENG 091 with a grade of "C" or higher; or approp place score
Semester 2						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Medical Office Administration I <u>or</u> Business Office Procedures	ALH 151 BSS 104	F F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Coreq: ALH 102, BSS 101 BSS 101, CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Advanced Microcomputer Applications Elective	CIS 112 ---	F/S/SU F/S/SU			3 3	CIS 111
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 3						
Medical/Dental Billing and Insurance <u>or</u> Business Elective Composition II	BSS 112 ---	F/S F/S/SU			3	ALH 102
Internet Communications Elective Science Elective	ENG 102 HUM 142 --- ---	F/S/SU S/SU F/S/SU F/S/SU			3 3 3 3-4	ENG 101 ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Computer Literacy
Semester 4						
Career Strategies and Co-op Experience Database Management Application Development Social Science Elective	BUS 299 CIS 243 ---	F/S/SU F/S F/S/SU			3 3 3	ALH 151 or BKK 102 or BSS 104 CIS 105 or CIS 111
Integrated Communications for Business Human Relations in Organizations	BUS 201 PSY 158	F/S/SU F/S/SU			3 3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, CIS 111 ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Total Credits Required					60-61	

Program Notes:

*Students pursuing Business Administration Career (A.S.) are encouraged to take either MAT 103 or MAT 122.

BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL OPTION - Associate in Science (Program Code: BBAP) - PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Medical Law and Ethics <u>or</u> E-Business Law & Ethics <u>or</u> Introduction to Law & Paralegal Practice Keyboarding Applications Introduction to Microcomputer Applications	ALH 106 BSL 103 BSL 112 BSS 101 CIS 111	F/S F/S F F/S/SU F/S/SU			3 3 3	ENG 096 with a grade of "C" or higher; or approp place score Coreq: CIS 111 ENG 091 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Mathematics Elective*	---	F/S/SU			3	
Semester 2						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Medical Office Administration I <u>or</u> Business Office Procedures	ALH 151 BSS 104	F F/S/SU			3 3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Coreq: ALH 102, BSS 101 BSS 101, CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Advanced Microcomputer Applications Elective	CIS 112 ---	F/S/SU F/S/SU			3 3	CIS 111
Composition II	ENG 102	F/S/SU			3	ENG 101
Semester 3						
Medical/Dental Billing and Insurance <u>or</u> Business Elective Liberal Arts Elective	BSS 112 ---	F/S F/S/SU			3 3	ALH 102
Internet Communications Elective Science Elective	HUM 142 --- ---	S/SU F/S/SU F/S/SU			3 3 3-4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Computer Literacy
Semester 4						
Career Strategies and Co-op Experience	BUS 299	F/S/SU			3	ALH 151 or BKK 102 or BSS 104 or permission of Program Coordinator
Database Management Application Development Social Science Elective	CIS 243 ---	F/S F/S/SU			3 3	CIS 105 or CIS 111
Integrated Communications for Business Human Relations in Organizations	BUS 201 PSY 158	F/S/SU F/S/SU			3 3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, CIS 111 ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Total Credits Required					60-61	

Program Notes:

*Students pursuing Business Administration Career (A.S.) are encouraged to take either MAT 103 or MAT 122.

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program Name: BUSINESS ADMINISTRATION TRANSFER FAST TRACK - Associate in Science (Program Code: BTFT)

1.

2. **Originator:** Jean McLean

Date: 8/20/15

3. **School Dean:** Kathy Rentsch

Date: September 2015

4. **The requested change (motion) for governance consideration is as follows:**

1. Remove BIO 105 Ecology (4 cr.)
2. Add SCI 103 Earth Science (3 cr).

5. **Effective Date:** Fall 2016

6. **Recommended by the** School of Business, Engineering &

Date: 9.17.15

Technology _____ **Comments:**

7. **AA Leadership Team:** _____

Date: _____

Recommended: _____ **Not Recommended:** _____

Comments:

8. **VP/Academic Affairs:** _____

Date: _____

Recommended: _____ **Not Recommended:** _____

Comments:

9. **Learning Council:** _____

Date: _____

Recommended: _____ **Not Recommended:** _____

Comments:

10. **VP/Academic Affairs:** _____

Date: _____

Approved: _____ **Not Approved:** _____

Comments:

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: BTFT
School: Business, Engineering & Technology
Degree type: AS
Provide a detailed list of the proposed changes to the program. 1. In BTFT remove BIO 105, Ecology (4 cr.) 2. Add SCI 103, Earth Science (3 cr).
Attachments: Current program grid Proposed program grid
Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted.
Provide a rationale for the proposed changes. In the Business Transfer program (BTFT is just BT accelerated) students need only 7 credits of science. We have been offering only 4 credit sciences in the accelerated modality. Students will find it easier to take a 3 credit science instead of a science with an online lab. We will retain SCI 106, The Living World, as the 4 credit lab science
Do any of the proposed changes affect the program goals and/or the program student learning outcomes? Please indicate any revisions to the program goals and/or program student learning outcomes. 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: Science. Conferred with coordinator
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? 1 credit change; does not affect transfer If yes please provide a rationale.
Will any of the following be required: Additional staff ____ Additional space ____ Additional equipment ____ Provide a rationale for any needs indicated and include approximate cost of equipment.

Please complete the following tables for your program.

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

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES FOR BUSINESS ADMINISTRATION TRANSFER FAST TRACK - Associate in Science (Program Code: BTFT)		Supporting course(s)	I, M, E
1	Demonstrate an understanding of the practice of business, including management, marketing and accounting, and the application of this knowledge in a business setting.	BUS ELECTIVES ACC 101 ACC102 ACC 222 MAT 122 MAT 123	
2	Transfer to a business administration bachelor’s degree program.	ALL	
3	Communicate effectively using written, oral and nonverbal techniques, including the use of technology in gathering and presenting information	ENG 101 ENG 102 SPH 101 HUM 101	
4	Recognize the presence of various cultures in the business world and comprehend the need to have a global perspective when analyzing and planning in a business environment.	PHI 131 BUS ELECTIVES	
5	Demonstrate their knowledge of the concept of ethics and how businesses integrate social responsibility into their ongoing operations.	PHI 131 BUS ELECTIVES	
6	Comprehend the rapid change taking place in the business environment and demonstrate an ability to engage in ongoing professional development.	CIS 111 ECO 215 ECO 216	
7	Use critical thinking skills to appraise and evaluate business practices, including the use of quantitative and qualitative techniques.	HUM 101	
8			
9			
10			

For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR BUSINESS ADMINISTRATION TRANSFER FAST TRACK - Associate in Science (Program Code: BTFT)	Supporting course(s)	I,M,E
Communication Skills: Students will write and speak effectively.	ENG 101 ENG 102 SPH 101 HUM 101	E
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	ENG 101 CIS 111 HUM 101	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	MAT 122 MAT 123	E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	SCI ELECTIVES	E
Technical Literacy: Students will utilize computer an emerging technologies effectively.	CIS 111 ACC 222	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	LA ELECTIVES	M
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	LA ELECTIVES	M
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	PHI 131	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	HUM 101	M
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	PHI 131 ECO 215	M

BUSINESS ADMINISTRATION TRANSFER FASTTRACK - Associate in Science (Program Code: BTFT): Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Introduction to Microcomputer Applications <u>or</u> Advanced Microcomputer Applications*	CIS 111	F			3	CIS 111
Business Law I <u>or</u> Business Elective*	CIS 112 BSL 101 ---	F			3	
Critical Thinking and Problem Solving <u>or</u> Humanities Elective*	HUM 101 ---	F			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Financial Accounting I	ACC 101	S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Financial Accounting II	ACC 102	S			3	ACC 101
Speech Communication Skills <u>or</u> Humanities Elective*	SPH 101 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Business <u>or</u> Elective*	MGT 101 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Managerial Accounting	ACC 222	SU			3	ACC 102
Principles of Marketing <u>or</u> Business Elective*	MRK 201 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Composition II	ENG 102	F			3	ENG 101
Principles of Macroeconomics	ECO 215	F			3	Coreq: ENG 101 or placement into ENG 101
Principles of Microeconomics	ECO 216	F			3	Coreq: ENG 101 or placement into ENG 101
Statistics	MAT 122	S			3	MAT 099 with a "C" or higher on the MAT 099 departmental final exam or approp place score
Integrated Science: The Living World <u>or</u> Lab Science Elective*	SCI 106 ---	S			4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 095 with a "C" or higher on the MAT 095 departmental final exam or approp place score
Principles of Management <u>or</u> Business Elective*	MGT 211 ---	S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
College Mathematics I: Pre-Calculus <u>or</u> Applied Calculus*	MAT 123 MAT 231	SU			3	MAT 100 or approp place score MAT 123 or approp place score
United States Government <u>or</u> Social Science Elective*	PSC 201 ---	SU			3	ENG 101
Principles of Ecology <u>or</u> Science Elective <u>or</u> Lab Science Elective*	BIO 105 ---	SU			3-4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Introduction to Ethics <u>or</u> Humanities Elective*	PHI 131 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Total Credits Required					61-62	

Program Notes:

- All FastTrack courses are provided in a blended format requiring student participation online over the Internet.
- *Alternate courses are not offered in the FastTrack accelerated format.

BUSINESS ADMINISTRATION TRANSFER FASTTRACK - Associate in Science (Program Code: BTFT): Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Introduction to Microcomputer Applications <u>or</u> Advanced Microcomputer Applications*	CIS 111	F			3	CIS 111
Business Law I <u>or</u> Business Elective*	CIS 112 BSL 101 ---	F			3	
Critical Thinking and Problem Solving <u>or</u> Humanities Elective*	HUM 101 ---	F			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Financial Accounting I	ACC 101	S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Financial Accounting II	ACC 102	S			3	ACC 101
Speech Communication Skills <u>or</u> Humanities Elective*	SPH 101 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Business <u>or</u> Elective*	MGT 101 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Managerial Accounting	ACC 222	SU			3	ACC 102
Principles of Marketing <u>or</u> Business Elective*	MRK 201 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Composition II	ENG 102	F			3	ENG 101
Principles of Macroeconomics	ECO 215	F			3	Coreq: ENG 101 or placement into ENG 101
Principles of Microeconomics	ECO 216	F			3	Coreq: ENG 101 or placement into ENG 101
Statistics	MAT 122	S			3	MAT 099 with a "C" or higher on the MAT 099 departmental final exam or approp place score ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 095 with a "C" or higher on the MAT 095 departmental final exam or approp place score
Integrated Science: The Living World <u>or</u> Lab Science Elective*	SCI 106 ---	S			4	
Principles of Management <u>or</u> Business Elective*	MGT 211 ---	S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
College Mathematics I: Pre-Calculus <u>or</u> Applied Calculus*	MAT 123 MAT 231	SU			3	MAT 100 or approp place score MAT 123 or approp place score
United States Government <u>or</u> Social Science Elective*	PSC 201 ---	SU			3	ENG 101
Earth Science <u>or</u> Science Elective <u>or</u> Lab Science Elective*	SCI 103 ---	SU			3-4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 090 with a "C" or higher on the MAT 090 departmental final exam or approp place score
Introduction to Ethics <u>or</u> Humanities Elective*	PHI 131 ---	SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Total Credits Required					61-62	

Program Notes:

- All FastTrack courses are provided in a blended format requiring student participation online over the Internet.

*Alternate courses are not offered in the FastTrack accelerated format.

COURSE REVISION PROPOSAL

1. Course Number and Name : **CSC 208 Introduction to Architecture and Assembly Language**

2. Originator: **Hao Loi** Date: **8/24/2015**

3. School Dean: **Kathy Rentsch** Date: **September 2015**

4. The requested change (motion) for governance consideration is as follows:
Change the pre-requisite from CSC 107 or 109 to CSC 211

The following programs are affected by this change and the grids will be revised (list program names and program codes as they appear in the college catalog):
COMPUTER SCIENCE TRANSFER - Associate in Science (Program Code: CS)

5. Effective Date: **Fall 2016**

6. Recommended by the _____ School Date: _____
Comment:

7. AA Leadership Team: _____ Date: _____
Recommended: _____ Not Recommended: _____
Comments:

8. VP/Academic Affairs: _____ Date: _____
Recommended: _____ Not Recommended: _____
Comments:

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

10. VP/Academic Affairs: _____ Date: _____
Approved: _____ Not Approved: _____
Comments:

2015-2016
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: Computer Science	Division: Business, Engineering & Technology
Current Course Number: CSC 208	
Current Course Name: Introduction to Computer Architecture and Assembly Language	
Current Course Description (as it appears in the college catalog): CSC 208 Introduction to Architecture and Assembly Language - 4 credits This course presents computers from the circuit level to higher levels of abstraction. Students work from logical gates, digital circuits, and memory, through the execution model, machine and assembly languages, and the interaction with high-level languages. Topics include the organization of computers, number representatives, assembly language instruction sets and addressing modes, procedure calling and the stack, low-level input/output, and linkers and loaders. Students write and debug programs in assembly language. Prerequisite: CSC 107 or CSC 109. F/S/SU	
Proposed Description (include all proposed changes): CSC 208 Introduction to Architecture and Assembly Language - 4 credits This course presents computers from the circuit level to higher levels of abstraction. Students work from logical gates, digital circuits, and memory, through the execution model, machine and assembly languages, and the interaction with high-level languages. Topics include the organization of computers, number representatives, assembly language instruction sets and addressing modes, procedure calling and the stack, low-level input/output, and linkers and loaders. Students write and debug programs in assembly language. Prerequisite: CSC 211. F/S/SU	
Rationale for the change: This course requires some knowledge of C programming language which covers in CSC-211.	
Provide a description of any change in course content. No change in the course content.	
Does the course revision affect another department? Please confer with the coordinator of the affected department. No Affected department(s) _____	
If this change affects a program grid, please submit a current and proposed program grid for each program affected. See grid attached to CSC 212 Course Revision	
Please submit a syllabus to your dean with all of the revisions included.	

COURSE REVISION PROPOSAL

1. **Course Number and Name : CSC 212 Software Engineering I**
2. **Originator:** Hao Loi **Date:** 8/24/2015
3. **School Dean:** Kathy Rentsch **Date:** September 2015
4. **The requested change (motion) for governance consideration is as follows:**
Change the course title from **Software Engineering 1 to Introduction to Software Engineering**
Change description as noted below
Change the pre-requisite from CSC-109 to CSC-211.

The following programs are affected by this change and the grids will be revised (list program names and program codes as they appear in the college catalog):
COMPUTER SCIENCE TRANSFER - Associate in Science (Program Code: CS)

5. **Effective Date:** Fall 2016
6. **Recommended by the** _____ **School** **Date:** _____
Comment:
7. **AA Leadership Team:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:
8. **VP/Academic Affairs:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:
9. **Learning Council:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:
10. **VP/Academic Affair :** _____ **Date:** _____
Approved: _____ **Not Approved:** _____
Comments:

2015-2016
 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: Computer Science	Division: Business, Engineering & Technology
Current Course Number: CSC 212	
Current Course Name: Software Engineering I	
<p>Current Course Description (as it appears in the college catalog): CSC 212 Software Engineering I - 4 credits This course is the third in a three-course sequence that provides students with a foundation in computer science. The progression of software engineering topics from the previous two courses concludes in CSC 212, where students are asked to step beyond the programmer role and take a broader view of software development; to consider its lifecycle from problem description to maintenance. Students first practice with analysis and design of medium-sized systems. Standard modeling tools are introduced and the students complete the phases of analysis, design, implementation and testing of a medium-sized team project that includes documents such as UML diagrams or CRC cards in addition to test plans. Students consider design patterns and write applications using data structures and templates. The software engineering topics are integrated with professionalism and ethics, as well as software and information assurance topics, such as security concerns and liabilities of computer-based systems. Prerequisite: CSC 109. F/S</p>	
<p>Proposed Description (include all proposed changes): CSC 212 Introduction to Software Engineering - 4 credits The progression of software engineering topics from the previous computer science courses conclude in CSC 212, where students are asked to step beyond the programmer role and take a broader view of software development; to consider its lifecycle from problem description to maintenance. Students first practice with analysis and design of medium-sized systems. Standard modeling tools are introduced and the students complete the phases of analysis, design, implementation and testing of a medium-sized team project that includes documents such as UML diagrams or CRC cards in addition to test plans. The software engineering topics are integrated with professionalism and ethics, as well as software and information assurance topics, such as security concerns and liabilities of computer-based systems. Prerequisite: CSC 211. F/S/SU</p>	
<p>Rationale for the change: Students should take this course as the final course in the Computer Science course sequence at QCC. Minor revision to the course description. There is no change to the student learning outcomes or course content. The change in the title is to clarify the intention of this course which is an introduction to software engineering practices.</p>	
<p>Provide a description of any change in course content. No change in the course content.</p>	
Does the course revision affect another department? Please confer with the coordinator of the affected department. No	
If this change affects a program grid, please submit a current and proposed program grid for each program affected. See attached for CSC 208 and CSC 212	
Please submit a syllabus to your dean with all of the revisions included.	

COMPUTER SCIENCE TRANSFER - Associate in Science (Program Code: CS): Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Calculus I	MAT 233	F/S/SU			4	MAT 124
Computer Science I	CSC 108	F/S/SU			4	CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Coreq: MAT 100 or approp place score
Lab Science	---	F/S/SU			4	
Social Science Elective	---	F/S/SU			3	
Semester 2						
Composition II	ENG 102	F/S/SU			3	ENG 101
Calculus II	MAT 234	F/S/SU			4	MAT 233
Computer Science II	CSC 109	F/S/SU			4	CSC 106 or CSC 108
Lab Science	---	F/S/SU			4	
Social Science Elective	---	F/S/SU			3	
Semester 3						
Programming with Data Structures	CSC 211	F/S/SU			4	CSC 107 or CSC 109 or CIS 225
Humanities Elective	---	F/S/SU			3	
Discrete Mathematics	MAT 125	F/S			3	MAT 123 or approp place score
Speech Communication Skills	SPH 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Humanities Elective	---	F/S/SU			3	
Semester 4						
Software Engineering I	CSC 212	F/S			4	CSC 109
Probability & Statistics for Engineers and Scientists	MAT 237	F/S/SU			3	MAT 234
Introduction to Architecture and Assembly Language	CSC 208	F/S/SU			4	CSC 107 or CSC 109
Social Science Elective	---	F/S/SU			3	
Total Credits Required					66	
Program Notes: <ul style="list-style-type: none"> • Students should note that most required courses carry minimum prerequisites of CIS 111 and MAT 100. • <i>The Computer Science Transfer program utilizes a virtual laboratory. Students enrolled in all CSC courses required in this program will be required to bring their own PC/Windows laptop to class. Please see: www.gcc.edu/academics/engineering-technology/computer-science-transfer.</i> • WPI awards no transfer credit for any online course work. Students are advised to consult with their transfer institution(s) of choice for similar policies. 						

COMPUTER SCIENCE TRANSFER - Associate in Science (Program Code: CS): Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Calculus I	MAT 233	F/S/SU			4	MAT 124
Computer Science I	CSC 108	F/S/SU			4	CIS 111, ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, Coreq: MAT 100 or approp place score
Lab Science	---	F/S/SU			4	
Social Science Elective	---	F/S/SU			3	
Semester 2						
Composition II	ENG 102	F/S/SU			3	ENG 101
Calculus II	MAT 234	F/S/SU			4	MAT 233
Computer Science II	CSC 109	F/S/SU			4	CSC 106 or CSC 108
Lab Science	---	F/S/SU			4	
Social Science Elective	---	F/S/SU			3	
Semester 3						
Programming with Data Structures	CSC 211	F/S/SU			4	CSC 107 or CSC 109 or CIS 225
Humanities Elective	---	F/S/SU			3	
Discrete Mathematics	MAT 125	F/S			3	MAT 123 or approp place score
Speech Communication Skills	SPH 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Humanities Elective	---	F/S/SU			3	
Semester 4						
Introduction to Software Engineering	CSC 212	F/S			4	CSC 211
Probability & Statistics for Engineers and Scientists	MAT 237	F/S/SU			3	MAT 234
Introduction to Architecture and Assembly Language	CSC 208	F/S/SU			4	CSC 211
Social Science Elective	---	F/S/SU			3	
Total Credits Required					66	

Program Notes:

- Students should note that most required courses carry minimum prerequisites of CIS 111 and MAT 100.
- *The Computer Science Transfer program utilizes a virtual laboratory. Students enrolled in all CSC courses required in this program will be required to bring their own PC/Windows laptop to class. Please see: www.qcc.edu/academics/engineering-technology/computer-science-transfer.*
- WPI awards no transfer credit for any online course work. Students are advised to consult with their transfer institution(s) of choice for similar policies.

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

1. **Course Number and Name:** PHA 100 Survey of Personal Health

2. **Originator:** Jamie Vallejos

Date: July 29, 2015

3. **School Dean:** Jane E. June

Date: August 18, 2015

4. **The requested change (motion) for governance consideration is as follows:**

The School of Healthcare moves that PHA 100 Survey of Personal Health be adopted as a new course.

5. **Effective Date:** Fall 2016

6. **Recommended by the** _____ **Healthcare** _____ **School**
Comments:

Date: September 17, 2015

7. **AA Leadership Team:** _____

Date: _____

Recommended: _____
Comments:

Not Recommended: _____

8. **VP/Academic Affairs:** _____

Date: _____

Recommended: _____
Comments:

Not Recommended: _____

9. **Learning Council:** _____

Date: _____

Recommended: _____
Comments:

Not Recommended: _____

10. **VP/Academic Affairs:** _____

Date: _____

Approved: _____
Comments:

Not Approved: _____

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Department: Public Health	School: Healthcare
Course Number: PHA 100	
Course Name: Survey of Personal Health	
Prerequisites and/or corequisites (confer with affected department coordinator): ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score	
CIP code (check with IRaP Office): 51.2208	
Effective Term/year: Fall 2016	
Give a rationale for the new course. Be sure to indicate whether this course replaces another course. This course aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative, and Healthy People 2020.	
Is the course content similar to other courses now offered? Yes ___ No <u>X</u> ___ If yes, attach a statement for the coordinator of the department offering the similar course.	
Please indicate if this course will serve as any of the following types of electives <u>X</u> ___ Elective (any college level course can serve as an elective) ___ Specific Type (indicate Business, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science) ___ Program specific (name the program) ___ Multiple perspective (confer with the Liberal Arts Coordinator)	
Is this course required for a program? If yes, submit a separate DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here. General Studies – Public Health Option Public Health Certificate	
Expected enrollment per term: 20	Expected enrollment per year: 40
Will any of the following be required: No Additional staff ___ Additional space ___ Additional equipment ___ Provide a rationale for any needs indicated above and include approximate cost of equipment.	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: PHA 100		
Course name: Survey of Personal Health		
Credits: 3		
Lecture Hours: 45	Lab hours: 0	Clinic Hours: 0
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>This course examines the concept of health and how it relates to all aspects of life. Students gain perspective in assessing and promoting health and healthy lifestyles. Students learn methods to prevent violence and injury, along with reducing risks in specific diseases. <i>Prerequisites: ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score.</i></p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text): Health the Basics, Donatelle, R.J. Benjamin Cummings, San Francisco 2014, ISBN-13: 978-0321910424</p>		
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> 1. Describe the issues that affect social and personal health at a local and global level 2. List and describe health risk factors 3. Explain how social and behavioral changes modify health risk factors 4. Describe strategies that help promote behavior change 5. Design and apply strategies that promote behavior change 6. Formulate current state personal health assessments 7. Evaluate personal health assessments 		
<p>Teaching procedures: (provide suggested teaching methodology): Class discussions on chapter readings and medical articles will be the center of methodology stimulating student centered learning.</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p> <p>Accessing your health Promoting and accessing your health Managing stress and coping with life's challenges Preventing violence and injury Building healthy relationships and understanding sexuality Considering your reproductive choices Recognizing and avoiding addiction and drug abuse Drinking alcohol responsibly and ending tobacco use Eating for a healthier you Reaching and maintaining a healthy weight Improving your personal fitness Reducing your risk of cardiovascular disease and cancer Protecting against infectious diseases and sexually transmitted infections Preparing for aging, death and dying Promoting environmental health Making smart health care choice</p>		

Other information:

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

Chapter readings and articles:	20%
Exams:	40%
Online discussions:	10%
Final:	15%
Take home assignments/quizzes	15%

The assignment of grades at QCC are based on the absolute scale below:

Academic	Grades	Quality	Points
A	95-100	Outstanding	4.0
A-	90-94		3.7
B+	87-89		3.3
B	83-86	High Quality	3.0
B-	80-82		2.7
C+	77-79		2.3
C	73-76	Average	2.0
C-	70-72		1.7
D+	67-69		1.3
D	63-66		1.0
D-	60-62		0.7
F	Failed		0.0

- college attendance policy (see current Student Handbook)

Attendance is expected to all classes. There is close correlation between attendance and academic success. The college makes no distinction between excused and unexcused absences. If a student is not present in class, he/she is absent, regardless of the reason. Students are responsible for all material covered during an absence, including obtaining class notes, handouts, assignments and submitting assignments due.

Absence to more than two classes will initiate meeting between student and instructor to assess continuation on the course. When absent, a student will not earn credit for graded activities in which he/she did not participate. Attendance is recorded as required by QCC financial aid policies.

Students are responsible for course content delivered online through Blackboard in the event of school cancellations due to inclement weather or other reasons.

- college plagiarism statement (see current Student Handbook)
- Suggested assessment methodologies

Class will meet once a week, readings from the textbook will be assigned for each topic. Additional readings and or articles will be required for some but not all chapters and topics. Discussions will take place in class and online. Online discussions will be tracked, students will post their opinion and will answer to two posts. Points will be awarded if posts take place during specific posting times. There will also be quizzes throughout the semester, both in-ground and online.

Please attach a generic syllabus for this new course.

QUINSIGAMOND COMMUNITY COLLEGE PHA 100 SURVEY OF PERSONAL HEALTH (3 Credits)

COURSE DESCRIPTION

This course examines the concept of health and how it relates to all aspects of life. Students gain perspective in assessing and promoting health and healthy lifestyles. Students learn methods to prevent violence and injury, along with reducing risks in specific diseases. *Prerequisites: ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score.*

REQUIRED COURSE MATERIALS

Health the Basics, Donatelle, R.J. Benjamin Cummings, San Francisco 2014, ISBN-13: 978-0321910424

CLASS SCHEDULE AND METHODOLOGY

Class will meet once a week on _____ from _____. Readings from the textbook will be assigned for each topic (see class schedule). Additional readings and or articles will be required for some but not all chapters and topics. Discussions will take place in class and online. Online discussions will be tracked, students will post their opinion and will answer to two posts. Points will be awarded if posts take place during specific posting times. There will also be quizzes throughout the semester, both in-ground and online.

REQUIRED COURSE SUPPLEMENTS:

Blackboard™ is the online course management platform used by QCC and will be used extensively in this section of PHA 104 to organize the course, post assignments, distribute class notes & other documents as well as administer some online assessments. All course assignments will be posted and organized on Blackboard.

Blackboard postings must be checked several times per week for assignments and various learning activities and assessments.

Access to and regular use of a computer with high-speed internet access is required for this course.

INSTRUCTIONS TO ACCESS PHA 104 ON BLACKBOARD

To access Blackboard (Bb):

1. Log on to <https://mycourses.qcc.edu> or through the Q.
2. Enter your username and password (If you do not have your QCC credentials yet, click on the Activate Your Account link at the bottom of the page and follow the directions)
3. When in on the Q click on the Bb icon.
4. Click on the Course Title listed under *My Courses*.

Help-Desk Services:

- If you experience any technical difficulties, please contact the help-desk at (508) 854-4427 or help@qcc.mass.edu.
- Notify me right away if you are unable to access the Blackboard site for this course. However any technical issues have to be resolved by the Help-desk.

QCC EMAIL

QCC creates an email account for each student. Students enrolled in this course must use and check their QCC email account on a regular basis. Especially the day of class to make sure there is no last minute changes, cancellations, weather alerts, etc.

All correspondence will be sent to the student's QCC email account. To simplify things, students may easily redirect email from their QCC accounts to any other email address that they designate.

1. Notify me right away if you are unable to access your QCC email account. However as mentioned before the issue must be resolved by the Help-desk.
2. For email issues, contact the QCC Help Desk (see details above).

ATTENDANCE POLICY

Attendance is expected to all classes. There is close correlation between attendance and academic success. The college makes no distinction between excused and unexcused absences. If a student is not present in class, he/she is absent, regardless of the reason. Students are responsible for all material covered during an absence, including obtaining class notes, handouts, assignments and submitting assignments due. **Absence to more than two classes will initiate meeting between student and instructor to assess continuation on the course.** When absent, a student will not earn credit for graded activities in which he/she did not participate. Attendance is recorded as required by QCC financial aid policies.

Students are responsible for course content delivered online through Blackboard in the event of school cancellations due to inclement weather or other reasons.

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

LEARNING OUTCOMES

Students that successfully complete this course will demonstrate the following competencies

1. Describe the issues that affect social and personal health at a local and global level
2. List and describe health risk factors
3. Explain how social and behavioral changes modify health risk factors
4. Describe strategies that help promote behavior change
5. Design and apply strategies that promote behavior change
6. Formulate current state personal health assessments
7. Evaluate personal health assessments

IMPORTANT POLICY NOTES

Make up exams.

- To be fair and consistent with all students and to maintain standards, a student may be allowed to make up one (1) missed exam during the semester (but not the final exam).
- One make-up exam applies to unavoidable absence due to illness or another serious circumstance preventing attendance; it does not apply to doing poorly on the exam and getting another chance to take the exam for a better grade.
- The missed exam must be made up within 7 days of the original exam date and at a time mutually convenient to the instructor and student.
- It is the responsibility of the student to contact me (email) within 24 hours of the scheduled exam to request a makeup. Failure to do so may result in a "0".
- The makeup exam may be a different format than the original exam.

Absence from the Final exam or failure to submit Final exam written or electronic without prior discussion/arrangement with the instructor will result in an F/("0") on that exam with no makeup allowed. ***Absolutely no exceptions.***

Online or on ground quizzes may be administered through Blackboard or on paper.

- Online activities will not be postponed. Failure to submit within stipulated timeframe will result in a "0". There is no provision for makeup, regardless of the reason for missing the quiz. Assignments and Quizzes play a vital part in this course. They are organized to coincide with lectures and have to be done before exams in order to serve as an effective learning tool.
- I recommend you do not take online quizzes on the evening prior to our meeting since there is no provision for extending the deadline if you encounter technical or any other difficulties.

Examinations typically include content from 1-5 chapters, but may also have a comprehensive component from previously covered select material. The final exam includes new material as well as a comprehensive component that includes selected/defined concepts covered throughout the semester. An "I" grade will be given only by prior permission of and after discussion with me.

Withdrawal. Failure to continue coming to class after consulting with me does not constitute a course withdrawal. Any student who stops attending class during the course of the semester without officially withdrawing from the course will receive a final grade of "F." A "drop/add" form must be completed by the student to officially withdraw from PHA 104.

Extra Credit. Requests from students for special projects to improve grades are not appropriate, and will not be provided. There is no provision for "extra credit" or "re-taking" quizzes or exams.

Learning objectives for each chapter are provided.

Notes for the class are posted within 24 hours of class; these notes should be reviewed before the next class. The section(s) of the textbook related to material covered in class should be read after class to expand class notes and identify questions as they arise. It is also advisable to review student notes when studying for an exam.

Cell Phones and other electronic device must be silenced during class. Interruptions from these devices will not be tolerated. Electronic devices may not be used during class.

Assignments may be completed and submitted electronically. Not all assignments are collected and/or graded. For those assignments that are submitted electronically you must have access to a good internet connection, and you should always have access to a second computer just in case something goes wrong. There is no provision for re-assigning quizzes or tests because "something went wrong with your computer". There will be no exceptions to this.

Students should carefully review all graded material upon its return. Questions on grading should be directed to me within 1

week after receipt of graded work and will not be re-evaluated again after this point, especially at the end of the course. Be sure to offer evidence to substantiate any challenge related to course content.

GRADING POLICY

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

Chapter readings and articles:	20%
Exams:	40%
Online discussions:	10%
Final:	15%
Take home assignments/quizzes	15%

The assignment of grades at QCC are based on the absolute scale below:

Academic	Grades	Quality	Points
A	95-100	Outstanding	4.0
A-	90-94		3.7
B+	87-89		3.3
B	83-86	High Quality	3.0
B-	80-82		2.7
C+	77-79		2.3
C	73-76	Average	2.0
C-	70-72		1.7
D+	67-69		1.3
D	63-66		1.0
D-	60-62		0.7
F	Failed		0.0

RECOMMENDATIONS FOR SUCCESS IN SURVEY OF PERSONAL HEALTH

- Being responsible for knowing what is assigned, accessing course material and meeting deadlines.
- Reviewing notes, reading related sections of text and practicing material after each class as well as preparing for next class.
- Attend and be engaged in every class.
- Complete assignments thoroughly, carefully and by the assigned deadline.
- Be resourceful in finding information to help you learn.
- Analyze diagrams, figures, data tables to get overview of basic principle as well as the details (in sequence) of cause and effect relationships; ask questions as needed.
- Think about the information learned; reading comprehension and critical thinking are critical skills.

ACADEMIC HONESTY

True learning can exist only in an environment of intellectual honesty. Plagiarism is defined as using or knowingly representing the words or ideas of another as one's own in any academic exercise. Be aware that legally the student enrolled in this course is responsible for all of the work assigned; therefore all work submitted must be your own. Students are responsible for being knowledgeable about what constitutes cheating and plagiarism. I reserve the right to fail a student who engages in cheating or plagiarism. Violations of the QCC Honesty Policy will be referred to the Dean of Academic Affairs for judicial review. Refer to the QCC Policy on Academic Honesty for additional information.

STATEMENT ON DISABILITIES:

QCC affirms its commitment to complying with Section 504 of the Rehabilitation Act of 1973 which states that "No otherwise qualified handicapped individual in the United States"...shall, solely by reason of a temporary or on-going disability condition, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. If you know or think that you have an academic, emotional/psychological and/or medical condition that significantly affects your learning experience please submit appropriate documentation to the Counselor for Students with Disabilities, as soon as possible. The Counseling or Students with Disability Services Team members are the designated persons to review your documentation, protect the confidentiality of the information disclosed, and to discuss the most reasonable accommodation options with you. Students who wish to access services based on a learning disability must provide current appropriate documentation. They are assisted with understanding their individual learning profiles. Appropriate adjustments are then recommended. Services, based on the recommendation, are provided through the academic support center and Disability services. Disability services must notify me if you qualify for special accommodations.

Withdrawal from Courses (refer to QCC Catalog)

Please see withdrawal policy on catalog.

ACADEMIC SUPPORT CENTER

Tutoring is available in the Academic Support Center for all students who need help with their coursework.

Week #	Week of	Book Chapter	Book Content
1		1	Accessing your health
2		2&3	Promoting and accessing your health Managing stress and coping with life's challenges
3		4&5	Preventing violence and injury Building healthy relationships and understanding sexuality
4		6 <i>Exam I</i> <i>Chapters 1-5</i>	Considering your reproductive choices
5		7&8	Recognizing and avoiding addiction and drug abuse Drinking alcohol responsibly and ending tobacco use
6		9	Eating for a healthier you
7		10	Reaching and maintaining a healthy weight
8		11 <i>Exam II</i> <i>Chapters 6-10</i>	Improving your personal fitness
9		12	Reducing your risk of cardiovascular disease and cancer
10		13	Protecting against infectious diseases and sexually transmitted infections
'11		14 <i>Exam III</i> <i>Chapters 11-14</i>	Preparing for aging, death and dying
12		15	Promoting environmental health
13		16	Making smart health care choice
14			Project Presentations
15		Final	

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

COURSE STUDENT LEARNING OUTCOMES FOR PHA 100 Survey of Personal Health	
Upon completion of the course, students will be able to:	
1	Describe the issues that affect social and personal health at a local and global level.
2	List and describe health risk factors.
3	Explain how social and behavioral changes modify health risk factors.
4	Describe strategies that help promote behavior change.
5	Design and apply strategies that promote behavior change.
6	Formulate current state personal health assessment.
7	Evaluate personal health assessments.

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 PHA 100 Survey of Personal Health TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	E

Technical Literacy: Students will utilize computer and emerging technologies effectively.	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	E
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	I

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

- 1. **Course Number and Name:** PHA 103 Public Health Epidemiology
- 2. **Originator:** Jamie Vallejos **Date:** July 29, 2015
- 3. **School Dean:** Jane E. June **Date:** August 18, 2015

4. **The requested change (motion) for governance consideration is as follows:**

The School of Healthcare moves that PHA 103 Public Health Epidemiology be adopted as a new course.

5. **Effective Date:** Fall 2016

6. **Recommended by the** _____ **Healthcare** _____ **School** **Date:** September 17, 2015
Comments:

7. **AA Leadership Team:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:

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

9. **Learning Council:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:

10. **VP/Academic Affairs:** _____ **Date:** _____
Approved: _____ **Not Approved:** _____
Comments:

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Department: Public Health	School: Healthcare
Course Number: PHA 103	
Course Name: Public Health Epidemiology	
Prerequisites and/or corequisites (confer with affected department coordinator): CHM 101, MAT 122, PHA 100, PHA 101, PHA 102	
CIP code (check with IRaP Office): 51.2208	
Effective Term/year: Fall 2016	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</p> <p>This course aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative, and Healthy People 2020.</p>	
<p>Is the course content similar to other courses now offered? Yes ___ No <u>X</u></p> <p>If yes, attach a statement for the coordinator of the department offering the similar course.</p>	
<p>Please indicate if this course will serve as any of the following types of electives</p> <p><u>X</u> Elective (any college level course can serve as an elective)</p> <p>___ Specific Type (indicate Business, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science)</p> <p>___ Program specific (name the program)</p> <p>___ Multiple perspective (confer with the Liberal Arts Coordinator)</p>	
<p>Is this course required for a program? If yes, submit a separate DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.</p> <p>General Studies – Public Health Option Public Health Certificate</p>	
Expected enrollment per term: 20	Expected enrollment per year: 40
<p>Will any of the following be required: No</p> <p style="padding-left: 40px;">Additional staff ___ Additional space ___ Additional equipment ___</p> <p>Provide a rationale for any needs indicated above and include approximate cost of equipment.</p>	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: PHA 103		
Course name: Public Health Epidemiology		
Credits: 4		
Lecture Hours: 60	Lab hours:	Clinic Hours:
<p>General course description and prerequisites (as it will appear in the catalog):</p> <p>This course provides students with a general introduction to Epidemiology, the central research discipline in the field of public health. This course covers the methods used in Epidemiology and introduces students to the findings of epidemiological research in key aspects of health and disease. Students learn about problems and issues currently facing public health and Epidemiology and gain experience in reading and understanding basic Epidemiology articles.</p> <p>Prerequisites: CHM 101, MAT 122, PHA 100, PHA 101, PHA 102</p>		
<p>All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):</p> <p>Epidemiology 101, Robert Friis, Jones and Bartlett Publishers, Sudbury MA 2010, ISBN-13: 978-0-7637-5443-3.</p>		
<p>Instructional Objectives (list):</p> <ol style="list-style-type: none"> 1. Describe the historical roots of epidemiological thinking and their contribution to the evolution of the scientific method. 2. Explain how ethical principles affect epidemiological research. 3. Use rates and proportions to express numerically the amount and distribution of health and non-health related outcomes. 4. Use the distribution of a health related outcome in groups to generate hypotheses that might provide a causal explanation. 5. Explain basic statistical and epidemiological concepts of estimation, inference and adjustment to 6. establish association. 7. Explain how to use evidence of association to make a judgment about whether and association is causal using the principles of contributory cause. 8. Describe the basic epidemiological study designs that are used to test hypothesis, identify associations, and establish causation. 9. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings. 10. Apply the concepts of benefits, harms, and cost to a public health decision. 11. Describe the broad applicability of epidemiological methods to clinical and basic science as well as public policy. 		
<p>Teaching procedures: (provide suggested teaching methodology):</p> <p>Class discussions on chapter readings and medical articles will be the center of methodology stimulating student centered learning.</p>		
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):</p> <p>History, Philosophy, and uses of Epidemiology Epidemiologic Measurements used to describe disease occurrence Data and additional measures of disease occurrence Descriptive Epidemiology: Patterns of disease- Person, place, time Association and causality</p>		

CLASS SCHEDULE AND METHODOLOGY

Class will meet once a week on _____ from _____. Readings from the textbook will be assigned for each topic (see class schedule). Additional readings and or articles will be required for some but not all chapters and topics.

REQUIRED COURSE SUPPLEMENTS:

Blackboard™ is the online course management platform used by QCC and will be used extensively in this section of PHA 103 to organize the course, post assignments, distribute class notes & other documents as well as administer some online assessments. All course assignments will be posted and organized on Blackboard.

Blackboard postings must be checked several times per week for assignments and various learning activities and assessments.

Access to and regular use of a computer with high-speed internet access is required for this course.

INSTRUCTIONS TO ACCESS PHA 103 ON BLACKBOARD

To access Blackboard (Bb):

1. Log on to <https://mycourses.qcc.edu> or through the Q.
2. Enter your username and password (If you do not have your QCC credentials yet, click on the Activate Your Account link at the bottom of the page and follow the directions)
3. When in on the Q click on the Bb icon.
4. Click on the Course Title listed under *My Courses*.

Help-Desk Services:

- If you experience any technical difficulties, please contact the help-desk at (508) 854-4427 or help@qcc.mass.edu.
- Notify me right away if you are unable to access the Blackboard site for this course. However any technical issues have to be resolved by the Help-desk.

QCC EMAIL

QCC creates an email account for each student. Students enrolled in this course must use and check their QCC email account on a regular basis. Specially the day of class to make sure there is no last minute changes, cancellations, weather alerts, etc.

All correspondence will be sent to the student's QCC email account. To simplify things, students may easily redirect email from their QCC accounts to any other email address that they designate.

1. Notify me right away if you are unable to access your QCC email account. However as mentioned before the issue must be resolved by the Help-desk.
2. For email issues, contact the QCC Help Desk (see details above).

ATTENDANCE POLICY

Attendance is expected to all classes. There is close correlation between attendance and academic success. The college makes no distinction between excused and unexcused absences. If a student is not present in class, he/she is absent, regardless of the reason. Students are responsible for all material covered during an absence, including obtaining class notes, handouts, assignments and submitting assignments due. **Absence to more than two classes will initiate meeting between student and instructor to assess continuation on the course.** When absent, a student will not earn credit for graded activities in which he/she did not participate. Attendance is recorded as required by QCC financial aid policies.

Students are responsible for course content delivered online through Blackboard in the event of school cancellation due to inclement weather or without inclement weather due to other reasons.

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

LEARNING OUTCOMES

1. Describe the historical roots of epidemiological thinking and their contribution to the evolution of the scientific method.
2. Explain how ethical principles affect epidemiological research.
3. Use rates and proportions to express numerically the amount and distribution of health and non-health related outcomes.
4. Use the distribution of a health related outcome in groups to generate hypotheses that might provide a causal explanation.
5. Explain basic statistical and epidemiological concepts of estimation, inference and adjustment to establish association.
6. Explain how to use evidence of association to make a judgment about whether and association is causal using the principles of contributory cause.
7. Describe the basic epidemiological study designs that are used to test hypothesis, identify associations, and establish causation.
8. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in

different settings.

9. Apply the concepts of benefits, harms, and cost to a public health decision.

10. Describe the broad applicability of epidemiological methods to clinical and basic science as well as public policy.

IMPORTANT POLICY NOTES

Make up exams.

- To be fair and consistent with all students and to maintain standards, a student may be allowed to make up one (1) missed exam during the semester (but not the final exam).
- One make-up exam applies to unavoidable absence due to illness or another serious circumstance preventing attendance; it does not apply to doing poorly on the exam and getting another chance to take the exam for a better grade.
- The missed exam must be made up within 7 days of the original exam date and at a time mutually convenient to the instructor and student.
- It is the responsibility of the student to contact me (email) within 24 hours of the scheduled exam to request a makeup. Failure to do so may result in a "0".
- The makeup exam may be a different format than the original exam.

Absence from the Final exam or failure to submit Final exam written or electronic without prior discussion/arrangement with the instructor will result in an F/("0") on that exam with no makeup allowed. **Absolutely no exceptions.**

Weekly online or on ground quizzes may be administered through Blackboard or on paper.

- Online activities will not be postponed. Failure to submit within stipulated timeframe will result in a "0". There is no provision for makeup, regardless of the reason for missing the quiz. Assignments and Quizzes play a vital part in this course. They are organized to coincide with lectures and have to be done before exams in order to serve as an effective learning tool.
- I recommend you do not take online quizzes on the evening prior to our meeting since there is no provision for extending the deadline if you encounter technical or any other difficulties.

Examinations typically include content from 1-2 chapters, but may also have a comprehensive component from previously covered select material. The final exam includes new material as well as a comprehensive component that includes selected/defined concepts covered throughout the semester. An "I" grade will be given only by prior permission of and after discussion with me.

Withdrawal. Failure to continue coming to class after consulting with me does not constitute a course withdrawal. Any student who stops attending class during the course of the semester without officially withdrawing from the course will receive a final grade of "F." A "drop/add" form must be completed by the student to officially withdraw from PHA 103.

Extra Credit. Requests from students for special projects to improve grades are not appropriate, and will not be provided. There is no provision for "extra credit" or "re-taking" quizzes or exams.

Learning objectives for each chapter are provided.

Notes for the class are posted within 24 hours of class; these notes should be reviewed before the next class. The section(s) of the textbook related to material covered in class should be read after class to expand class notes and identify questions as they arise. It is also advisable to review student notes when studying for an exam.

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Students should carefully review all graded material upon its return. Questions on grading should be directed to me within 1 week after receipt of graded work and will not be re-evaluated again after this point, especially at the end of the course. Be sure to offer evidence to substantiate any challenge related to course content.

GRADING POLICY

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

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

The assignment of grades at QCC are based on the absolute scale below:

Academic	Grades	Quality	Points
A	95-100	Outstanding	4.0
A-	90-94		3.7
B+	87-89		3.3
B	83-86	High Quality	3.0
B-	80-82		2.7
C+	77-79		2.3
C	73-76	Average	2.0
C-	70-72		1.7
D+	67-69		1.3
D	63-66		1.0
D-	60-62		0.7
F	Failed		0.0

RECOMMENDATIONS FOR SUCCESS IN PUBLIC HEALTH EPIDEMIOLOGY

- Being responsible for knowing what is assigned, accessing course material and meeting deadlines.
- Reviewing notes, reading related sections of text and practicing material after each class as well as preparing for next class.
- Attend and be engaged in every class.
- Complete assignments thoroughly, carefully and by the assigned deadline.
- Be resourceful in finding information to help you learn.
- Analyze diagrams, figures, data tables to get overview of basic principle as well as the details (in sequence) of cause and effect relationships; ask questions as needed.
- Think about the information learned; reading comprehension and critical thinking are critical skills.

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Withdrawal from Courses (refer to QCC Catalog)

Please see withdrawal policy on catalog.

ACADEMIC SUPPORT CENTER

Tutoring is available in the Academic Support Center for all students who need help with their coursework.

CLASS OBJECTIVES

History, Philosophy, and uses of Epidemiology

- Define the term Epidemiology
- Describe two ways in which Epidemiology may be considered a liberal arts discipline
- State three important landmarks in the history of Epidemiology
- Describe three uses of Epidemiology

Epidemiologic Measurements used to describe disease occurrence

- State three mathematical terms used in Epidemiology
- Differentiate between incidence and prevalence
- State one epidemiologic measure of morbidity and mortality
- Define the term specific rate

Data and additional measures of disease occurrence

- State three factors that affect the quality of epidemiologic data
- List four data sources that are used in epidemiologic research
- Calculate two epidemiologic measures
- State one source of epidemiologic data available from an international organization

Descriptive Epidemiology: Patterns of disease- Person, place, time

- Define the term descriptive Epidemiology
- Discuss types of descriptive epidemiologic studies and their uses
- Describe the process of epidemiologic inference in the context of descriptive Epidemiology
- Give two examples each of person, place, and time variables and describe how they relate to the distribution of health outcomes

Association and causality

- Distinguish between non-causal and causal associations
- Describe two methods for displaying data graphically
- State three criteria of causality
- State one example of how chance affects epidemiologic associations

Analytic Epidemiology: types of study designs

- State three ways in which study designs differ from one another
- Describe case-control, ecologic, and cohort studies
- Calculate an odds ratio, relative risk, and attributable risk
- State appropriate uses of randomized controlled trials and quasi experimental designs

Epidemiology and the policy arena

- Define the term health policy
- Discuss risk assessment
- Give two examples of policies that are applicable to Epidemiology
- Discuss the relationship between policy and screening for disease

Infectious diseases and outbreak investigation

- Describe modes of transmission of communicable diseases
- Name three microbial agents associated with infectious diseases
- Describe the Epidemiology of two infectious diseases
- State procedures for investigating infectious disease outbreaks

Social and behavioral Epidemiology

- Give two examples of how lifestyle is associated with negative health outcomes
- State the linkage between tobacco use and adverse health outcomes
- Describe the Epidemiology of one form of substance abuse
- Describe the Epidemiology of two important mental disorders

Special epidemiologic applications

- Distinguish between molecular and genetic Epidemiology
- Define the term environmental Epidemiology
- Describe two applications of occupational Epidemiology
- State a role for Epidemiology in the primary prevention of unintentional injuries and violence

Week #	Week of	Book Chapter	Book Content
1		1	History, Philosophy, and uses of Epidemiology

2		2	Epidemiologic Measurements used to describe disease occurrence
3		3	Data and additional measures of disease occurrence
4		Exam I 4	Descriptive Epidemiology: Patterns of disease- Person, place, time
5		5	Association and causality
6		6	Analytic Epidemiology: types of study designs
7		Exam II 7	Epidemiology and the policy arena
8		8	Infectious diseases and outbreak investigation
9		9	Social and behavioral Epidemiology
10		Exam III 10	Special epidemiologic applications
11		Handout	Using Epidemiology to evaluate health services
12		Handout	Epidemiology and public policy
13		Handout	Ethical and professional issues in Epidemiology
14			Project Presentations
15		Final	

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

COURSE STUDENT LEARNING OUTCOMES FOR PHA 103 Public Health Epidemiology	
Upon completion of the course, students will be able to:	
1	Describe the historical roots of epidemiological thinking and their contribution to the evolution of the scientific method.
2	Explain how ethical principles affect epidemiological research.
3	Use rates and proportions to express numerically the amount and distribution of health and non-health related outcomes.
4	Use the distribution of a health related outcome in groups to generate hypotheses that might provide a causal explanation.
5	Explain basic statistical and epidemiological concepts of estimation, inference and adjustment to establish association.
6	Explain how to use evidence of association to make a judgment about whether and association is causal

	using the principles of contributory cause.
7	Describe the basic epidemiological study designs that are used to test hypothesis, identify associations, and establish causation.
8	Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings.
9	Apply the concepts of benefits, harms, and cost to a public health decision.
10	Describe the broad applicability of epidemiological methods to clinical and basic science as well as public policy.

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 PHA 103 Public Health Epidemiology TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	E
Technical Literacy: Students will utilize computer an emerging technologies effectively.	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances	E

on the individual, society and the environment.	
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	I

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

1. **Course Number and Name:** PHA 299 Public Health Co-operative Externship

2. **Originator:** Jamie Vallejos **Date:** August 17, 2015

3. **School Dean:** Jane E. June **Date:** August 18, 2015

4. **The requested change (motion) for governance consideration is as follows:**

The School of Healthcare moves that PHA 299 Public Health Co-operative Externship be adopted as a new course.

5. **Effective Date:** Fall 2016

6. **Recommended by the** ___Healthcare_____ **School** **Date:** September 17, 2015
Comments:

7. **AA Leadership Team:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments:

8. **VP/Academic Affairs:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments:

9. **Learning Council:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments:

10. **VP/Academic Affairs:** _____ **Date:** _____

Approved: _____ **Not Approved:** _____
Comments:

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Department: Public Health	School: Healthcare
Course Number: PHA 299	
Course Name: Public Health Co-operative Externship	
Prerequisites and/or corequisites (confer with affected department coordinator): <i>Prerequisites: BIO 241, HST 212, PHA 103</i>	
CIP code (check with IRaP Office): 51.2208	
Effective Term/year: Fall 2016	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course.</p> <p>This course aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative, and Healthy People 2020.</p>	
<p>Is the course content similar to other courses now offered? Yes ___ No <u>X</u></p> <p>If yes, attach a statement for the coordinator of the department offering the similar course.</p>	
<p>Please indicate if this course will serve as any of the following types of electives</p> <p><input type="checkbox"/> Elective (any college level course can serve as an elective)</p> <p><input type="checkbox"/> Specific Type (indicate Business, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science)</p> <p><input type="checkbox"/> Program specific (name the program) General Studies - Public Health Option</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 DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.</p> <p>General Studies – Public Health Option</p>	
Expected enrollment per term: 20	Expected enrollment per year: 40
<p>Will any of the following be required:</p> <p style="text-align: center;">Additional staff ___ Additional space ___ Additional equipment ___</p> <p>Provide a rationale for any needs indicated above and include approximate cost of equipment.</p>	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: PHA 299			
Course name: Public Health Co-operative Externship			
Credits: 6			
Lecture Hours: 30		Lab hours:	
		Clinic Hours:	
General course description and prerequisites (as it will appear in the catalog):			
<p>This course provides students with real world experience in health careers in a public health setting. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 300-hour unpaid or 450-hour paid cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible for securing a timely Co-op placement. <i>Prerequisites: BIO 241, HST 212, PHA 103</i></p>			
All required texts and paperbacks, including information on publisher and edition used (provide a suggested text): No textbook will be assigned for this class, handouts and other materials will be distributed and posted on Blackboard™.			
Instructional Objectives (list):			
<ol style="list-style-type: none"> 1. Demonstrate oral and written communication skills to share Public Health information with patients, providers and the public. 2. Demonstrate knowledge of basic concepts and methods in Public Health. 3. Demonstrate ability to analyze and interpret basic everyday health related data to describe the distribution of disease in different populations. 4. Demonstrate knowledge of the structure and function of the U.S. Healthcare System. 5. Apply Public Health concepts and techniques for administration, development and management of health programs. 6. Recognize social and cultural differences in the community. 7. Identify economic, environmental, ethical, legal, political and social issues and their effect in Public Health. 			
Teaching procedures: (provide suggested teaching methodology):			
Readings and articles will be assigned and distributed for each topic (see class schedule).			
Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):			
1		1	Communicable Diseases and Vaccination
2		2	Chronic Diseases

3		3	Tobacco
4		Exam I 4	Poor diet and physical inactivity
5		5	Environmental issues in Public Health
6		6	Population Health
7		Exam II 7	Mental Health
8		8	AIDS
9		9	Cancer
10		Exam III 10	Adolescent and reproductive health
11		11	Use of data in Public Health
12		12	U.S. Health Care System and Reform
13		13	Emergency Preparedness
14		Final- Presentations	
15		Final – Presentations	

Other information:

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

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

Case studies and article review: (Around 10) 20%

Exams: 50%

Final Presentation 10%

Take home assignments/quizzes 20%

The assignment of grades at QCC are based on the absolute scale below:

Academic	Grades	Quality	Points
A	95-100	Outstanding	4.0
A-	90-94		3.7
B+	87-89		3.3
B	83-86	High Quality	3.0
B-	80-82		2.7
C+	77-79		2.3
C	73-76	Average	2.0
C-	70-72		1.7
D+	67-69		1.3
D	63-66		1.0
D-	60-62		0.7
F	Failed		0.0

- college attendance policy (see current Student Handbook)

Attendance is expected to all classes. There is close correlation between attendance and academic success. The college makes no distinction between excused and unexcused absences. If a student is not present in class, he/she is absent, regardless of the reason. Students are responsible for all material covered during an absence, including obtaining class notes, handouts, assignments and submitting assignments due. **Absence to more than two classes will initiate meeting between student and instructor to assess continuation on the course.** When absent, a student will not earn credit for graded activities in which he/she did not participate. Attendance is recorded as required by QCC financial aid policies.

Students are responsible for course content delivered online through Blackboard in the event of school cancellation due to inclement weather or without inclement weather due to other reasons.

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

- college plagiarism statement (see current Student Handbook)
- Suggested assessment methodologies

Readings and articles will be assigned and distributed for each topic (see class schedule).

Please attach a generic syllabus for this new course.

QUINSIGAMOND COMMUNITY COLLEGE PHA 299 Public Health Co-operative Externship (6 Credits)

COURSE DESCRIPTION

This course provides students with real world experience in health careers in a public health setting. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success. Co-op Placement: Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 300-hour unpaid or 450-hour paid cooperative work experience related to their particular major. The faculty member and career placement services can provide Co-op placement assistance, but students are ultimately responsible

for securing a timely Co-op placement. *Prerequisites: BIO 241, HST 212, PHA 103*

REQUIRED COURSE MATERIALS

No textbook will be assigned for this class, handouts and other materials will be distributed and posted on **Blackboard**™.

CLASS SCHEDULE AND METHODOLOGY

Class will meet once a week on _____ from _____. Readings and articles will be assigned and distributed for each topic (see class schedule).

REQUIRED COURSE SUPPLEMENTS:

Blackboard™ is the online course management platform used by QCC and will be used extensively in this section of PHA 299 to organize the course, post assignments, distribute class notes & other documents as well as administer some online assessments. All course assignments will be posted and organized on Blackboard.

Blackboard postings must be checked several times per week for assignments and various learning activities and assessments.

Access to and regular use of a computer with high-speed internet access is required for this course.

INSTRUCTIONS TO ACCESS PHA 299 ON BLACKBOARD

To access Blackboard (Bb):

1. Log on to <https://mycourses.qcc.edu> or through the Q.
2. Enter your username and password (If you do not have your QCC credentials yet, click on the Activate Your Account link at the bottom of the page and follow the directions)
3. When in on the Q click on the Bb icon.
4. Click on the Course Title listed under *My Courses*.

Help-Desk Services:

- If you experience any technical difficulties, please contact the help-desk at (508) 854-4427 or help@qcc.mass.edu.
- Notify me **right away** if you are unable to access the Blackboard site for this course. However any technical issues have to be resolved by the Help-desk.

QCC EMAIL

QCC creates an email account for each student. Students enrolled in this course must use and check their QCC email account on a regular basis. Especially the day of class to make sure there is no last minute changes, cancellations, weather alerts, etc.

All correspondence will be sent to the student's QCC email account. To simplify things, students may easily redirect email from their QCC accounts to any other email address that they designate.

1. Notify me right away if you are unable to access your QCC email account. However as mentioned before the issue must be resolved by the Help-desk.
2. For email issues, contact the QCC Help Desk (see details above).

ATTENDANCE POLICY

Attendance is expected to all classes. There is close correlation between attendance and academic success. The college makes no distinction between excused and unexcused absences. If a student is not present in class, he/she is absent, regardless of the reason. Students are responsible for all material covered during an absence, including obtaining class notes, handouts, assignments and submitting assignments due. **Absence to more than two classes will initiate meeting between student and instructor to assess continuation on the course.** When absent, a student will not earn credit for graded activities in which he/she did not participate. Attendance is recorded as required by QCC financial aid policies.

Students are responsible for course content delivered online through Blackboard in the event of school cancellation due to inclement weather or without inclement weather due to other reasons.

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

LEARNING OUTCOMES

1. Demonstrate oral and written communication skills to share Public Health information with patients, providers and the public.
2. Demonstrate knowledge of basic concepts and methods in Public Health.
3. Demonstrate ability to analyze and interpret basic everyday health related data to describe the distribution of disease in different populations.
4. Demonstrate knowledge of the structure and function of the U.S. Healthcare System.

5. Apply Public Health concepts and techniques for administration, development and management of health programs.
7. Recognize social and cultural differences in the community.
8. Identify economic, environmental, ethical, legal, political and social issues and their effect in Public Health.

IMPORTANT POLICY NOTES

Make up exams.

- To be fair and consistent with all students and to maintain standards, a student may be allowed to make up one (1) missed exam during the semester (but not the final exam).
- One make-up exam applies to unavoidable absence due to illness or another serious circumstance preventing attendance; it does not apply to doing poorly on the exam and getting another chance to take the exam for a better grade.
- The missed exam must be made up within 7 days of the original exam date and at a time mutually convenient to the instructor and student.
- It is the responsibility of the student to contact me (email) within 24 hours of the scheduled exam to request a makeup. Failure to do so may result in a “0”.
- The makeup exam may be a different format than the original exam. Absence from the Final exam or failure to submit Final exam written or electronic without prior discussion/arrangement with the instructor will result in an F/ (“0”) on that exam with no makeup allowed. *Absolutely no exceptions.*

Weekly online or on ground quizzes may be administered through Blackboard or on paper.

- Online activities will not be postponed. Failure to submit within stipulated timeframe will result in a “0”. There is no provision for makeup, regardless of the reason for missing the quiz. Assignments and Quizzes play a vital part in this course. They are organized to coincide with lectures and have to be done before exams in order to serve as an effective learning tool.
- I recommend you do not take online quizzes on the evening prior to our meeting since there is no provision for extending the deadline if you encounter technical or any other difficulties.

Examinations typically include content from 1-2 classes, but may also have a comprehensive component from previously covered select material. The final exam includes new material as well as a comprehensive component that includes selected/defined concepts covered throughout the semester. An “I” grade will be given only by prior permission of and after discussion with me.

Withdrawal. Failure to continue coming to class after consulting with me does not constitute a course withdrawal. Any student who stops attending class during the course of the semester without officially withdrawing from the course will receive a final grade of “F.” A “drop/add” form must be completed by the student to officially withdraw from PHA 299.

Extra Credit. Requests from students for special projects to improve grades are not appropriate, and will not be provided. There is no provision for “extra credit” or “re-taking” quizzes or exams.

Learning objectives for each chapter are provided.

Notes for the class are posted within 24 hours of class; these notes should be reviewed before the next class. The section(s) of the textbook related to material covered in class should be read after class to expand class notes and identify questions as they arise. It is also advisable to review student notes when studying for an exam.

Cell Phones and other electronic device must be silenced during class. Interruptions from these devices will not be tolerated. Electronic devices may not be used during class.

Assignments may be completed and submitted electronically. Not all assignments are collected and/or graded. For those assignments that are submitted electronically you must have access to a good internet connection, and you should always have access to a second computer just in case something goes wrong. There is no provision for re-assigning quizzes or tests because “something went wrong with your computer”. There will be no exceptions to this.

Students should carefully review all graded material upon its return. Questions on grading should be directed to me within 1 week after receipt of graded work and will not be re-evaluated again after this point, especially at the end of the course. Be sure to offer evidence to substantiate any challenge related to course content.

GRADING POLICY

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

Case studies and article review: (Around 10)	20%
Exams:	50%
Final Presentation	10%
Take home assignments/quizzes	20%

The assignment of grades at QCC are based on the absolute scale below:

Academic	Grades	Quality	Points
A	95-100	Outstanding	4.0
A-	90-94		3.7
B+	87-89		3.3
B	83-86	High Quality	3.0
B-	80-82		2.7
C+	77-79		2.3
C	73-76	Average	2.0
C-	70-72		1.7
D+	67-69		1.3
D	63-66		1.0
D-	60-62		0.7
F	Failed		0.0

RECOMMENDATIONS FOR SUCCESS IN PUBLIC HEALTH 299

- Being responsible for knowing what is assigned, accessing course material and meeting deadlines.
- Reviewing notes, reading related sections of text and practicing material after each class as well as preparing for next class.
- Attend and be engaged in every class.
- Complete assignments thoroughly, carefully and by the assigned deadline.
- Be resourceful in finding information to help you learn.
- Analyze diagrams, figures, data tables to get overview of basic principle as well as the details (in sequence) of cause and effect relationships; ask questions as needed.
- Think about the information learned; reading comprehension and critical thinking are critical skills.

ACADEMIC HONESTY

True learning can exist only in an environment of intellectual honesty. Plagiarism is defined as using or knowingly representing the words or ideas of another as one’s own in any academic exercise. Be aware that legally the student enrolled in this course is responsible for all of the work assigned; therefore all work submitted must be your own. Students are responsible for being knowledgeable about what constitutes cheating and plagiarism. I reserve the right to fail a student who engages in cheating or plagiarism. Violations of the QCC Honesty Policy will be referred to the Dean of Academic Affairs for judicial review. Refer to the QCC Policy on Academic Honesty for additional information.

STATEMENT ON DISABILITIES:

QCC affirms its commitment to complying with Section 504 of the Rehabilitation Act of 1973 which states that “No otherwise qualified handicapped individual in the United States”...shall, solely by reason of a temporary or on-going disability condition, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. If you know or think that you have an academic, emotional/psychological and/or medical condition that significantly affects your learning experience please submit appropriate documentation to the Counselor for Students with Disabilities, as soon as possible. The Counseling or Students with Disability Services Team members are the designated persons to review your documentation, protect the confidentiality of the information disclosed, and to discuss the most reasonable accommodation options with you. Students who wish to access services based on a learning disability must provide current appropriate documentation. They are assisted with understanding their individual learning profiles. Appropriate adjustments are then recommended. Services, based on the recommendation, are provided through the academic support center and Disability services. Disability services must notify me if you qualify for special accommodations.

Withdrawal from Courses (refer to QCC Catalog)

Please see withdrawal policy on catalog.

ACADEMIC SUPPORT CENTER

Tutoring is available in the Academic Support Center for all students who need help with their coursework.

Week #	Week of	Activity	Topic
1		1	Communicable Diseases and Vaccination
2		2	Chronic Diseases

3		3	Tobacco
4		Exam I 4	Poor diet and physical inactivity
5		5	Environmental issues in Public Health
6		6	Population Health
7		Exam II 7	Mental Health
8		8	AIDS
9		9	Cancer
10		Exam III 10	Adolescent and reproductive health
11		11	Use of data in Public Health
12		12	U.S. Health Care System and Reform
13		13	Emergency Preparedness
14		Final- Presentations	
15		Final- Presentations	

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

COURSE STUDENT LEARNING OUTCOMES FOR PHA 299 Public Health Co-operative Externship	
Upon completion of the course, students will be able to:	
1	Demonstrate oral and written communication skills to share Public Health information with patients, providers and the public.
2	Demonstrate knowledge of basic concepts and methods in Public Health.
3	Demonstrate ability to analyze and interpret basic everyday health related data to describe the distribution of disease in different populations.
4	Demonstrate knowledge of the structure and function of the U.S. Healthcare System.
5	Apply Public Health concepts and techniques for administration, development and management of health

	programs.
6	Recognize social and cultural differences in the community.
7	Identify economic, environmental, ethical, legal, political and social issues and their effect in Public Health.

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 PHA 299 Public Health Co-operative Externship TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	E
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	E
Technical Literacy: Students will utilize computer an emerging technologies effectively.	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	E
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	I

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL

1. Program Name: Public Health Certificate

2. Originator: Jane E. June Date: July 30, 2015

3. School Dean: Jane E. June Date: August 18, 2015

4. The requested change (motion) for governance consideration is as follows:

The School of Healthcare moves that Public Health Certificate be approved.

5. Effective Date: Fall 2016

6. Recommended by the Healthcare School Date: September 21, 2015

Comment:

7. AA Leadership Team: _____ Date: _____

Recommended: _____ Not Recommended: _____

Comments:

8. VP/Academic Affairs: _____ Date: _____

Recommended: _____ Not Recommended: _____

Comments:

9. Learning Council: _____ Date: _____

Recommended: _____ Not Recommended: _____

Comments:

10. VP/Academic Affairs: _____ Date: _____

Approved: _____ Not Approved: _____

Comments:

FOR NEW PROGRAM/OPTION/CERTIFICATE

President: _____ **Date:** _____

Approved: _____ **Not Approved:** _____

Board of Trustees: _____ **Date:** _____

Approved: _____ **Not Approved:** _____

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL

Program: Public Health Certificate
School: Healthcare
Degree type: Certificate
CIP code for the degree program or certificate (check with IRaP Office): 51.2208
Attachments: Proposed program grid
Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted. PHA 100
Provide a rationale for the proposed new program including a narrative for each of the following: <ul style="list-style-type: none"> • How the need for this new program or certificate was determined • How the program was designed • Wage analysis where appropriate; consult with IRaP office • How the new program or certificate was reviewed, approved, or developed in conjunction with an advisory board or other external agency • Demonstrated regional employer interest in hiring graduates <p>The Public Health Certificate aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative, and Healthy People 2020.</p>
List the program goals. The goal of the Public Health certificate is to help decrease the imminent public health worker shortage and increase competent well-trained public health workers.
Does any aspect of the proposed program affect another department? Please confer with the coordinators of affected departments. Affected department(s): Business
For an associate degree program, does the proposed program meet the general education credit requirement for MassTransfer? N/A for Certificates If no, please provide a rationale.
Does the program or certificate qualify for financial aid? Yes Check with the Director of Financial Aid and fill out the Gainful Employment Form as needed.
Will any of the following be required: Additional staff <input checked="" type="checkbox"/> Additional space _____ Additional equipment _____ Provide a rationale for any needs indicated and include approximate cost of equipment.

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

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

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES FOR Public Health Certificate		Supporting course(s)	I, M, E
1	Identify the roles and responsibilities of the public health worker	PHA 101	I
2	Identify the multiple ways public health affects daily living	PHA 100	E
3	Explain relationships between the social and behavioral sciences and public health	PHA 102	M
4	Implement strategies that promote behavior change	PHA 100	E
5	Understand safe practices as it relates to the public health role	PHA 101	E
6	Understand the similarities and differences in public and global health including demographic measures of health status and burden of disease	PHA 102	E
7	Understand the impact of the environment and communicable diseases on the health of populations	PHA 102	E
8	Describe the basic of chronic diseases on morbidity or mortality and approaches to prevention early detection and disease management	PHA 102	E
9			
10			

PUBLIC HEALTH CERTIFICATE - Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Fall						
Introduction to Public Health	PHA 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score BIO 101 or High School Advanced Placement Biology Coreq: ENG 101 ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score
Survey of Personal Health	PHA 100	F/S/SU			3	
Anatomy & Physiology I	BIO 111	F/S/SU			4	
Composition I	ENG 101	F/S/SU			3	
Spring						
Introduction to the Chemistry of Living Systems	CHM 101	F/S/SU			4	CHM 090 or one year of High School Chemistry, MAT 095 with a "C" or better on MAT 095 departmental final exam or appropriate placement score ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score BIO 111
Introduction to Psychology	PSY 101	F/S/SU			3	
Introduction to Global Health	PHA 102	F/S/SU			3	
Anatomy & Physiology II	BIO 112	F/S/SU			4	
Total Credits Required					27	

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL

1. **Program Name:** General Studies - Public Health Option

2. **Originator:** Jane E. June

Date: July 30, 2015

3. **School Dean:** Jane E. June

Date: August 18, 2015

4. **The requested change (motion) for governance consideration is as follows:**

The School of Healthcare moves that a Public Health option be approved within the General Studies Associate Degree Program.

5. **Effective Date:** Fall 2016

6. **Recommended by the** Healthcare **School**

Date: September 17, 2015

Comment:

7. **AA Leadership Team:** _____

Date: _____

Recommended: _____

Not Recommended: _____

Comments:

8. **VP/Academic Affairs:** _____

Date: _____

Recommended: _____

Not Recommended: _____

Comments:

9. **Learning Council:** _____

Date: _____

Recommended: _____

Not Recommended: _____

Comments:

10. **VP/Academic Affairs:** _____

Date: _____

Approved: _____

Not Approved: _____

Comments:

FOR NEW PROGRAM/OPTION/CERTIFICATE

President: _____ **Date:** _____

Approved: _____ **Not Approved:** _____

Board of Trustees: _____ **Date:** _____

Approved: _____ **Not Approved:** _____

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL

Program: General Studies - Public Health Option
School: Healthcare
Degree type: Associate Degree
CIP code for the degree program or certificate (check with IRaP Office): 51.2208
Attachments: Proposed program grid
Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted. PHA 100, PHA 103 and PHA 299
Provide a rationale for the proposed new program including a narrative for each of the following: <ul style="list-style-type: none"> • How the need for this new program or certificate was determined • How the program was designed • Wage analysis where appropriate; consult with IRaP office • How the new program or certificate was reviewed, approved, or developed in conjunction with an advisory board or other external agency • Demonstrated regional employer interest in hiring graduates <p>The General Studies Public Health Option Associate Degree aims to help decrease the imminent public health worker shortage and increase competent well-trained public health workers while contributing to Liberal Education America's Promise (LEAP), The Educated Citizen and Public Health Initiative, and Healthy People 2020.</p>
List the program goals. The goal of the Public Health Degree is to help decrease the imminent public health worker shortage and increase competent well-trained public health workers.
Does any aspect of the proposed program affect another department? Please confer with the coordinators of affected departments. Affected department(s):
For an associate degree program, does the proposed program meet the general education credit requirement for MassTransfer? Yes
If no, please provide a rationale.
Does the program or certificate qualify for financial aid? Yes Check with the Director of Financial Aid and fill out the Gainful Employment Form as needed.
Will any of the following be required: Additional staff <u> X </u> Additional space <u> </u> Additional equipment <u> </u> Provide a rationale for any needs indicated and include approximate cost of equipment.

Start-up collection of library resources in support of this program: \$2,500
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List the PROGRAM STUDENT LEARNING OUTCOMES in the table below. Indicate the course or courses that will fulfill each outcome and indicate the degree or level of connection between the course and outcome as indicated here.

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES FOR General Studies - Public Health Option		Supporting course(s)	I, M, E
1	Identify the roles and responsibilities of the public health worker	PHA 101	I
2	Identify the multiple ways public health affects daily living	PHA 100	E
3	Explain relationships between the social and behavioral sciences and public health	PHA 102	M
4	Implement strategies that promote behavior change	PHA 100	E
5	Understand safe practices as it relates to the public health role	PHA 101	E
6	Understand the similarities and differences in public and global health including demographic measures of health status and burden of disease	PHA 102	E
7	Understand the impact of the environment and communicable diseases on the health of populations	PHA 102	E
8	Describe the basic of chronic diseases on morbidity or mortality and approaches to prevention early detection and disease management	PHA 102	E
9	Understand the historical roots of epidemiological thinking and their contribution to the evolution of the scientific method	BIO 111, BIO 112, PHA 103	I
10	Describe the basic epidemiologic study designs that are used to test hypothesis, identify associations and establish causation	PHA 103	E
11	Apply broad based skills needed for problem solving in the many areas of public health	MAT 122	I
12	Participate in a co-operative experience directly related to public health	PHA 299	E
13	Demonstrate proficiency in the public and/or private sectors of public health	PHA 299	M
14	Develop multidisciplinary and collaborative strategies for solving health-related problems	PHA 101, PHA 102	M
12	Participate in a leadership role in health promotion and disease prevention	PHA 299	E

For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR General Studies - Public Health Option	Supporting course(s)	I,M,E
Communication Skills: Students will write and speak effectively.	ENG 101	E
Information Literacy: Students will locate, evaluate and apply reliable and	ENG 101	E

appropriate information.		
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	CHM 101	M
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	BIO 111, BIO 112, CHM 101	M
Technical Literacy: Students will utilize computer and emerging technologies effectively.	ENG 101	E
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.		
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	PHA 100, PHA 101, PHA 102	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	PHA 100, PSY 101	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	BIO 111, BIO 112	E
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	PHA 102	M

GENERAL STUDIES – PUBLIC HEALTH OPTION - Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Public Health	PHA 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score
Survey of Personal Health	PHA 100	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score
Anatomy & Physiology I	BIO 111	F/S/SU			4	BIO 101 or High School Advanced Placement Biology Coreq: ENG 101
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score
Semester 2						
Introduction to the Chemistry of Living Systems	CHM 101	F/S/SU			4	CHM 090 or one year of High School Chemistry, MAT 095 with a "C" or better on MAT 095 departmental final exam or appropriate placement score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score
Introduction to Global Health	PHA 102	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score
Anatomy & Physiology II	BIO 112	F/S/SU			4	BIO 111
Semester 3						
Medical Microbiology	BIO 232	F/S/SU			4	BIO 112 or CHM 123 or CHM 105
Humanities Elective		F/S/SU			3	
Semester 4						
Introduction to Sociology (Principles)	SOC 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score
Speech Communication Skills	SPH 101	F/S/SU			3	Pre/Coreq: ENG 101
Statistics	MAT 122	F/S/SU			4	MAT 099 with a "C" or better on the MAT 099 departmental final exam or appropriate placement score
Composition II	ENG 102	F/S/SU			3	ENG 101
Semester 5						
Public Health Epidemiology	PHA 103	F/S/SU			4	CHM 101, MAT 122, PHA 100, PHA 101, PHA 102
The United States Constitution	HST 212	F/S/SU			3	ENG 101
Nutrition	BIO 241	F/S/SU			3	BIO 101 or BIO 111
Humanities Elective*		F/S/SU			3	
Semester 6						
Public Health Co-operative Externship	PHA 299	F/S/SU			6	BIO 241, HST 212, PHA 103
Total Credits Required					66	

Program Notes:

- PHA 299 must be in a Public Health facility approved by PHA faculty
- For the PHA 299 course, all PHA courses must be completed
- PHA 299 must be taken in the last semester
- *Humanities Elective must be a 200-level course

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: Early Childhood Education

2. Originator: Renee Gould

Date: July 27, 2015

3. School Dean: Dr. Clarence Ates

Date: July 29, 2015

4. The requested change (motion) for governance consideration is as follows:

Revise the Early Childhood Education Associate in Arts degree requirement as follows:

- Move ECE 101 to Semester 1
- Move ECE 102 to Semester 2
- Change Math Elective to MAT 111
- Change Science Electives in Semester 1 and 2 to Lab Sciences (must be 4 credits)
- Change Social Science Elective in Semester 2 to Humanities Elective
- History Elective in Semester 3 is designated as either World or US History (HST 115, HST 116, HST 104, HST 105, HST 106)
- Change Elective in Semester 3 to ENG 200, Children's Literature
- Change one Liberal Arts elective in Semester 4 to a Social Science Elective
- Change one Liberal Arts elective in Semester 4 to a Humanities Elective

5. Effective Date: Fall 2016

6. Recommended by the Humanities & Education School

Date: September 17, 2015

Comments:

7. AA Leadership Team: _____

Date: _____

Recommended: _____

Not Recommended: _____

Comments:

8. VP/Academic Affairs: _____

Date: _____

Recommended: _____

Not Recommended: _____

Comments:

9. Learning Council: _____

Date: _____

Recommended: _____

Not Recommended: _____

Comments:

10. VP/Academic Affairs: _____

Date: _____

Approved: _____

Not Approved: _____

Comments:

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: Early Childhood Education
School: Humanities and Education
Degree type: Associate in Arts
<p>Provide a detailed list of the proposed changes to the program.</p> <ul style="list-style-type: none"> • Move ECE 101 to Semester 1 • Move ECE 102 to Semester 2 • Change Math Elective to MAT 111 • Change Science Electives in Semester 1 and 2 to Lab Sciences (must be 4 credits) • Change Social Science Elective in Semester 2 to Humanities Elective • History Elective in Semester 3 is designated as either World or US History (HST 115, HST 116, HST 104, HST 105, HST 106) • Change Elective in Semester 3 to ENG 200, Children's Literature • Change one Liberal Arts elective in Semester 4 to a Social Science Elective • Change one Liberal Arts elective in Semester 4 to a Humanities Elective
<p>Attachments:</p> <p>Current program grid attached</p> <p>Proposed program grid attached</p>
<p>Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted.</p> <p>No new courses.</p>
<p>Provide a rationale for the proposed changes.</p> <p>We are going back to the original design of the program where all Early Childhood students will have the same degree requirements. The faculty has determined that it is unnecessary to have two options (Preschool and Pre-K to Grade 2) within the same program. Focusing on one program will enable us to create stronger teachers as we will be able to offer a more cohesive overall experience in teaching young children. Revisions of the original ECE Program are needed to accommodate this change.</p>
<p>Do any of the proposed changes affect the program goals and/or the program student learning outcomes? Please indicate any revisions to the program goals and/or program student learning outcomes. No</p> <p>Program goals and student learning outcomes are as follows: Upon completion of the program graduates will be able to:</p> <ul style="list-style-type: none"> • Describe young children's characteristics and needs and the multiple influences on development and learning. • Apply knowledge of development to create healthy, respectful, supportive, and challenging learning environments. • Demonstrate knowledge and understanding of family and community characteristics and describe methods for involving families and communities in their children's development and learning. • Demonstrate knowledge of and practice meaningful observation, documentation and assessment of young children that support individual learning and growth. • Employ positive guidance strategies that are developmentally appropriate. • Integrate knowledge of content area and other disciplines and apply to the design implementation and evaluation of curriculum that promotes positive outcomes for children. • Engage in continuous, collaborative learning to inform practice. • Value ethical standards and professional guidelines. • Demonstrate informed advocacy for children and the profession.

<ul style="list-style-type: none"> • Identify and utilize professional resources. • Demonstrate ability to write and speak effectively. • Demonstrate knowledge and appreciation of diverse cultures. • Prepare to take and pass the CLST portion of the MTEL (Massachusetts Test for Educator Licensure) for those students continuing in a licensure Bachelor's degree program.
<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: Math and Science. Dean and Coordinator have been contacted about these changes.</p>
<p>Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.</p> <p>We have consulted with Dan de la Torre about the program changes.</p>
<p>For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? Yes. The current program does not meet Mass Transfer. The proposed program does meet Mass Transfer.</p> <p>If yes please provide a rationale.</p>
<p>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.</p>

Please complete the following tables for your program.

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

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES FOR Early Childhood Education		Supporting course(s)	I, M, E
1	Describe young children's characteristics and needs and the multiple influences on development and learning.	ECE 101 ECE 102 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254	I I M M M E E E

2	Apply knowledge of development to create healthy, respectful, supportive, and challenging learning environments.	ECE 101 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 253 ECE 254	I I M M M E E E
3	Demonstrate knowledge and understanding of family and community characteristics and describe methods for involving families and communities in their children's development and learning.	ECE 101 ECE 112 ECE 231 ECE 253 ECE 251 ECE 232 ECE 252 ECE 254	I I M M M E E E
4	Demonstrate knowledge of and practice meaningful observation, documentation and assessment of young children that support individual learning and growth.	ECE 101 ECE 102 ECE 251 ECE 253 ECE 252 ECE 254	I I M M E E
5	Employ positive guidance strategies that are developmentally appropriate.	ECE 101 ECE 102 ECE 251 ECE 253 ECE 252 ECE 254 ECE 255	I I M M E E E
6	Integrate knowledge of content area and other disciplines and apply to the design implementation and evaluation of curriculum that promotes positive outcomes for children.	ECE 101 ECE 231 ECE 253 ECE 232 ECE 254	I M M E E
7	Engage in continuous, collaborative learning to inform practice	ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 253 ECE 254	I I I M M M E E E
8	Value ethical standards and professional guidelines.	ECE 101 ECE 102 ECE 112 ECE 251 ECE 231 ECE 253 ECE 232 ECE 252 ECE 254	I I I M M M E E E

9	Demonstrate informed advocacy for children and the profession.	ECE 101 ECE 112 ECE 253 ECE 245 ECE 254	I I M E E
10	Identify and utilize professional resources.	ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254	I I I M M M E E E
11	Demonstrate ability to write and speak effectively.	ENG 101 ENG 102 ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254	I I I I I M M M E E E
12	Demonstrate knowledge and appreciation of diverse cultures.	ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254	I I I M M M E E E
13	Prepare to take and pass the CLST portion of the MTEL (Massachusetts Test for Educator Licensure) for those students continuing in a licensure Bachelor's degree program.	ENG 101 ENG 102	M E

For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR (insert the name of the program)	Supporting course(s)	I,M,E
Communication Skills: Students will write and speak effectively.	ENG 101 ENG 102 ENG 200 Social Science Electives History Elective Humanities Electives ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 253	I M E M M M I I I M M M E E E
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254 Social Science Electives Humanities Electives History Elective ENG 200	I I I M M M E E E M M M E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	MAT 111 Lab Science Electives	E M
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	Lab Science Electives	E
Technical Literacy: Students will utilize computer and emerging technologies effectively.	ECE 101 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254 MAT 111 Lab Science electives	I I M M M E E E M E

Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	ECE 231 ECE 232 Humanities Electives	M E E
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254 Humanities Electives History Elective Social Science Electives	I I I M M M E E E M M M

Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	ECE 101 ECE 102 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254 Social Science Electives	I I I M M M E E E M
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	ECE 232 History elective Social Science Electives Lab Science Electives	M M M E
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	ECE 101 ECE 112 ECE 231 ECE 251 ECE 253 ECE 232 ECE 252 ECE 254 History Elective Social Science Electives	I I M M M E E E M M M

EARLY CHILDHOOD EDUCATION-Associate in Arts (2004/2005 catalog) (Program Code: EC) CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
Growth & Development of the Young Child	ECE 102	F/S/SU			3	ENG 100 or approp place score
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 100 or approp place score
Mathematics Elective*	---				3	
Science Elective**	---				3/4	
Cluster B						
Orientation to Early Childhood Education	ECE 101	F/S/SU			3	ENG 100 or approp place score
Family Issues & Dynamics	ECE 112	F/S/SU			3	ENG 100 or approp place score
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Social Science Elective	---				3	
Science Elective**	---				3/4	
Cluster C						
Curriculum for Young Children I ^{1,2,5,6}	ECE 231	F/S			3	ECE 101, ECE 102, ENG 101 Coreq-ECE 251, ECE 253
Theory of Early Childhood Education I ^{3,5}	ECE 251	F/S			3	ENG 101, ECE 101, ECE 102, ECE 112 Coreq-ECE 231, ECE 253
Supervised Student Participation I ^{1,3,5}	ECE 253	F/S			4	ECE 101, ECE 102, ECE 112, ENG 101 Coreq-ECE 231, ECE 251
History Elective	---				3	
Elective***	---				3	
Cluster D						
Curriculum for Young Children II ^{1,2,5,6}	ECE 232	F/S/SU			3	ECE 231, ECE 251, ECE 253, ENG 101 Coreq-ECE 252, ECE 254
Theory of Early Childhood Education II ³	ECE 252	F/S			3	ECE 231, ECE 251, ECE 253 Coreq-ECE 232, ECE 254
Supervised Student Participation II ^{1,3,6}	ECE 254	F/S			4	ECE 231, ECE 251, ECE 253 Coreq-ECE 232, ECE 252
ECE Elective	---				3	
Liberal Arts Electives	---				6	
Total credits required					65-67	

EARLY CHILDHOOD EDUCATION-Associate in Arts (Program Code EC) PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Early Childhood Education	ECE 101	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Mathematics for Educators I	MAT 111	F/S/SU			3	MAT 099 with a "C" or higher on the MAT 099 departmental final exam or approp place score
Lab Science Elective*	---	F/S/SU			4	
Semester 2						
Growth & Development of the Young Child	ECE 102	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Family Issues & Dynamics	ECE 112	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Composition II	ENG 102	F/S/SU			3	ENG 101
Humanities Elective	---	F/S/SU			3	
Lab Science Elective*	---	F/S/SU			4	
Semester 3						
Curriculum for Young Children I	ECE 231	F			3	ENG 101, ECE 101, ECE 102 or PSY 123, Coreq: ECE 251, ECE 253
Integrating Theory and Practice I: Guidance of Young Children	ECE 251	F			3	ENG 101, ECE 101, ECE 112, ECE 102 or PSY 123, Coreq: ECE 231, ECE 253
Supervised Student Participation I	ECE 253	F			4	ENG 101, ECE 101, ECE 112, ECE 102 or PSY 123, Coreq: ECE 231, ECE 251
History Elective**	---	F/S/SU			3	
Children's Literature	ENG 200	F/S/SU			3	ENG 102
Semester 4						
Curriculum for Young Children II	ECE 232	S			3	ENG 101, ECE 231, ECE 251, ECE 253, Coreq: ECE 252, ECE 254
Integrating Theory and Practice II: Observing, Recording and Authentic Assessment	ECE 252	S			3	ECE 251, Coreq: ECE 232, ECE 254
Supervised Student Participation II	ECE 254	S			4	ENG 101, ECE 231, ECE 251, ECE 253, Coreq: ECE 232, ECE 252
ECE Elective	---	F/S/SU			3	
Social Science Elective	---	F/S/SU			3	
Humanities Elective	---	F/S/SU			3	
Total Credits Required					67	

Program Notes:

Students are advised to consult the requirements of the college to which they plan to transfer and to use student's credits to fulfill the academic major requirements of that institution.

*Science Elective must be a four credit course with a Lab. SCI 105 and SCI 106 are recommended.

**History Elective must be selected from the following: HST 104, HST 105, HST 106, HST 115, or HST 116.

It is highly recommended that students planning to complete a licensure Early Childhood Bachelor's Degree take the CLST portion of the Teacher Test (MTEL) after completing Semester 2.

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

**DEGREE PROGRAM OR CERTIFICATE
PROPOSAL FOR CLOSURE**

1. Program Name: Early Childhood Education: Pre-K to Grade 2 Option

2. Originator: Renee Gould **Date: July 27, 2015**

3. School Dean: Dr. Clarence Ates **Date: July 29, 2015**

4. The requested change (motion) for governance consideration is as follows:

Close the Pre-K to Grade 2 Option in the Early Childhood Education Program

5. Rationale for the proposed program or certificate closure:

We are going back to the original design of the program where all Early Childhood students will have the same degree requirements. The faculty has determined that it is unnecessary to have two options within the same program. Focusing on one program will enable us to create stronger teachers as we will be able to offer a more cohesive overall experience in teaching young children.

6. Effective Date: Fall 2016

7. Recommended by the Humanities & Education School **Date: September 17, 2015**

Comment:

8. AA Leadership Team: _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____

Comments:

9. VP/Academic Affairs: _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____

Comments:

10. Learning Council: _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____

Comments:

11. VP/Academic Affairs: _____ Date: _____

Approved: _____ Not Approved: _____
Comments: _____

FOR PROGRAM/CERTIFICATE CLOSURE

President: _____ Date: _____

Approved: _____ Not Approved: _____

Board of Trustees: _____ Date: _____

Approved: _____ Not Approved: _____

EARLY CHILDHOOD EDUCATION - PRE-K TO GRADE 2 OPTION - Associate in Arts (Program Code: ECPK)

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Early Childhood Education	ECE 101	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Mathematics for Educators I	MAT 111	F/S/SU			3	MAT 099 with a "C" or higher on the MAT 099 departmental final exam or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Integrated Science: Earth and Space	SCI 105	F/S/SU			4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 095 with a "C" or higher on the MAT 095 departmental final exam or approp place score
Semester 2						
Growth & Development of the Young Child	ECE 102	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Composition II	ENG 102	F/S/SU			3	ENG 101
Humanities Elective*	---	F/S/SU			3	
Integrated Science: The Living World	SCI 106	F/S/SU			4	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score, MAT 095 with a "C" or higher on the MAT 095 departmental final exam or approp place score
Family Issues & Dynamics	ECE 112	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Semester 3						
Curriculum for Young Children I	ECE 231	F			3	ENG 101, ECE 101, ECE 102 or PSY 123, Coreq: ECE 251, ECE 253
Integrating Theory and Practice I: Guidance of Young Children	ECE 251	F			3	ENG 101, ECE 101, ECE 112, ECE 102 or PSY 123, Coreq: ECE 231, ECE 253
Supervised Student Participation I	ECE 253	F			4	ENG 101, ECE 101, ECE 112, ECE 102 or PSY 123, Coreq: ECE 231, ECE 251
Mathematics for Educators II	MAT 112	F/S			3	MAT 111
History Elective**	---	F/S/SU			3	
Semester 4						
Humanities Elective*	---	F/S/SU			3	
Social Science Elective***	---	F/S/SU			3	
Liberal Arts Elective	---	F/S/SU			3	
Children's Literature	ENG 200	F/S/SU			3	ENG 102
Total Credits Required					60	

Program Notes:

- Students wishing to receive DEEC Lead Teacher certification will need to complete ECE 232, ECE 252, and ECE 254.
- Students are advised to consult the requirements of the college to which they plan to transfer and to use student's credits to fulfill the academic major requirements of that institution.
- It is highly recommended that students take the CLST portion of the Teacher Test (MTEL) after completing Semester 2 to ensure continuation in the appropriate program.

*Humanities course designations include: ART, ENG, FRC, GER, HUM, MUS, PHI, SPH, and SPN.

**History Elective to be selected from the following: HST 104, HST 105, HST 106, HST 115, or HST 116.

***Social Science Elective recommended to be selected from the following: ECO 215, ECO 216, GEO 210, PSC 201, PSC 212, or PSC 221.

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

**DEGREE PROGRAM OR CERTIFICATE
PROPOSAL FOR CLOSURE**

1. **Program Name: Early Childhood Education: Preschool Option**
2. **Originator: Renee Gould** **Date: July 27, 2015**
3. **School Dean: Dr. Clarence Ates** **Date: July 29, 2015**
4. **The requested change (motion) for governance consideration is as follows:**

Close the Preschool Option in the Early Childhood Education Program

5. **Rationale for the proposed program or certificate closure:**

We are going back to the original design of the program where all Early Childhood students will have the same degree requirements. The faculty has determined that it is unnecessary to have two options within the same program. Focusing on one program will enable us to create stronger teachers as we will be able to offer a more cohesive overall experience in teaching young children.

6. **Effective Date: Fall 2016**
7. **Recommended by the Humanities & Education School** **Date: September 17, 2015**

Comment:

8. **AA Leadership Team:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments:

9. **VP/Academic Affairs:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments:

10. **Learning Council:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____
Comments:

11. VP/Academic Affairs: _____ Date: _____

Approved: _____ Not Approved: _____

Comments:

FOR PROGRAM/CERTIFICATE CLOSURE

President: _____ Date: _____

Approved: _____ Not Approved: _____

Board of Trustees: _____ Date: _____

Approved: _____ Not Approved: _____

EARLY CHILDHOOD EDUCATION - PRESCHOOL OPTION - Associate in Arts (Program Code: ECPS)

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Early Childhood Education	ECE 101	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Mathematics for Educators I	MAT 111	F/S/SU			3	MAT 099 with a "C" or higher on the MAT 099 departmental final exam or approp place score
Science Elective*	---	F/S/SU			3-4	
Semester 2						
Growth & Development of the Young Child	ECE 102	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Family Issues & Dynamics	ECE 112	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Composition II	ENG 102	F/S/SU			3	ENG 101
Humanities Elective**	---	F/S/SU			3	
Science Elective*	---	F/S/SU			3-4	
Semester 3						
Curriculum for Young Children I	ECE 231	F			3	ENG 101, ECE 101, ECE 102 or PSY 123, Coreq: ECE 251, ECE 253
Integrating Theory and Practice I: Guidance of Young Children	ECE 251	F			3	ENG 101, ECE 101, ECE 112, ECE 102 or PSY 123, Coreq: ECE 231, ECE 253
Supervised Student Participation I	ECE 253	F			4	ENG 101, ECE 101, ECE 112, ECE 102 or PSY 123, Coreq: ECE 231, ECE 251
History Elective***	---	F/S/SU			3	
Children's Literature	ENG 200	F/S/SU			3	ENG 102
Semester 4						
Curriculum for Young Children II	ECE 232	S			3	ENG 101, ECE 231, ECE 251, ECE 253, Coreq: ECE 252, ECE 254
Integrating Theory and Practice II: Observing, Recording and Authentic Assessment	ECE 252	S			3	ECE 251, Coreq: ECE 232, ECE 254
Supervised Student Participation II	ECE 254	S			4	ENG 101, ECE 231, ECE 251, ECE 253, Coreq: ECE 232, ECE 252
ECE Elective	---	F/S/SU			3	
Social Science Elective****	---	F/S/SU			3	
Humanities Elective**	---	F/S/SU			3	
Total Credits Required					65-67	

Program Notes:

*Students transferring to any four-year college, public or private, should take at least one Lab Science Elective for four credits; SCI 105 and SCI 106 are recommended.

**Humanities course designations include: ART, ENG, FRC, GER, HUM, MUS, PHI, SPH, and SPN.

***History Elective to be selected from the following: HST 104, HST 105, HST 106, HST 115, or HST 116.

****Social Science Elective recommended to be selected from the following: ECO 215, ECO 216, GEO 210, PSC 201, PSC 212, or PSC 221.

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. **Course Number and Name:** CRJ 110 Multicultural Diversity in Criminal Justice

2. **Originator:** Kristy M. Glover **Date:** August 26, 2015

3. **School Dean:** James Brown **Date:** August 26, 2015

4. **The requested change (motion) for governance consideration is as follows:**

To accept the proposed course CRJ 110 – Multicultural Diversity in Criminal Justice.

5. **Effective Date:** Spring 2016

6. **Recommended by the** Public Service & Social Sciences **School** **Date:** September 17, 2015
Comments:

7. **AA Leadership Team:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:

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

9. **Learning Council:** _____ **Date:** _____
Recommended: _____ **Not Recommended:** _____
Comments:

10. **VP/Academic Affairs:** _____ **Date:** _____
Approved: _____ **Not Approved:** _____
Comments:

2015-2016
QUINSIGAMOND COMMUNITY COLLEGE
NEW COURSE PROPOSAL

Course Discipline/Department: Criminal Justice	School: Public Service and Social Sciences
Course Number: CRJ 110	
Course Name: Multicultural Diversity in Criminal Justice	
Prerequisites and/or corequisites (confer with affected department coordinator): Prerequisite ENG 091 with a grade of “C” or Higher, ENG 096 with a grade of “C” or Higher, or approp. Placement score	
CIP code (check with IRAP Office): Criminal Justice/Safety Studies 43.104	
Effective Term/year: Spring 2016	
<p>Give a rationale for the new course. Be sure to indicate whether this course replaces another course. This course more specifically addresses the need for Criminal Justice students to be more sensitive, empathetic, and respectful of diverse cultures. CRJ 110 Multicultural Diversity in Criminal Justice focuses specifically on the interaction between members of the criminal justice system and various racial and ethnic groups within today’s culturally diverse society. More specifically this course examines multicultural issues and social problems relating to the implementation of justice in a culturally diverse society. Students explore and discuss issues such as hate crimes, immigration and refugees in the United States, racial profiling, multicultural issues related to terrorism, homeland security, disaster preparedness, gangs, the homeless, and the mentally ill.</p>	
<p>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.</p>	
<p>Please indicate if this course will serve as any of the following types of electives</p> <p><u>X</u> Elective (any college level course can serve as an elective)</p> <p>___ Specific Type (indicate Business, Liberal Arts, Humanities, Foreign Language, Social Science, Behavioral Science, Mathematics, Science, Lab Science)</p> <p>___ Program specific (name the program)</p> <p><u>X</u> Multiple perspective (confer with the Liberal Arts Coordinator)</p>	
<p>Is this course required for a program? If yes, submit a separate DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL. If the course is required for a new program, submit a separate NEW DEGREE PROGRAM, OPTION OR CERTIFICATE PROPOSAL. Please list all affected programs here.</p> <p>This course is required for the Criminal Justice Program. Please see the attached Degree Program</p>	

or Certificate Revision Proposal form.	
Expected enrollment per term: 25	Expected enrollment per year: 50
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. Not Applicable	
Library print and non-print resources in support of this course: \$500	

Course Materials

Course number: CRJ 110		
Course name: Multicultural Diversity in Criminal Justice		
Credits: 3		
Lecture Hours: 45	Lab hours:	Clinic Hours:
General course description and prerequisites (as it will appear in the catalog): This course examines multicultural issues and social problems relating to the implementation of justice in a culturally diverse society. Students explore and discuss issues such as hate crimes, immigration and refugees in the United States, racial profiling, multicultural issues related to terrorism, homeland security, disaster preparedness, gangs, the homeless, and the mentally ill. Prerequisite: ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or appropriate placement score		
All required texts and paperbacks, including information on publisher and edition used (provide a suggested text): Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society, 6th Edition. 2015. Shusta, RM, Pearson Publishing ISBN-13: 978-0-13-348330-7		
Instructional Objectives (list): <ol style="list-style-type: none"> 1. Define culture and ethnocentrism and explain the contexts in which they are relevant to law enforcement. 2. Define racism and analyze how ethnic, racial, and gender composition of law enforcement agencies is changing in the United States. 3. Explore multicultural representation recruitment difficulties and strategies for success in law enforcement agencies. 4. Examine cultural frameworks, including hierarchy and “context” that influence communication in law enforcement. 5. Explore select characteristics of traditional Asian/Pacific American, African American, Latino/Hispanic American, Native American, and Arab/Middle Eastern American groups as they relate to law enforcement. 6. Define terrorism and analyze the two different types of terrorism that occur in the United States and explore key issues associated with law enforcement personnel in responding to 		

<p>terrorism and protecting homeland security within multicultural communities.</p> <ol style="list-style-type: none"> 7. Identify hate crimes related to anti-Semitism, sexual orientation, race, ethnicity, and national origin. 8. Identify the need for the nationwide reporting system for hate crime data collection. 9. Define racial profiling and identify the seven approaches used by police departments to prevent racial profiling.
<p>Teaching procedures: (provide suggested teaching methodology): The Instructional Objectives listed above will be achieved through a process involving:</p> <ul style="list-style-type: none"> • Lectures and Power Point Presentations • Class Discussions • Classroom Exercises • Readings • Student Projects • Students Assignments • Independent Research
<p>Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics): Please see syllabus below.</p>
<p>Other information: See Syllabus below</p> <ul style="list-style-type: none"> • Suggested basis for student grading and criteria for evaluating student performance • College attendance policy (see current Student Handbook) • College plagiarism statement (see current Student Handbook) • Suggested assessment methodologies
<p>Please attach a generic syllabus for this new course.</p>

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

COURSE STUDENT LEARNING OUTCOMES FOR (CRJ 112 Multicultural Diversity in Criminal Justice)	
Upon completion of the course, students will be able to:	
1	Explain the impact of diversity on law enforcement and define “ <i>culture</i> ” and “ <i>ethnocentrism</i> ” and distinguish the contexts in which they are relevant to law enforcement.
2	Explain how ethnic, racial, and gender composition of law enforcement agencies is changing in the United States and define <i>racism</i> and comprehend the steps organizational managers and supervisors can take to identify and control prejudicial conduct by employees.
3	Comprehend the ongoing challenges of recruitment trends with respect to minorities and women in law enforcement agencies and describe the importance of retention and promotion of minorities and women in law enforcement careers.
4	Identify the impact of language barriers in everyday law enforcement agencies and develop skills that are effective with speakers of English as a second language and accommodate nonverbal communication style differences across cultures.
5	Describe the historical background, highlight demographic features and diversity, identify myths and stereotypes, and list and discuss key issues associated with law enforcement contact with Asian/Pacific American, African American, Latino/Hispanic American, Native American, and Arab/Middle Eastern American Groups.
6	Describe the role of the Department of Homeland Security and its six core missions within the multicultural communities. List and discuss key issues associated with law enforcement and other emergency services personnel in responding to terrorism and protecting homeland security within multicultural communities.
7	Describe the scope of the hate crime problem, including historical perspectives and discuss response strategies to hate crimes and appropriate victim assistance techniques.
8	Justify the need for standardized and comprehensive statistics for the analysis of trends related to hate crimes and bias and understand the scanning methodology and approaches for hate/bias crimes in multicultural communities.
9	Explain the historical background of the term <i>racial profiling</i> in law enforcement and clarify the differences between “ <i>racial profiling</i> ” and the legitimate use of “ <i>profiling</i> ” in law enforcement.

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 (CRJ 112 Multicultural Diversity in Criminal Justice) TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES	I,M,E
Communication Skills: Students will write and speak effectively.	M
Information Literacy: Students will locate, evaluate, and apply reliable and appropriate information.	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	I
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of	M

knowledge.	
Technical Literacy: Students will utilize computer an emerging technologies effectively.	M
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	E
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society, and the environment.	E
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national, and international citizenship.	E

Course Title: Multicultural Diversity in Criminal Justice
Credit Hours: 3
Date: TBA
Office Hours: TBA

Course Number: CRJ 110
Course Length: 15 Weeks
Course Schedule: TBA
Instructor:
Phone:
Email:

COURSE DESCRIPTION (Catalog): This course examines multicultural issues and social problems relating to the implementation of justice in a culturally diverse society. Students explore and discuss issues such as hate crimes, immigration and refugees in the United States, racial profiling, multicultural issues related to terrorism, homeland security, disaster preparedness, gangs, the homeless, and the mentally ill.

Prerequisite: ENG 091 with a grade of “C” or Higher, ENG 096 with a grade of “C” or Higher, or approp. Placement score

Required Textbook

Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society, 6th Edition. 2015. Shusta, RM, Pearson Publishing ISBN-13: 978-0-13-348330-7

Course Assignments

- **Test** (100 points each = 400 points)
- **Weekly Chapter Quizzes** (20 points each = 260 points)
- **Final Exam** (100 points)

APA Style:

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association. (<http://apastyle.apa.org/>)

Long Island University: (<http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>)

Purdue Online Writing Lab: (<http://owl.english.purdue.edu/owl/resource/560/01/>)

Visit the Online Writing Lab (called OWL) whenever you have an APA question.

[APA Tutorial](http://www.apastyle.org/learn/) (<http://www.apastyle.org/learn/>) This tutorial teaches how to write using the APA format.

Academic Dishonesty/Plagiarism

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty.

Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data, or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not “copy and paste” into assignments without using quotation marks and citing, in APA format, the source of the material.

Plagiarism

- Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA). Using another’s intellectual creation without permission or without giving appropriate credit is the academic equivalent of theft.

Consequences of Academic Dishonesty/Plagiarism

All violations of academic policy are documented and made a part of the student’s academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

- Reduction in grade on the assignment on which the violation occurred
- No credit on the assignment, paper, test, or exam on which the violation occurred
- A failing grade for the course
- Suspension or dismissal from the college

Services for veterans

If you are a veteran of the armed forces, please visit the Veteran Affairs Office located in 125A (Administration Building) or contact them at veteranaffairs@qcc.mass.edu.

Grade Categories	Total Points
Test	400
Chapter Quizzes	260
Final Exam	100
Total:	760

Class rules

- Attendance
Excused absences do not lower your overall grade in this class. Excused absences are those that are both valid and verifiable, i.e. illness, bereavement, and school-related activities. I will ask for verification and I expect that you will be responsible for getting any notes/materials that you missed. Three (3) classes of un-excused absences (including vacation) are permitted, no questions asked (although I encourage you to be here for every class meeting). Each class missed after that will reduce your final grade by 5 points (there are 760 points in the class overall). If a special problem should arise, please see me. If an emergency occurs and you cannot notify me in class, email me.

- Student Conduct
Students are responsible for knowing the regulations of the department, college, and university with regards to topics such as withdrawals, incomplete grades, student conduct, and academic misconduct (those who engage in any form of academic dishonesty will fail this course).
- NO USE of cell phones will be allowed in the classroom.

Course Outline:

The following is presented as a guide to the student regarding the focus of the class. Some variation may occur, depending on the make-up of class enrollment or unforeseen circumstances beyond our control. **PROPOSED COURSE OUTLINE**

- Week 1 Introduction to Course***Blackboard Review***APA Style Review**
- Week 2 Chapter 1 Multicultural Communities: Challenges for Law Enforcement**
- Lecture Chapter 1
 - Class Activity: Stereotypes and Suspicion
- Week 3 Chapter 2 The Changing Law Enforcement Agency: A Microcosm of Society**
- Quiz Chapter 1
 - Lecture Chapter 2
 - Student Project: Identification of law enforcement diversity workforce issues.
- Week 4 Chapter 3 Multicultural Representation in Law Enforcement: Recruitment, Retention, and Promotion**
- Quiz Chapter 2
 - Lecture Chapter 3
 - Group Projects: Developing awareness of workplace and agency culture.
- Week 5 Chapter 4 Cross-Cultural Communication in Law Enforcement**
- Quiz Chapter 3
 - Lecture Chapter 4
 - Test #1 (Chapters 1-3)
- Week 6 Chapter 5 Law Enforcement Contact with Asian/Pacific Americans**
- Quiz Chapter 4
 - Lecture Chapter 5
 - Class Activity: Cultural Public Speaking Group Activity
- Week 7 Chapter 6 Law Enforcement Contact with African Americans**
- Quiz Chapter 5
 - Lecture Chapter 6
 - Group Project: Develop a policy regarding cultural sensitivity and the usage of stereotypes
- Week 8 Chapter 7 Law Enforcement Contact with Latino/Hispanic Americans**
- Quiz Chapter 6
 - Lecture Chapter 7
 - Test #2 Chapters 4-6
- Week 9 Chapter 8 Law Enforcement Contact with Arab Americans and Other Middle Eastern Groups**
- Quiz Chapter 7

- Lecture Chapter 8
- Class Discussion: Analyze the Arab/Middle Eastern American Family and the importance of the roles of men, woman, and children.

Week 10 Chapter 9 Review: Law Enforcement Contact with Native Americans

- Quiz Chapter 8
- Lecture Chapter 9
- Class Activity

Week 11 Chapter 10 Review: Multicultural Law Enforcement and Terrorism, Homeland Security, and Disaster Preparedness

- Quiz Chapter 9
- Lecture Chapter 10
- Test #3 Chapters 7-9

Week 12 Chapter 11 Hate/Bias Crimes: Victims, Laws, Investigations, and Prosecutions & Chapter 12 Hate/Bias Crimes: Reporting, Monitoring, and Response Strategies

- Quiz Chapter 10
- Lecture Chapters 11-12
- Group Project: Ethnic/Racial Composition of QCC and the surrounding Worcester area.

Week 13 Chapter 13 Racial Profiling

- Quiz Chapter 11-12
- Lecture Chapter 13
- Student Class Discussion: What are potential consequences of targeting criminal activity in an area of a community?

Week 14 Chapter 14 Community Profiling and Multicultural Response Strategies for Gangs, the Homeless, and the Mentally Ill

- Quiz Chapter 13
- Lecture Chapter 14
- Test #4 Chapter 10-14

Week 15 Final Exam

The final exam will cover information from select chapters from the textbook.

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

- 1. Program Name: Criminal Justice
- 2. Originator: Kristy M. Glover Date: August 26, 2015
- 3. School Dean: James Brown Date: August 26, 2015
- 4. The requested change (motion) for governance consideration is as follows:
CRJ 110 Multicultural Diversity in Criminal Justice will replace IDS 101 Valuing and Diversity as a required course in the Criminal Justice-Associate in Science degree program.
- 5. Effective Date: Fall 2016
- 6. Recommended by the Public Service and Social Sciences School Date: 9/17/15 _____

Comments:

- 7. AA Leadership Team: _____ Date: _____
Recommended: _____ Not Recommended: _____
Comments:

- 8. VP/Academic Affairs: _____ Date: _____
Recommended: _____ Not Recommended: _____
Comments:

- 9. Learning Council: _____ Date: _____
Recommended: _____ Not Recommended: _____
Comments:

- 10. VP/Academic Affairs: _____ Date: _____
Approved: _____ Not Approved: _____
Comments:

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: Criminal Justice
School: Public Service and Social Sciences
Degree type: Associate
<p>Provide a detailed list of the proposed changes to the program.</p> <ol style="list-style-type: none"> 1. IDS 101 Valuing and Diversity will be removed as a required course. 2. CRJ 110 Multicultural Diversity in Criminal Justice will be inserted as a required course.
<p>Attachments:</p> <ul style="list-style-type: none"> Current program grid Proposed program grid
<p>Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted.</p> <ul style="list-style-type: none"> • CRJ 110 - Multicultural Diversity in Criminal Justice (Proposed New Course)
<p>Provide a rationale for the proposed changes.</p> <p>This course more specifically addresses the need for Criminal Justice students to be more sensitive, empathetic, and respectful of diverse cultures. CRJ 110 Multicultural Diversity in Criminal Justice focuses specifically on the interaction between members of the criminal justice system and various racial and ethnic groups within today’s culturally diverse society. More specifically this course examines multicultural issues and social problems relating to the implementation of justice in a culturally diverse society. Students explore and discuss issues such as hate crimes, immigration and refugees in the United States, racial profiling, multicultural issues related to terrorism, homeland security, disaster preparedness, gangs, the homeless, and the mentally ill.</p>
<p>Do any of the proposed changes affect the program goals and/or the program student learning outcomes? Please indicate any revisions to the program goals and/or program student learning outcomes.</p> <p>There are no changes to the program goals or program student learning outcomes.</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: The proposed course changes will not affect any other departments.</p>
<p>Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator. The proposed changes will not affect the articulation agreement.</p>
<p>For an associate degree program, are there any changes in the number of general education credits that could affect Mass Transfer?</p>

There are no changes in the number of general education credits that will affect MassTransfer.

If yes please provide a rationale.

Will any of the following be required:

Additional staff ____ Additional space ____ Additional equipment ____

Not applicable.

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

Please complete the following tables for your program.

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

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES FOR (CRIMINAL JUSTICE)		Supporting course(s)	I, M, E
1	Communicate ideas and information; plan, organize, and evaluate projects.	CRJ 101, CRJ 213	I
2	Work in teams and with diverse populations and constituencies.	CRJ 110, CRJ 207	E
3	Apply problem-solving techniques.	CRJ 110, CRJ 213	E
4	Use technology appropriate to their fields.	CRJ 208, CRJ 211	E

For a DEGREE PROGRAM, indicate the courses that fulfill the General Education Student Learning Outcomes.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES FOR (CRIMINAL JUSTICE)	Supporting course(s)	I,M,E
Communication Skills: Students will write and speak effectively.	CRJ 101	M
Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.	CRJ 101, CRJ 213	E
Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.	CRJ 207, CRJ 211	I
Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.	CRJ 110, CRJ 213	M
Technical Literacy: Students will utilize computer an emerging technologies effectively.	CRJ 208	M
Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.	CRJ 213, CRJ 110	E
Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.	CRJ 213, CRJ 110	E
Ethics: Students will develop an awareness of personal obligations and responsibilities in one's community of influence.	CRJ 208, CRJ 111	E
Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.	CRJ 208, CRJ 211	E
Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.	CRJ 110, CRJ 111	E

CRIMINAL JUSTICE - Associate in Science (Program Code: CJ)

CURRENT

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Criminal Justice	CRJ 101	F/S/SU			3	ENG 091 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introductory Sociology (Principles) or Cultural Anthropology	SOC 101 ANT 111	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Criminal Law	CRJ 111	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Composition II	ENG 102	F/S/SU			3	ENG 101
Valuing Diversity	IDS 101	F/S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Speech Communication Skills	SPH 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Mathematics Elective* or Lab Science Elective	--- ---	F/S/SU			3-4	
Semester 3						
Criminal Investigation	CRJ 207	F/S/SU			3	ENG 101
Technologies in Criminal Justice	CRJ 208	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
United States Government	PSC 201	F/S/SU			3	ENG 101
The Dynamics of Racial & Ethnic Relations	SOC 211	F/S/SU			3	ENG 101
Juvenile Delinquency & the Juvenile Justice System	SOC 212	F/S/SU			3	ENG 101
Semester 4						
Evidence & Court Procedure	CRJ 211	F/S/SU			3	ENG 101
Criminology	CRJ 213	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Ethics or Legal and Ethical Concepts in Human Services	PHI 131 HUS 231	F/S/SU F/S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score HUS 101, HUS 121, HUS 141
State & Local Government	PSC 221	F/S/SU			3	ENG 101
Criminal Justice Elective	---	F/S/SU			3	
Elective	---	F/S/SU			3	
Total Credits Required					60-61	

Program Notes:
*MAT 100 or higher.

CRIMINAL JUSTICE - Associate in Science (Program Code: CJ) PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Criminal Justice	CRJ 101	F/S/SU			3	ENG 091 with a grade of "C" or higher; or approp place score
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introductory Sociology (Principles) or Cultural Anthropology	SOC 101 ANT 111	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Criminal Law	CRJ 111	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Composition II	ENG 102	F/S/SU			3	ENG 101
Multicultural Diversity in Criminal Justice	CRJ 110	F/S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Speech Communication Skills	SPH 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Mathematics Elective* or Lab Science Elective	--- ---	F/S/SU			3-4	
Semester 3						
Criminal Investigation	CRJ 207	F/S/SU			3	ENG 101
Technologies in Criminal Justice	CRJ 208	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
United States Government	PSC 201	F/S/SU			3	ENG 101
The Dynamics of Racial & Ethnic Relations	SOC 211	F/S/SU			3	ENG 101
Juvenile Delinquency & the Juvenile Justice System	SOC 212	F/S/SU			3	ENG 101
Semester 4						
Evidence & Court Procedure	CRJ 211	F/S/SU			3	ENG 101
Criminology	CRJ 213	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Ethics or Legal and Ethical Concepts in Human Services	PHI 131 HUS 231	F/S/SU F/S			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score HUS 101, HUS 121, HUS 141
State & Local Government	PSC 221	F/S/SU			3	ENG 101
Criminal Justice Elective	---	F/S/SU			3	
Elective	---	F/S/SU			3	
Total Credits Required					60-61	
Program Notes: *MAT 100 or higher.						

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. **Program Name:** Human Services Certificate

2. **Originator:** Brenda Safford **Date:** August 3, 2015

3. **School Dean:** Dr. James Brown **Date:** August 3, 2015

4. **The requested change (motion) for governance consideration is as follows:**

Delete the ENG 100.

Add GRT 101 – Intro. To Aging

5. **Effective Date:** Fall 2016

6. **Recommended by the** _____ **Public Service & Social Sciences School** **Date:** September 17, 2015

Comments:

7. **AA Leadership Team:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____

Comments:

8. **VP/Academic Affairs:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____

Comments:

9. **Learning Council:** _____ **Date:** _____

Recommended: _____ **Not Recommended:** _____

Comments:

10. **VP/Academic Affairs:** _____ **Date:** _____

Approved: _____ **Not Approved:** _____

Comments:

2015 - 2016
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program: Human Services Certificate
School: School of Public Services and Social Sciences
Degree type: Human Services Certificate
Provide a detailed list of the proposed changes to the program. 1. Delete the ENG 100. 2. Add GRT 101 Intro. To Aging
Attachments: Current program grid Proposed program grid
Submit separate proposals for any new courses or revised courses in the program. Please list here the new courses or revised courses for which separate proposals will be submitted.
Provide a rationale for the proposed changes. In the interest of providing more depth and breadth to the Human Services Certificate the department felt that GRT 101 Introduction to Aging would serve our students better as we eliminate ENG 100.
Do any of the proposed changes affect the program goals and/or the program student learning outcomes? Please indicate any revisions to the program goals and/or program student learning outcomes. N/A
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: N/A
Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator. N/A
For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? If yes please provide a rationale.
Will any of the following be required: Additional staff ____ Additional space ____ Additional equipment ____ Provide a rationale for any needs indicated and include approximate cost of equipment.

Please complete the following tables for your program.

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

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

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

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

PROGRAM STUDENT LEARNING OUTCOMES for Human Services Certificate		Supporting course(s)	I, M, E
1	Understand the past, present and future of human services	HUS 101, GRT 101	I
2	Demonstrate the ability to effectively perform empathic listening, observation and interactional skills with individuals, groups, families and community.	HUS 121, GRT 101	M
3	Conduct intake interviews and provide a basic assessment of human needs	HUS 121, GRT 101	E
4	Apply core interpersonal skills within the helping relationship.	HUS 121, GRT 101	E
5	Be prepared for group facilitation and participation.	HUS 125, GRT 101	M
6	Utilize knowledge of formal and informal networks.	HUS 141, GRT 101	E
7	Advocate for participant’s needs utilizing strength-based, a culturally competent dynamic.	HUS 141, SOC 101, GRT 101	I
8	Identify, explain and apply the 12 National Community Support Skill Standards for human service delivery.	HUS 101, HUS 141, GRT 101	I
9	Identify myths and stereotypes of aging and describe how these shape attitudes and policy toward older adults	GRT 101, HUS 101, SOC 101	E

HUMAN SERVICES CERTIFICATE (Program Code: HS) Current

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to English Composition	ENG 100	F/S/SU			3	A grade of "C" or higher in ENG 091 and passing the ENG 096 departmental writing final examination essay or approp place score
Introductory Sociology (Principles)	SOC 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Human Services	HUS 101	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
The Helping Relationship: Delivering Human Services	HUS 121	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Semester 3						
Group Process for Human Services	HUS 125	F/S/SU			3	HUS 101, HUS 121
Community Service: Delivering Human Services	HUS 141	F/S/SU			3	ENG 101, HUS 101, HUS 121
Introduction to Counseling	PSY 231	F/S/SU			3	PSY 101
Elective	---	F/S/SU			3	
Total Credits Required					30	

HUMAN SERVICES CERTIFICATE (Program Code: HS) Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Semester 1						
Introduction to Aging	GRT 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introductory Sociology (Principles)	SOC 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Semester 2						
Composition I	ENG 101	F/S/SU			3	ENG 091 with a grade of "C" or higher, ENG 096 with a grade of "C" or higher; or approp place score
Introduction to Human Services	HUS 101	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
The Helping Relationship: Delivering Human Services	HUS 121	F/S/SU			3	ENG 096 with a grade of "C" or higher; or approp place score
Semester 3						
Group Process for Human Services	HUS 125	F/S/SU			3	HUS 101, HUS 121
Community Service: Delivering Human Services	HUS 141	F/S/SU			3	ENG 101, HUS 101, HUS 121
Introduction to Counseling	PSY 231	F/S/SU			3	PSY 101
Elective	-	F/S/SU			3	
Total Credits Required					30	