

Quincy College Catalog

2019-2020

Published on August 1, 2019

Plymouth, Quincy & Online | www.quincycollege.edu | 800.698.1700

The information in this publication is provided solely for the convenience of the reader, and Quincy College expressly disclaims any liability which may otherwise be incurred. While every effort has been made to ensure the accuracy of the information contained in this publication, the College reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication. For the most up-to-date version, please visit: quincycollege.edu/catalog

TYPE OF SCHOOL:	Quincy College is a fully-accredited two-year college offering approximately 475 courses and over a thousand sections each semester, and awarding Associate Degrees and Certificates of completion in a wide variety of studies.	
FOUNDED:	1958	
PRESIDENT:	Michael G. Bellotti	
LOCATIONS:	Presidents Place 1250 Hancock Street Quincy, MA 02169 Plymouth Campus 36 Cordage Park Circle Plymouth, MA 02360	Saville Hall 24 Saville Avenue Quincy, MA 02169
MAIN TELEPHONE NUMBERS:	617-984-1700 (Quincy Campus) 508-747-0400 (Plymouth Campus)	
WEBSITE:	www.quincycollege.edu	

STUDENT PROFILE:
(Based on end of semester
Fall 2016 data)

Students Enrolled	4,155 (Headcount) 2,387 FTE (Fall)
Gender Ratio	68% Female 32% Male
Ethnicity	42% White, Non-Hispanic 24% Black, Non-Hispanic 5 % International Students 9% Hispanic 7% Asian or Pacific Islander 2% Two or more races 11% Race/Ethnicity Unknown
Age Range	15-75
Average Age	27
Average Class Size	14
Retention Rate (Fall to Fall)	2011-2012 49% 2012-2013 58% 2013-2014 52% 2014-2015 55% 2015-2016 66% 2017-2018 57%
Graduation Rate (IPEDS 150%) For Cohort that began in September 2011: For Cohort that began in September 2012: For Cohort that began in September 2013: For Cohort that began in September 2014: For Cohort that began in September 2015:	18% (5 years) 19% (3 years) 13% (3 years) 13% (3 years) 16% (3 years)

Students Employed	89%
Graduates (2017)	814
Pass Rate (PN Licensure) for 2016	65%
Pass Rate (RN Licensure) for 2016	59%
Full-time students receiving financial aid (Based on Fall 2016)	60%
Independent student: Amount of debt on graduation (max. amount) (Based on Fall 2016)	\$20,000
Dependent student: Amount of debt on graduation (based on Fall 2016)	\$12,000
Average student: Amount of debt on graduation (based on Fall 2016)	\$13,340

CIVILITY STATEMENT

Quincy College was founded on the belief that learning is a lifelong activity, and that education can improve the quality of life for individuals and society. The College values freedom of expression and recognizes the constitutional and statutory rights of students and staff. It is the intent of the College to promote and foster an atmosphere and environment conducive to the academic mission of the institution. Quincy College is a community of individuals. As such, we should always strive to recognize the dignity and worth of each member of the community, regardless of status (student, administrator, support staff, faculty member). It is the College's belief that one should treat every other individual, irrespective of status, rank, title, or position, with dignity and respect.

NON-DISCRIMINATION

Quincy College is an academic community dedicated to openness, tolerance and respect. Our doors and programs are open to all students and employees without regard to age, race, religion, sex, marital or parental status, national origin, veteran status, physical or mental disability or sexual orientation. The College does not discriminate in its education programs or in admissions to, access to, treatment in, or employment in its programs and activities. For more information, please reference the Equal Opportunity and Non-Discrimination Policy (Policy 3.02).

Quincy College strives to not only meet, but exceed all Federal, State, and Local statutes governing equal opportunity and inclusion. All questions, concerns, or complaints regarding the College's Affirmative Action/Title VI or Sexual Harassment/Title IX policies should be forwarded to the Vice President of Human Resources/Title VI and Title IX Coordinator, Presidents Place, 1250 Hancock Street, Quincy, MA 02169.

Inquiries regarding services for students with disabilities or student concerns or complaints regarding Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 or Sexual Harassment/Title IX policies should be forwarded to Susan Bossa, Associate Vice President for Student Development/ADA Coordinator, Presidents Place, 1250 Hancock Street, Quincy Center, MA 02169 or by calling 617-984-1656 or at sbossa@quincycollege.edu. Quincy College is in full compliance with MGL, Chapter 269 Section 17, 18, and 19 and hazing is prohibited in Quincy College. Please refer to College Policy 6-12 on the website or in the College catalog.

-Equal Opportunity/Affirmative Action Employer

The annual crime report and security policy is distributed to stakeholders in the last week of September and is also available on our website.

Academic Calendar.....	5
Accreditation.....	7
Mission Statement and Values.....	8
Quincy Campus.....	9
Plymouth Campus.....	10
Admissions.....	11
International Student Admissions.....	20
Financial Aid.....	25
Tuition and Fees.....	31
Academic Support Services.....	33
Academic Policies.....	36
College Policies.....	45
Student Rights and Responsibilities.....	88
Other Services.....	89
Career Development & Internships.....	90
Workforce Development.....	90
Alumni Affairs.....	91
Student Life.....	92
Athletics.....	95
Quincy College Trust.....	97
Academic Programs	
Degree Programs.....	98
Courses for Core Curriculum and Electives.....	99
Certificate Programs	139
Course Descriptions.....	166
Faculty and Administration	
Board of Governors.....	210
College Cabinet.....	211
College Senior Staff.....	212
Faculty.....	213
Administration.....	216
Professors Emeriti.....	219
Adjunct Professors.....	219

ACADEMIC CALENDAR SUMMARY 2019-2020

FALL SEMESTER, 2019

New Faculty Orientations	Aug 29
Faculty Non-Instructional Days (3 days)	Aug 29, 30, Sep 3
Labor day-College Closed	Sep 2 (Wed)
Semester Begins	Sep 4
*Add and Drop Period	*Please see the ADD and DROP Policy attached
Columbus Day-College Closed	Oct 14
Veterans' Day-College Closed	Nov 11
Last day to withdraw to receive a grade of "W" for Traditional Courses (Flex courses please see Registrar Office).	Nov 15
Thanksgiving Recess begins Wednesday-classes end at 4PM (offices closed at 12:00PM Noon)	Nov 27
Thanksgiving Recess-College Closed	Nov 28, 29, 30
Semester ends	Dec 19
Christmas Recess Begins	Dec 24 (offices closed at 12:00PM Noon)
Christmas College Closed	Dec 25

WINTER INTERSESSION, 2020

New Year's Day-College Closed	Jan 1
Interession begins/ends	Jan 2-Jan 15 (makeup day Jan 16)
Add and Drop Period	Jan 2-Jan 3
Last day to withdraw to receive a grade of "W"	Jan 9

SPRING SEMESTER, 2020

New Faculty Orientations	TBD
Faculty Non-Instructional Days (4 days)	Jan 15, 16, 17, 21
Martin Luther King, Jr. Day-College Closed	Jan 20
Semester begins	Jan 22 (Wed after MLK Day)
*Add and Drop Period	*Please see the ADD and DROP Policy attached
Presidents Day Holiday-College Closed	Feb 17
Spring Break (No Classes)	Mar 9-14; College Closed Mar 9, and Mar 13
Spring Holiday weekend-College Closed	April 10-11
Last day to withdraw to receive a grade of "W" for Traditional Courses (Flex courses please see Registrar Office).	April 17
Patriots' Day-College Closed	April 20
Convivium	May 13
Semester ends	May 18
Faculty Non-Instructional Days (4 days)	May 18-21
Spring Nurses Pinning	TBD
Spring Commencement	May 22
Memorial Day-College Closed	May 25

ACADEMIC CALENDAR SUMMARY 2019-2020, continued**SUMMER SESSION I, 2020 (5 weeks)**

Semester Begins	May 26
*Add and Drop Period	*Please see the ADD and DROP Policy attached
Last day to withdraw to receive a grade of "W"	Jun 19
Semester ends	Jun 29

Independence Day-College Closed Jul 4

SUMMER SESSION I, 2020 (10 weeks)

Semester Begins	May 26
*Add and Drop Period	*Please see the ADD and DROP Policy attached
Last day to withdraw to receive a grade of "W"	Jul 24
Semester ends	Aug 7

SUMMER SESSION II, 2020 (5 weeks)

Semester Begins	Jul 6
*Add and Drop Period	*Please see the ADD and DROP Policy attached
Last day to withdraw to receive a grade of "W"	Jul 24
Semester ends	Aug 6

SUMMER SESSION II, 2020 (10 days)

Semester Begins	Aug 10
*Add Drop Period	*Please see the ADD and DROP Policy attached
Last day to withdraw to receive a grade of "W"	Aug 18
Semester ends	Aug 21

Quincy College is accredited by the New England Commission of Higher Education, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Commission of Higher Education indicates that the institution meets or exceeds criteria for the assessment of institutional quality. Assessments are periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Commission of Higher Education is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or of the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Quincy College is authorized by The Board of Higher Education of the Commonwealth of Massachusetts to award the Degrees of Associate in Arts and Associate in Science and Certificates of Completion, and is approved by the Board of Higher Education for the training of veterans and their dependents.

ACCREDITATION:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803
781-425-7785

Accreditation Commission for Education in Nursing
3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326
(p) 404-975-5000 (f) 404-975-5020

Commission on Accreditation of Allied Health Education Programs
1361 Park Street, Clearwater, FL 33756
727-210-2350

Quincy College Associate Degree Program in Nursing and Practical Nurse Certificate programs are accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Commonwealth of Massachusetts Board of Registration in Nursing (BORN). You may contact the ACEN for more information on the web at <http://www.acenursing.org/> or at 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326, by telephone at 404-975-5000 or 800-669-1656, or by faxing 404-975-5020. Quincy College Division of Nursing PN and ADN programs have been placed on "Approval with Warning" Status by the Massachusetts Board of Registration in Nursing (BORN). It is important for you to know that as a graduate of Quincy College Division of Nursing, you will remain eligible to write the NCLEX RN. For more information about this status please visit quincycollege.edu/program/nursing. You may contact BORN for more information on the web at <http://www.mass.gov/dph/boards/rn> or at 239 Causeway Street, Suite 200, 2nd Floor, Boston, MA 02114, or by phone at (617) 973-0800 or (800) 414-0168. To view student achievement outcomes please visit quincycollege.edu/program/nursing.

The Surgical Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs. You may contact the CAAHEP for more information on the web at www.caahep.org, by mail at 25400 US Highway 19 North Suite 158 Clearwater, FL 33763 or by telephone at 727-210-2350.

The Quincy College Associates Degree Medical Laboratory Technician Program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). You may contact NAACLS for more information on the web at: www.naacls.org or 5600 N. River Road Suite 720, Rosemont, IL 60018-5119. Telephone: 847.939.3597. Graduates of the MLT program are eligible to sit for the Medical Laboratory Technician (MLT) examination through the American Society for Clinical Pathology (ASCP) Board of Certification.

The Physical Therapist Assistant Program at Quincy College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.captionline.org>.

MISSION STATEMENT

Quincy College is an open access institution that encourages academic achievement and excellence, diversity, economic opportunity, community involvement, and lifelong learning. The College facilitates valuable learning relationships that inspire students to realize their educational and professional futures.

VALUES

At Quincy College, we are committed to the following values:

- Student learning and achievement.
- Excellence in teaching.
- Mutual respect, responsibility, and collaboration.
- Individual and institutional integrity.
- Diversity of people and perspectives.

Located only minutes from Boston, the Quincy campus is conveniently located in historic Quincy Center. Our academic buildings are less than one block from the Quincy Center T Station, providing our students with a short and hassle-free commute to class.

In addition to high-quality education from top instructors, the Quincy campus offers all of the resources students will need including student advising, student activities, student services, computer labs and Wi-Fi access, art studio, a library, tutoring, a career center, nursing and health science labs, the QC bookstore, and much more. Presidents Place in Quincy Center houses the President's Office, Academic Affairs, Administration and Finance, Human Resources, the Division of Liberal Arts, Nursing, and Professional Programs, our Exercise Science facility, all of the student service departments - Admissions, Academic Advising, Anselmo Library, Registrar's Office, Financial Aid Office, International Student Services, Business Office, Student Life Office, Student Success Coaching, Military and Veteran Services, the Nicastro Learning Center, the Career Center, Workforce Development, the Testing Center, as well as classrooms and many faculty and Deans' offices. Saville Hall, also in Quincy Center, houses classrooms, art studios, laboratories, Facilities, Marketing, and Natural and Health Science faculty offices.

TO REACH PRESIDENTS PLACE, QUINCY CENTER:

From I-93 (North): Take Exit 12 (Neponset/Quincy) and follow the bridge over to Hancock Street. Take a right before the lights onto Newport Avenue and follow for 2.1 miles. Take a left onto Adams Street. Adams Street merges onto Hancock Street. Take the third left onto Saville Avenue. The concrete and brick building on the right is Presidents Place and the Presidents Place parking garage.

From I-93 (South/Route 3): Take the Quincy Center exit and follow Burgin Parkway to the fifth traffic light. Take a right on Granite Street, then the first left onto Hancock Street in Quincy Center. Follow the rotary at the Church of the Presidents 1/4 of the way. Turn left at the lights. Take the first right onto Saville Avenue. The concrete and brick building on the right is Presidents Place and the Presidents Place parking garage.

From Route 3A (South): Follow route 3A (the Southern Artery) to Coddington Street (across from the Quincy Police Station on Sea Street). Turn left onto Coddington Street for two blocks. Take a right onto Hancock Street at Presidents Place. Take first right onto Saville Avenue. The concrete and brick building on the right is Presidents Place and the Presidents Place parking garage.

By public transportation: Take the Red Line to the Quincy Center MBTA station. Cross Hancock Street to Presidents Place.

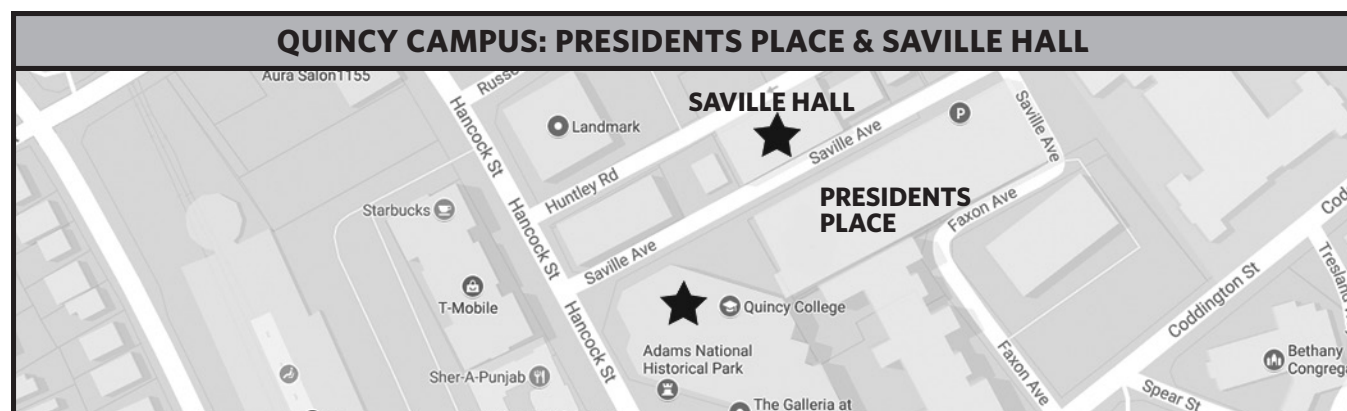
TO REACH SAVILLE HALL, QUINCY CENTER:

From I-93 (North): Take Exit 12 (Neponset/Quincy) and follow the bridge over to Hancock Street. Take a right before the lights onto Newport Avenue and follow for 2.1 miles. Take a left onto Adams Street. Adams Street merges onto Hancock Street. Take the third left onto Saville Avenue. The brick building with the black awning is Saville Hall.

From I-93 (South/Route 3): Take the Quincy Center exit and follow Burgin Parkway to the fifth traffic light. Take a right on Granite Street, then the first left onto Hancock Street in Quincy Center. Follow the rotary at the Church of the Presidents 1/4 of the way. Turn left at the lights. Take the first right onto Saville Avenue. The brick building with the black awning is Saville Hall.

From Route 3A (South): Follow route 3A (the Southern Artery) to Coddington Street (across from the Quincy Police Station on Sea Street). Turn left onto Coddington Street for two blocks. Take a right onto Hancock Street at Presidents Place. Take first right onto Saville Avenue. The brick building with the black awning is Saville Hall.

By public transportation: Take the Red Line to the Quincy Center MBTA station. Cross Hancock Street to Saville Avenue.



The Quincy College, Plymouth Campus is conveniently located off of Route 3. The Plymouth Campus offers students an exceptional learning experience. The Plymouth Campus is located at Cordage Park, historically a vibrant, world-renown and bustling rope factory. Quincy College at Plymouth offers Associate Degree programs in Physical Therapist Assistant, Nursing, Natural & Health Sciences, Business, Computer Science, Criminal Justice, Education, General Studies, Human Services, and Liberal Arts. Certificate programs in Web & Mobile Development, Phlebotomy, Aquaculture, Accounting, Computer Science, Early Childhood Education, Healthcare Administration, and Law Enforcement are available. Students can take all their degree or certificate requirements at the Plymouth Campus, with the option of taking classes and using resources at the Quincy Campus. These degree programs are designed to facilitate transfer to a Bachelor of Arts/Bachelor of Science upper division program as well as to prepare students to directly enter the workforce.

The Plymouth Campus recently underwent a significant renovation to add new offices, bright classrooms, a state of the art nursing wing and a brand new Syndaver lab. The Syndaver lab, one of two in Massachusetts, provides Plymouth Campus students a tangible learning opportunity. There is a friendly, atmosphere and supportive staff, to assist with all student needs at the Plymouth Campus. The Learning Center, Career Center, Student Success Coaching and Student Services provide an array of support services to assist students with achieving their full potential. The Plymouth Campus also holds student life events such as Open Mic Night for students to socialize outside of the classroom and meet new people. Clubs and athletics are available to Plymouth Campus students wishing to participate. The Plymouth Campus President's Unplugged events allow for students to voice their suggestions and ideas directly to the college President. Faculty and staff at the Plymouth Campus collaborate to achieve a common goal; providing an enriching, enjoyable and meaningful learning environment.

Additional information about the Plymouth Campus by calling 508-747-0400 or at quincycollege.edu/plymouth. All rights, privileges, and responsibilities that apply to students of Quincy College apply to students of Quincy College at Plymouth.

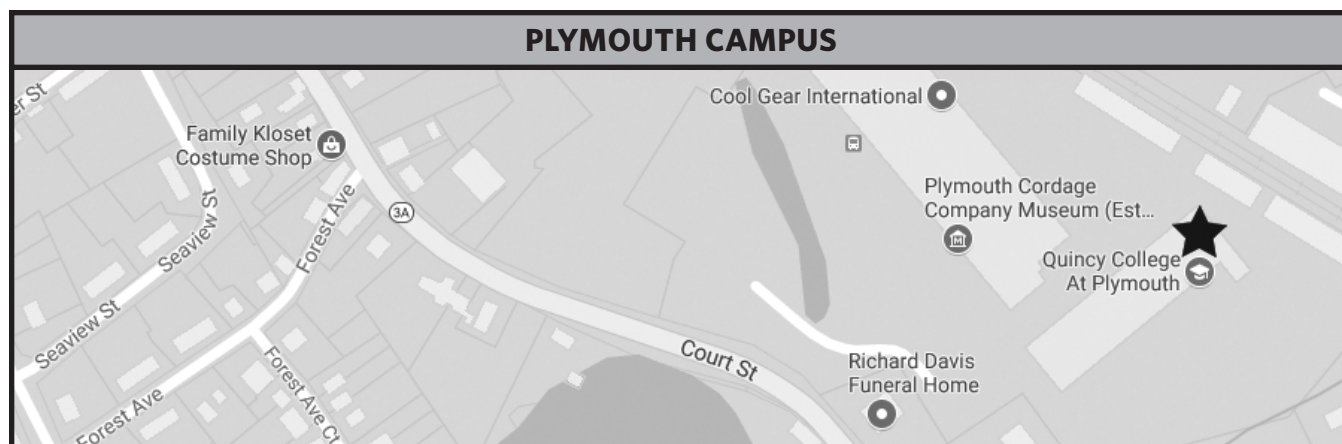
TO REACH PLYMOUTH CAMPUS:

From the North: Follow 93 South to MA-3 South toward Braintree/Cape Cod. Take Exit 9 (RT-3A) Kingston/N. Plymouth. At top of off-ramp, take a left toward North Plymouth. Follow 3A. Turn left at first set of lights into Cordage Commerce Center. Bear right and follow the signs for Quincy College. End at 36 Cordage Park.

From the South: Follow MA-3 North toward Braintree. Take the Smith Lane exit (Exit 8) toward Rocky Nook. Turn right at Crescent St. Turn right at RT-3A. Turn left at Cordage Commerce Center. Bear right and follow the signs for Quincy College. End at 36 Cordage Park.

From the West: Take US-44 East to Commerce Way exit to Cherry St / N. Plymouth. Turn left at Commerce Way. Turn right at Nicks Rock Rd. Continue on Cherry St. Turn left at Court St. / RT-3A. Turn right at Cordage Commerce Center. Bear right and follow the signs for Quincy College. End at 36 Cordage Park.

Public transportation is available and the commuter rail stop (Old Colony Line) is behind the campus. Additionally, public buses through GATRA are available.



As a public two-year college, our admission policy reflects our belief that anyone with the potential to benefit from a college education should have the opportunity to obtain one. We consider the total individual, not just grades and test scores, in our admission process.

Admission Procedures for Non-Nursing, Natural & Health Sciences Applicants

Admission procedures for non-nursing, natural and health sciences applicants are streamlined to provide better service to students who are degree seeking and interested in graduating from Quincy College. These procedures assist students in identifying, planning, and achieving their educational and career goals. Quincy College admits students on a rolling basis, as soon as applications are complete.

All Matriculating (Degree/Certificate Seeking) Students:

- Submit an application along with a \$30 application fee either online or in the Office of Admissions.
- All matriculating (degree/certificate seeking) students must be high school graduates or equivalent. Proof of high school completion must be submitted to the Office of Admissions.
- Admission to the College and a program will be confirmed by an acceptance letter.
- SAT or ACT scores are not required.
- All accepted students must take a placement/advising test to measure proficiency in English and Mathematics. (This may be waived, for exceptions please see an advisor).
- Students will be eligible to register for classes after an advising session with an advisor.
- All matriculating (degree/certificate seeking) students must register for IDS 167 First Year Seminar in the first semester. (In some cases, this may be waived; for exceptions, please see an advisor).
- Students must be matriculating to receive financial aid.
- Registration is completed in the Registrar's Office by paying tuition and registration fees, along with the Matriculating Registration form.

All Non-Matriculating (Non-Degree/Certificate Seeking) Students:

If you are not seeking to graduate from Quincy College, planning to transfer your credits to another institution, taking a class for personal enrichment/professional development, or if you are a high school student and your guidance counselor supports your collegiate level course.

- Apply as a Non-Matriculating student through the Admissions Office
- Register in the Registrar's Office: tuition and registration fee are required at the time of registration.
- You may earn a maximum of 30 credits as a non-matriculating (non-degree/certificate seeking) student towards a degree program and 15 towards a certificate program. The credits earned appear on the transcript and may be transferred to another institution.
- It is highly recommended to take a placement test to measure proficiency on English and Mathematics.
- Please check with Financial Aid Office if you are eligible for any loan program.

Change of Status:

Students who wish to change their status from non-matriculating (non-degree/certificate seeking) to matriculating (degree/certificate seeking), must apply to do so by submitting the application with the appropriate fee.

Early Admission (Policy 4.06)

Quincy College admits students who have not yet graduated from high school. The early admissions program serves two distinct populations of students:

1. Students with above average ability and maturity may be accepted by Quincy College at the end of their sophomore year in high school. With the high school's approval, Quincy College credits can be transferred to the high school to complete high school diploma requirements and college credit is earned at the same time.
2. Seniors who do not have enough credits to graduate from high school may enroll as special students in college courses and, with their high schools' permission, transfer the credits back to their high school to complete graduation requirements. The credits earned will also count toward a college degree should the student decide to continue his or her education and be accepted into Quincy College.

In both cases, a written recommendation from the applicant's high school guidance office is required and should be submitted with the application for admission.

WHEN TO APPLY (Open Enrollment Policy 4.01)

As an open enrollment institution, Quincy College admits those students who have completed the secondary school sequence. Quincy College admits select students, from diverse educational backgrounds, including students still in high school, to provide them access to higher education. Quincy College admits international students who meet basic requirements of English proficiency, completion of high school sequence, Physicians Immunization Verification Form, and, as per the U.S. Citizenship and Immigration Services, financial eligibility.

A General Education Diploma (G.E.D) or equivalent may be substituted for a traditional high school diploma in all cases.

Note: Nursing, Natural and Health Sciences programs are not open enrollment. Please speak with an advisor.

HOW TO APPLY FOR GENERAL ENROLLMENT

STEP ONE - Application Form

(All returning Quincy College students may skip to STEP THREE.)

All matriculating (degree/certificate seeking) students who have never attended Quincy College must first complete and submit an application form, along with a \$30 application fee, to: Quincy College, Admissions Office, Presidents Place, 1250 Hancock Street, Quincy, MA 02169. The phone number is 1-800-698-1700 or 617-984-1710 and the fax is 617-984-1794. For admissions to the Plymouth Campus, please send your application and fee to: Quincy College, 36 Cordage Park Circle, Plymouth, MA 02360. The phone number is 508-747-0400 and the fax is 508-747-8169.

Request that your high school forward an official transcript of your grades to Quincy College. Students with a high school equivalency certificate may substitute an official copy of their G.E.D. test scores for the high school transcript. While a high school diploma or G.E.D. is not required to attend classes at Quincy College, they are a requirement for graduation.

All full-time students must provide an official immunization record for the following: Tetanus/Diphtheria/Pertussis, Measles, Mumps, Rubella, and Hepatitis B. For more details, see the Immunization Policy in the College Policy section of this catalog or at quincycollege.edu.

Note: SAT scores are NOT required for admission.

STEP TWO - Quincy College Placement Assessment (Academic Placement Policy 4.08)

All new matriculating (degree/certificate seeking) students are assessed with placement tests (ACCUPLACER or LOEPS) prior to enrolling in courses. Students whose skills are deemed insufficient to successfully handle college level work will be advised to take academic support courses in the subject area of deficiency. These courses carry college credits per course but do not fulfill requirements for graduation. Quincy College will close down access to an academic account for any new degree/certificate seeking student who has not done the required testing and advising session prior to the end of the add/drop period in their first semester. Please check with the Office of Admissions about scores required for a specific program and placement. The Placement Assessment is administered several times a week and can be scheduled by calling the Admissions Office at 617-984-1710 or in Plymouth at 508-747-0400.

STEP THREE - Registration Form

Both new and returning students must submit a registration form to enroll in desired courses. Students should include course number and section (ENG-101-01); course title (English Composition); day (Mon/Wed); and time (8:00am-9:20am). Payment must be received, in full, at the time of registration. Quincy College students may register by visiting Registrar's Office or by mailing a registration form with payment to: Quincy College, Registrar's Office, Presidents Place, 1250 Hancock Street, Quincy Center, MA 02169 or the Plymouth Campus at 36 Cordage Park Circle Plymouth, MA 02360.

Returning students may register online through the "Campus Portal" on the College's website at quincycollege.edu. They may also fax their registration forms with credit card information to 617-984-1794 in Quincy, 508-747-8169 in Plymouth.

STEP FOUR - Health Insurance Waiver (Health Insurance Policy 6.08)

Since September 1, 1989, the Massachusetts Mandatory Health Insurance Law requires that all 3/4 time and full-time students must be covered by a health insurance policy before they begin classes at any college in the Commonwealth of Massachusetts. Quincy College offers enrolled students a student accident and sickness insurance plan at a special rate. Students not covered by another health insurance policy before the start of classes are required to purchase this policy in order to attend classes. Students with another insurance policy must complete a Health Insurance Waiver through the College website at www.quincycollege.edu/health-insurance. If you have any questions, please contact the Quincy College Business Office at 617-984-1630.

ADMISSION TO NURSING and NATURAL & HEALTH SCIENCES PROGRAMS (Allied Health Admissions Policy 4.03)**Admission Process to Associate Degree Program in Nursing**

1. Student must complete the following prerequisites courses to be eligible to apply for admissions:
 - ATI TEAS exam with a minimum overall score of 68.7% (Visit atitesting.com to register.)
 - ENG 101: English Composition I (3 credits) with a grade of C or higher
 - MAT 103: College Algebra (3 credits) or a higher level math class with a grade of C or higher
 - BIO 131: Anatomy & Physiology I (4 credits) with a grade of C or higher*
 - In-progress or registered for BIO 132: Anatomy & Physiology II (4 credits) with a grade of C or higher*

The Nursing Track within the Natural Science program is designed as the first step towards a degree in nursing, and provides a well-defined path that a student may follow in order to achieve the nursing program prerequisites.

2. Student schedules the ATI TEAS test at the ATI website (www.atitesting.com). All applicants must achieve a minimum of proficient as defined by Academic Preparedness Categories for the ATI TEAS assessment (68.7%).
3. Applicant must attend a Nursing Program Information session prior to submitting an application.
4. Application must be submitted within the published application period.
5. Completed application includes the following:
 - Official high school transcript or GED
 - Official college transcript(s) if prerequisites not taken at Quincy College
 - \$50 Application Fee (Non Refundable)
 - Qualifying scores on the ATI TEAS test
 - Work History validation, if applicable
 - Evidence of attendance at Nursing Information Session
6. Applications are reviewed and ranked using the following components:
 - ATI TEAS performance level
 - Prerequisite course grades
 - Quincy College course work completed
 - Prior Work History Validation in healthcare field
7. Applicants will receive an admissions decision 3-4 weeks after the scheduled deadline for submission of applications.
8. All admitted students are required to:
 - Complete Health Forms through CastleBranch
 - Submit to a CORI check
 - Attend a scheduled Nursing Program Orientation
 - Meet with a nursing program advisor
 - Pay a seat deposit and matriculation fee

Admission Process to the Practical Nursing Certificate Program

1. Student schedules the ATI TEAS test at the ATI website. All applicants must achieve a minimum of proficient as defined by Academic Preparedness Categories for the ATI TEAS assessment.
2. Application must be submitted within the published application period.
3. Applications are reviewed for completeness and incomplete applications are returned to applicant. Completed application includes the following:
 - Official high school transcript or GED
 - \$50 Application Fee (Non Refundable)
 - Qualifying scores on the ATI TEAS test
 - Work History Validation, if applicable.
4. Applications are reviewed using the following components:
 - ATI TEAS performance level
 - Quincy College course work completed

- Prior Work History Validation in healthcare field

5. Applicants will receive an admissions decision 3-4 weeks after the scheduled deadline for submission of applications.

6. All admitted students are required to:
- Complete Health Forms through CastleBranch
 - Submit to a CORI check
 - Attend a scheduled Nursing Program Orientation
 - Meet with a nursing program advisor
 - Pay a Seat Deposit and Matriculation Fee

* Successful Completion of course means earning a "C" or better.

Admission to Medical Laboratory Technician Program

Applications:

Applications are accepted between April 1 to August 1 on a rolling basis for fall classes and July 1 to December 1 for spring classes.

Accreditation:

The National Accrediting Agency for Clinical Laboratory Science, located at 5600 N. River Rd., Suite 720, Rosemont, IL, 60018-5119. Telephone 847-939-3597.

Quincy College has achieved accreditation and graduates of the MLT program are eligible to sit for national certification examinations.

Admission Process:

1. The application packet requests the following information from the student:

A. College Placement Scores:

Minimum scores needed for admission to the Medical Laboratory Technician Program:

Reading Comprehension: 253

Sentence Skills: 250

Arithmetic: 260

or successful completion* of ENG 101 (or equivalent) and college level math with a "C" or better.

B. Transcript of prerequisite course work

C. Written personal statement **

D. Summary of work history in healthcare field.

* Successful Completion of course means earning a "C" or better. | ** No more than 500 words.

2. After successful completion of the College placement test and completion of the program pre-requisites the student completes an application packet and submits it to the Admissions Office by the deadline dates and pays an application fee.

3. Incomplete applications are not accepted. Completed applications include the following:

- Official high school transcript
- Official college transcript (if applicable and if pre-requisites were not taken at Quincy College)
- \$50.00 Application Fee (non-refundable)
- Qualifying scores on College Placement test

4. Applicants are notified of acceptance, rejection, or wait-list enrollment via Admissions by the end of August for fall semester and end of December for spring semester.

5. Once the cohort is filled a wait list is generated.

6. The wait list does not carry over from one year to the next. The wait list is only maintained until the start date of the program in the cohort start year.

7. If a student is not admitted one year and wants to be considered for the next year, she/he must reapply for the next year.

8. Once a student is admitted, he or she is asked to provide a seat deposit applicable to the first semester tuition, and a non-refundable matriculation fee.

9. Students admitted into the MLT Program are required to attend a mandatory orientation.
10. All admitted students are required to complete a 1) health form, 2) CORI check, and 3) course registration forms. These must be completed and returned by the deadline date or students will lose their seat in the program.
 - Complete Health Forms through CastleBranch- Admitted students must have a health form completed by their physician one month prior to the start of the program. A complete health form includes the following documentation:
 - Medical history
 - Complete physical
 - A negative Mantoux within two months of the first MLT class. This documentation must include date and results. If Mantoux is positive then a chest x-ray is required within the past seven years and a current letter from student's physician indicating no active disease.
 - Tetanus/Diphtheria/Pertussis vaccine within the last 10 years
 - Measles, Mumps and Rubella (MMR) documentation of positive titer or two live doses
 - Varicella (Chicken Pox) documentation of positive titer or two live doses
 - Hepatitis B - documentation of positive titer or three doses of vaccine.
 - Flu - documentation of one dose of flu vaccine every flu season.
 - CORI - Since the MLT Program includes a clinical placement, enrolled students are required to submit a Criminal Offender Record Information (CORI) check in accordance with Massachusetts state law. Massachusetts law permits clinical agencies to require CORI checks for all employees and/or volunteers who have direct or indirect contact with patients and/or clients. Agencies reserve the right to refuse and/or reject students who do not meet applicable CORI guidelines. Please be advised that admission to the Quincy College MLT Program is specifically conditional on a satisfactory CORI check. Admission into the MLT Program which requires a clinical practicum does not represent or warrant an agreement that a student is eligible for a clinical placement. Students who do not complete required clinical course work are ineligible for graduation from the Quincy College MLT program. For more information on the CORI process, please see the CORI policy in this catalog.
 - Course Registration Forms - Students admitted into the MLT Program must have their course registration forms signed by the appropriate program Chair. Registrar's Office **does not** accept unsigned forms. If registration forms are not submitted by the deadline date established by the program, students will lose their seat in the program.
11. Some clinical partners require drug screening of students placed at their facility. These providers reserve the right to refuse and/or reject students whose drug test does not meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete their clinical practicum are ineligible for graduation.
12. In order to maintain a reserved seat in the MLT Program, specific deadline dates must be met for each of the activities or items listed below. If a student misses a deadline, he/she will be notified of his/her removal from the list of accepted students. The next student on the wait list will be notified of his/her acceptance into the program. The wait list does not carry over from one year to the next.

Documents and activities that must be submitted and completed by a specific deadline date include:

- Mandatory Orientation
- Seat Deposit
- Health Form
- CORI
- Registration Form

Note: Clinical Failure

If a student is applying to the MLT Program which includes a clinical experience, and the student has a previous clinical failure, then the following process is followed:

- The student is provisionally accepted according to the admissions criteria and a seat is held until final disposition is determined.
- If the student's clinical failure record is within three years of the start (September) of an academic year in which the student failed, then the student is advised that he/she will need a recommendation letter from the Chair and/or Coordinator of the program as part of their application packet.
- If the student's clinical failure record is more than three years ago, then the student may apply without the recommendation of the Chair.
- A decision is communicated to the Office of Admissions within two weeks of receiving written notification that a student with a previous clinical failure has applied to the program.

Admission to Phlebotomy Program

Applications:

Applications are accepted on a rolling basis.

Admission Process:

1. The application packet requests the following information from the student:
 - A. College Placement Scores:
Minimum scores needed for admission to the Phlebotomy Program:
Reading Comprehension: 253
Sentence Skills: 250
or successful completion of ENG 101 with a "C" or better.
 - B. Summary of work history in the healthcare field. If no work history, then a personal statement regarding desire to work in the healthcare field.
 - C. Transcript of any Quincy College credits completed with a minimum grade of a "C".
 - D. Official high school transcript.
 - E. \$50 application fee.
2. After successful completion of the application packet, the student brings the application packet to the Admissions Office and pays the fee.
3. Incomplete applications will not be accepted.
4. Applicants are notified of acceptance, rejection, or wait-list enrollment via Admissions by the end of August for fall semester and end of December for spring semester.
5. Once the cohort is filled a wait list is generated.
6. The wait list does not carry over from one year to the next. The wait list is only maintained until the start date of the program.
7. If a student is not admitted and wants to be considered for the next cycle, she/he must reapply.
8. Once a student is admitted, he or she is asked to provide a seat deposit applicable to the first semester tuition, and a non-refundable matriculation fee.
9. Students admitted into the PHB Program are required to attend a mandatory orientation.
10. All admitted students are required to complete a 1) health form, 2) CORI check, and 3) course registration forms. These must be completed and returned by the deadline date or students will lose their seat in the program.
 - Complete Health Forms through CastleBranch- Admitted students must have a health form completed by their physician one month prior to the start of the program. A complete healthform includes the following documentation:
 - Medical history
 - Complete physical
 - A negative Mantoux within two months of the first PHB class. This documentation must include date and results. If Mantoux is positive then a chest x-ray is required within the past seven years and a current letter from student's physician indicating no active disease.
 - Tetanus/Diphtheria/Pertussis vaccine within the last 10 years
 - Measles, Mumps and Rubella (MMR) documentation of positive titer or two live doses
 - Varicella (Chicken Pox) documentation of positive titer or two live doses
 - Hepatitis B - documentation of positive titer or three doses of vaccine.
 - Flu - documentation of one dose of flu vaccine every flu season.
 - CORI - Since the PHB Program includes a clinical placement, enrolled students are required to submit a Criminal Offender Record Information (CORI) check in accordance with Massachusetts state law. Massachusetts law permits clinical agencies to require CORI checks for all employees and/or volunteers who have direct or indirect contact with patients and/or clients. Agencies reserve the right to refuse and/or reject students who do not meet applicable CORI guidelines. Please be advised that admission to the Quincy College PHB Program is specifically conditional on a

satisfactory CORI check. Admission into the PHB Program which requires a clinical practicum does not represent or warrant an agreement that a student is eligible for a clinical placement. Students who do not complete required clinical course work are ineligible for graduation from the Quincy College PHB program. For more information on the CORI process, please see the CORI policy in this catalog.

- Course Registration Forms - Students admitted into the PHB Program must have their course registration forms signed by the appropriate program Chair. Registrar's Office **does not** accept unsigned forms. If registration forms are not submitted by the deadline date established by the program, students will lose their seat in the program.
11. Some clinical partners require drug screening of students placed at their facility. These providers reserve the right to refuse and/or reject students whose drug test does not meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete their clinical practicum are ineligible for graduation.
 12. In order to maintain a reserved seat in the PHB Program, specific deadline dates must be met for each of the activities or items listed below. If a student misses a deadline, he/she will be notified of his/her removal from the list of accepted students. The next student on the wait list will be notified of his/her acceptance into the program. The wait list does not carry over from one year to the next.

Documents and activities that must be submitted and completed by a specific deadline date include:

- Mandatory Orientation
- Seat Deposit
- Health Form
- CORI
- Registration Form
- Application

Note: Clinical Failure

- If a student is applying to the PHB Program which includes a clinical experience, and the student has a previous clinical failure, then the following process is followed:
- The student is provisionally accepted according to the admissions criteria and a seat is held until final disposition is determined.
- If the student's clinical failure record is within three years of the start (September) of an academic year in which the student failed, then the student is advised that he/she will need a recommendation letter from the Chair and/or Coordinator of the program as part of their application packet.
- If the student's clinical failure record is more than three years ago, then the student may apply without the recommendation of the Dean.
- A decision is communicated to the Admissions Office within two weeks of receiving written notification that a student with a previous clinical failure has applied to the program.

Admission to Physical Therapist Assistant Program

Admission Process:

1. Student must complete the following prerequisites courses to be eligible to apply for admissions:
 - College level General Biology w/ lab or Anatomy & Physiology I w/ lab and a grade of "C" or better equaling 4 Credits. (For 2017 high school applicants, a high school biology course with a "B" (80%) or better equaling 4 Credits will satisfy the prerequisite requirements)
 - Demonstrated competency of placing into English 101 through the standardized college placement test (Accuplacer) or completion of English 090 or equivalent
 - Demonstrated competency of placing into Math 107 through the standardized college placement test (Accuplacer) or completion of MAT 097 with a "C" or better
 - Completion of ATI TEAS exam with no minimum score requirement
 - Official high school transcript or HiSET/GED records or original diploma (if completed outside the United States, high school transcripts/diplomas must be evaluated by CED)
2. Student schedules the ATI TEAS exam at the ATI website (www.atitesting.com).
3. Application must be submitted within the published application period.

4. Completed application includes the following:
5. Official Proof of High School Completion due to High School Diploma, GED/HISET, or CED evaluation.
 - Official college transcript(s) if prerequisites not taken at Quincy College
 - \$50 Application Fee (Non Refundable)
 - Scores on the ATI TEAS Exam
 - Work History validation, if applicable
 - Evidence of observation in physical therapy (if applicable)
 - Evidence of certification or licensure as a healthcare provider / previous experience in healthcare (if applicable)

Applications are reviewed and ranked on a point based system:

- Overall GPA
- ATI TEAS performance level
- Prerequisite course grades
- Observation hours in physical therapy
- Accuracy and completion of application
- Previous College Degree
- Certification / Licensure as a HealthCare Provider and/or previous healthcare experience

6. Applicants will receive an admissions decision 3-4 weeks after the scheduled deadline for submission of applications.
 - All admitted students are required to:
 - Complete Health Forms through CastleBranch
 - Submit to a CORI check
 - Attend PTA Orientation
 - Present CPR Certification
 - Pay a seat deposit and matriculation fee ‘
 - Complete all program sign off sheets

Admission to Surgical Technology Program

Applications:

Applications are accepted between April 1 and August 1 on a rolling basis for fall classes.

Accreditation:

The Surgical Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs. You may contact the CAAHEP for more information on the web at www.caahep.org, by mail at 25400 US Highway 19 NorthSuite 158 Clearwater, FL 33763 or by telephone at 727-210-2350.

Admission Process:

1. Student schedules the College Placement test.
Minimum scores needed for admission to the Surgical Technology Program:
Reading Comprehension: 253
Sentence Skills: 250
Arithmetic: 260
OR
Successful completion of ENG 101 with a “C” or better.
2. After successful completion of the College placement test or successful completion of ENG 101 with a “C” or better, and prerequisite course work, the student submits an application packet by the deadline dates and pays an application fee.
3. Incomplete applications are not accepted. Completed applications include the following:
 - Official high school transcript
 - Official college transcript (if applicable, and if prerequisites were not taken at QC)
 - \$50.00 Application Fee (non-refundable)
 - Qualifying scores on Admissions Exam
4. Applicants are notified of acceptance, rejection, or wait-list enrollment via Admissions by the end of August for fall semester and end of December for spring semester.

5. Once the cohort is filled a wait list is generated.
6. The wait list does not carry over from one year to the next. The wait list is only maintained until the start date of the program in the cohort start year (September 1st full time program).
7. If a student is not admitted one year and wants to be considered for the next year, she/he must reapply for the next year.
8. Once a student is admitted, he or she is asked to provide a seat deposit applicable to the first semester tuition, and a non-refundable matriculation fee.
9. Students admitted into the SUR Program are required to attend a mandatory orientation.
10. All admitted students are required to complete a 1) health form, 2) CORI check, and 3) course registration forms. These must be completed and returned by the deadline date or students will lose their seat in the program.
 - Health Forms - Admitted students must have a health form completed by their physician one month prior to the start of the program. Forms are distributed to students during the program's mandatory orientation. A complete healthform includes the following documentation:
 - Medical history
 - Complete physical
 - A negative Mantoux within two months of the first SUR class. This documentation must include date and results. If Mantoux is positive then a chest x-ray is required within the past seven years and a current letter from student's physician indicating no active disease.
 - Tetanus/Diphtheria/Pertussis vaccine within the last 10 years
 - Measles, Mumps and Rubella (MMR) documentation of positive titer or two live doses
 - Varicella (Chicken Pox) documentation of positive titer or two live doses
 - Hepatitis B – documentation of positive titer or three doses of vaccine.
 - Flu - documentation of one dose of flu vaccine every flu season.
 - CORI - Since the SUR Program includes a clinical placement, enrolled students are required to submit a Criminal Offender Record Information (CORI) check in accordance with Massachusetts state law. Massachusetts law permits clinical agencies to require CORI checks for all employees and/or volunteers who have direct or indirect contact with patients and/or clients. Agencies reserve the right to refuse and/or reject students who do not meet applicable CORI guidelines. Please be advised that admission to the Quincy College SUR Program is specifically conditional on a satisfactory CORI check. Admission into the SUR Program which requires a clinical practicum does not represent or warrant an agreement that a student is eligible for a clinical placement. Students who do not complete required clinical course work are ineligible for graduation from the Quincy College SUR program. For more information on the CORI process, please see the CORI policy in this catalog.
 - Course Registration Forms - Students admitted into the SUR Program must have their course registration forms signed by the appropriate program Chair. Registrar's Office **does not** accept unsigned forms. If registration forms are not submitted by the deadline date established by the program, students will lose their seat in the program.
11. Some clinical partners require drug screening of students placed at their facility. These providers reserve the right to refuse and/or reject students whose drug test does not meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete their clinical practicum are ineligible for graduation.
12. In order to maintain a reserved seat in the SUR Program, specific deadline dates must be met for each of the activities or items listed below. If a student misses a deadline, he/she will be notified of his/her removal from the list of accepted students. The next student on the wait list will be notified of his/her acceptance into the program. The wait list does not carry over from one year to the next.

Documents and activities that must be submitted and completed by a specific deadline date include:

- Mandatory Orientation
- Seat Deposit
- Health Form
- CORI
- Registration Form

Note: Clinical Failure

- If a student is applying to the SUR Program which includes a clinical experience, and the student has a previous clinical failure, then the following process is followed:
- The student is provisionally accepted according to the admissions criteria and a seat is held until final disposition is determined.
- If the student's clinical failure record is within three years of the start (September) of an academic year in which the student failed, then the student is advised that he/she will need a recommendation letter from the Chair and/or Coordinator of the program as part of their application packet.
- If the student's clinical failure record is more than three years ago, then the student may apply without the recommendation of the Dean.
- A decision is communicated to the Admissions Office within two weeks of receiving written notification that a student with a previous clinical failure has applied to the program.

INTERNATIONAL STUDENTS (International Student Admissions Policy 4.04)

The procedure for admitting international students is as follows:

1. The student requests an international student application packet by e-mail, phone, mail, walk-in or downloads from our website at quincycollege.edu/student-services/international-student-services/.
2. Student sends completed application and application fee to the International Student Services Office. If the student is outside the US at the time of application, he/she must provide TOEFL, or IELTS test scores for proof of English proficiency.
3. The application is reviewed and the checklist is completed to confirm that all necessary documents are included. The checklist consists of the following:
 - Original or certified copy of secondary school or college diploma with English translation
 - Original financial statement that is no more than 6 months old (certified letter from bank or bank statements conversion to US dollars)
 - Completed Affidavit of Support Form (if applicable)
 - Proof of birth date and country of citizenship as indicated on passport or birth certificate
 - English Proficiency:
 - (a) TOEFL score sent directly from ETS (code 3713), minimum scores: 423 (written), 113 (computer), 38 (IBT)
 - (b) IELTS score of 4.5 and above
 - (c) If in the US, score of 69 and above on the Quincy College Placement test or completion of English Composition I at a US College or University. If a student has not met the English proficiency on the LOEPS exam, the student is advised to attend English language classes and acceptance to Quincy College remains conditional until the proficiency level is met.
 - Physicians Immunization Verification Form

For transfer students only:

- Official transcripts from United States Colleges and Universities you have attended
 - Completed International Student Transfer Form
 - Copy of your current I-20, as well as any previous I-20's you have been issued
 - Copies of your current visa and I-94 card, as well as any extensions or previous changes of visa status since your last entry in the United States.
4. If an application is incomplete, an email is sent to the student listing what documents are missing. *Please note the email used is the email that the student provided on the application.*
 - 5.
 6. Once a student has been accepted, an acceptance letter is emailed to the student. *Please note the email used is the email that the student provided on the application.* Included in the email are instructions on setting up express mail or authorization to pick up the I-20 packet.
 7. Once a student has received their acceptance letter one of three steps is taken:
 - a. If the student is overseas, the International Office mails a packet with an acceptance letter, Initial Form SEVIS Form I-20, SEVIS I-901 fee information, health insurance information and visa interview document.
 - b. If the student is transferring in from another college in the US, additional materials are provided with his/her application, a completed transfer form from the previous school is returned to the International Office and the immigration record is transferred to Quincy College where a new SEVIS Form I-20 is issued to the student.
 - c. If the applicant requires a change of status to the F-1 visa, a SEVIS Form I-20 for a Change of Status is issued and the

I-539 process is completed with the assistance of the International Student Services Office. The student is advised that if his/her change of Status is denied, he/she is unable to continue to attend Quincy College. B-2 and F-2 Change of Status applicants are not allowed to register until the Change of Status is adjudicated by the USCIS.

8. Once all visa issues have been settled, students may proceed to advising and registration. All international students are required to take the LOEPS exam for placement and advisement purposes prior to registration. Only students who show proof of English and math proficiency by submitting a transcript showing completion of English Composition I and College Algebra with a "C" or better are exempt from taking the exam.
9. Advising of all international students is done in the International Student Office, including course selection, and degree program options. An advising sheet is completed for all international students regarding degree programs and requirements. All international students must be cleared for registration by an International advisor prior to enrolling.
10. New international students must attend the International Student Orientation prior to class start. During this orientation new international students receive information regarding immigration regulations, school policies and procedures and other necessary information.
11. Returning international students are eligible for institutional scholarships.
 - (a) Academic Scholarships-Students with a grade point average of 3.75 or above are eligible to receive financial scholarships through Quincy College. Student's must meet with the Vice President for Administration and Finance to discuss eligibility.
 - (b) Institutional Scholarships-a selection committee from the college community reads and selects finalists. The scholarships are offered during the spring semester and the awards are for the following fall semester. These scholarships are available for use at Quincy College and cannot be transferred to another school. (Please see International Office for criteria and eligibility)

ADVANCED STANDING (Policy 4.05)

Quincy College welcomes transfer students and those with advanced knowledge of subject areas. A maximum of 30 credits from all sources may be awarded toward a degree.

Transfer Credits (Policy 4.05A)

Credit transfer is the process of receiving academic credits towards a degree or certificate program at Quincy College based on work completed at another recognized institution of higher education. Students are eligible to transfer credits in accordance with the regulations set forth below.

How to Transfer Credits to Quincy College

Students who have earned credits at other colleges or universities are required to submit an official academic transcript to the Office of Admissions as part of the application process. The transcript review is done based on the declared major of the student. A copy of the transcript report is accessed within My QC Portal.

Enrolled students who have not transferred credits to Quincy College can do so by contacting their former colleges/universities to request official transcripts. Transcripts may be sent to the following address: Quincy College, Admissions, ATTN: Transcript Evaluation, Presidents Place, 1250 Hancock Street, Quincy Center, MA 02169.

Principles of Transfer

1. Institutions

Courses are accepted from institutions of higher education that are accredited by any regional accrediting associations in the United States, (e.g. New England Association of Schools and Colleges).

Academic course work from foreign institutions is also considered. Many foreign institutions use a different system for assessing learning than is practiced in the United States. In such cases, transcripts may be first evaluated by an Educational Credential Evaluator, which will send the transcript to Quincy College. Any fees involved in such evaluation are paid by the student.

2. Grades and Courses

A course must be graded a "C" or better to transfer into Quincy College. Academic support courses, remedial courses, vocational courses, learning support courses, courses with essentially non-academic content and courses that are basically secondary school or pre-college level taken in high school are not transferable. Quincy College does not grant credit for

professional certificate programs. Natural science courses must be taken within the last five years, and computer courses must be taken within the past seven years. For nursing programs, science courses must be taken within the past five years.

3. *Subject Matter Equivalency*

Courses considered for transfer must possess content that approximates the content of courses offered at Quincy College. A student may be asked to supply the course outline from the other institution. A maximum of 30 credits may be transferred for an associate degree program and a maximum of 15 for a certificate. with the exception of the PN certificate program.

4. *Quarter-Semester Credit Conversion*

All credits accepted by Quincy College are transposed to semester credit hours. One-quarter credit is equal to two-thirds of a semester credit.

5. *Time Limit*

All sciences courses must be completed within 5 years from the year and term the student entered the program.

Computer courses must be completed within 7 years from the year and term the student entered the program.

6. *Alternative Means of Earning Credits*

Credits for College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Educational Support (DANTES) are granted, if the student scores at or above the American Council on Education's (ACE) recommended score for the exam question.

Quincy College accepts credits from military training based upon proper documentation of the student's military education. Credit is awarded based upon the American Council on Education's recommendations and the needs of the student's program.

Experiential Learning credits are accepted based on committee approval.

7. *Residency Requirement*

The following must be completed at Quincy College:

A minimum of 30 credit hours for an associate degree program or 15 credit hours for a certificate program with the exception of the PN Certificate program. Last semester must be completed at Quincy College.

8. *GPA Calculations*

Transfer credits are not included in GPA calculations.

9. *Appeal Process*

Students have the right to appeal decisions made by the Registrar's Office with regard to their transfer credit. An appeal should be made in writing at the Registrar's Office. The appeal will be forwarded to the Senior Vice President for Academic Affairs for a decision.

10. *Questions*

Any questions on transfer procedures, policy, or individual transfer situations should be directed to the Registrar's Office.

EXPERIENTIAL LEARNING CREDITS (Policy 4.05B)

Experiential learning credits, also known as "Life Experience Credits," are credits that are awarded for already acquired college-level learning in a variety of non-traditional settings. Credits are not awarded simply for experience but for the learning obtained from the experience. This learning is judged to be equivalent to what would be gained through Quincy College course work. All credit earned must be approved by the Experiential Learning Review Committee.

Eligibility Requirement

Students must:

- Be enrolled in a degree or for-credit certificate program.
- Have completed 12 credits at Quincy College.
- Be in good academic standing (Cannot be on probation and must have a GPA of at least 2.0).
- Be at least 24 years of age.
- Must have a resume that demonstrates the type of experience appropriate for academic college-level credit assessment.

How to Apply

If a student is eligible for experiential credits, the following procedure should be followed:

- Identify the learning experience or experiences that you believe qualify you for Quincy College experiential learning credits;
- Meet with the appropriate Dean to discuss your experience and the experiential learning process and requirements;
- Obtain from the Dean the relevant course outline(s) and the document "Information and Instructions Regarding Applying for Experiential Learning Credits" and, with the Dean, complete the Experiential Learning application;
- Submit the completed application, along with the Portfolio Evaluation Fee, to the Enrollment Office;
- Prepare and complete your portfolio;
- Submit your completed portfolio, along with the receipt for payment of the Portfolio Evaluation Fee, to the appropriate Dean;
- You will receive notification from the Dean to whom you submitted your portfolio of whether your application for Experiential Learning credits has been approved or denied.
- If your application has been approved, pay the Experiential Learning transfer fee at the Registrar's Office so that your Experiential Learning credits will appear on your transcript;
- If your application is denied, meet with the Dean to whom you submitted your portfolio to identify omissions in or problems with your portfolio.

Fees

To cover administrative costs, students are charged a non-refundable portfolio assessment fee of \$130 at the time of making a request for these credits. There is also a per credit Experiential credit fee that must be paid before the credits are transferred to a student's grade history.

Maximum Credits

The total number of credits any student can transfer from all sources is 30 in a degree program and 15 in a certificate program of which the maximum number of credits allowed under Experiential Learning is 12 in a degree program and six in a certificate program.

Exception

Students who have Criminal Justice as their major do not qualify for any Experiential Learning credits.

RE-ADMISSION (Policy 4.07)

Students who leave Quincy College in good academic standing and with no outstanding financial obligations to the College will be automatically readmitted for future semesters upon their application to the Admissions Office except in Nursing, Natural and Health Sciences Programs. Readmitted students who have been out of school for more than two consecutive semesters must fulfill current program requirements for graduation. Those taking up to two semesters off may re-enroll under current program requirements or their original program requirements provided their original required courses are still offered by Quincy College.

Students must indicate in writing at the time of their re-enrollment if they wish to follow original program requirements; otherwise current requirements will apply.

Students in the Associate Degree in Nursing Program must complete all program requirements within four years of their first nursing course. Students in the Practical Nurse Certificate Program must complete all program requirements within four years of their first nursing course.

FLEXIBLE SEMESTERS

Quincy College Flex Semesters are designed for students to earn college credits at an accelerated pace and achieve maximum flexibility in their schedule.

5-Week Courses

The 5-week semester schedule was designed for students who want multiple courses in one semester, but choose only to concentrate on one subject at a time. The varied sections in this rotation meet twice a week for five weeks allowing three concentrated courses to fit into one traditional 15-week semester.

7-Week Courses

The 7-week semester schedule was designed for students who want multiple courses in one semester, but choose only to concentrate on one subject at a time. The varied sections in this rotation meet twice a week for seven weeks allowing two concentrated courses to fit into one traditional 15-week semester.

10-Week Courses

Courses in the 10-week semester were created for students seeking an abbreviated version of the traditional 15-week semester. The 10-week alternative provides an intensive approach to course work so students with hectic schedules may attend class just once a week.

10-Day Courses

Courses in the 10-day semester were created for students seeking an abbreviated version of the traditional 15-week semester. The 10-day alternative provides an extremely intensive approach to course work so students with hectic schedules may attend class in 10 days.

Summer and Winter Sessions

Quincy College offers two summer sessions, Summer I and Summer II. Summer I consists of five-week and ten-week classes starting in May. Summer II consists of 5-week and 10-day courses starting in July and August. Classes generally meet twice week; classes with laboratory components meet three times per week. Registration for summer courses begins in April. Please refer to the Academic Calendar for summer session dates. Credits are transferable to most colleges and universities but students should seek written approval of the specific transfer from the receiving school before enrolling.

Winter intersession runs during the January break between the fall and spring semesters. Students may take intensive three-credit courses during winter intersession. Quincy College welcomes students from other institutions who wish to earn transferable credits. Students should seek written approval of the specific transfer from the receiving school before enrolling.

Evening and Weekend Classes

To accommodate the busy schedules of students, Quincy College also offers a variety of evening and Saturday courses each semester.

TRANSCRIPT REQUEST PROCESS

A sealed copy of your transcript is required to transfer grades to another school. In order to request this official transcript, you must first complete a Transcript Request Form. You can request a copy by following the request process outlined below.

You may complete the transcript request online through the student portal. Transcripts will be mailed to the address requested. You may also come in person to the Registrar's Office to request a transcript. Transcripts are \$15 per a copy for on the spot pick up. \$10 per a transcript by mail and \$5 per a transcript for subsequent copies by mail. Graduates may receive up to 3 transcripts per academic year free of charge.

Quincy College will mail your sealed transcript to any U.S. address within 3-4 business days. The transcript will be mailed to the address indicated on the Transcript Request Form. If no address is indicated on the form, Quincy College will mail the transcript to your home address on file.

If you attended Quincy College before 1995, your transcript is retrieved from our archives and may take up to two weeks to mail. For all such requests, please provide your date of birth, your maiden name (if applicable) and the program you were in. Please provide a phone number in case we need to contact you. A transcript request form must be submitted along with the appropriate fee to the Registrar's Office.

TRANSFER SERVICES

Quincy College offers a variety of services available to students who are planning to transfer to a four-year college. Among the most popular of these services are articulation agreements that Quincy College maintains with several area colleges.

Articulation Agreements

Quincy College also maintains articulation agreements with other colleges. Under these agreements, students who take certain courses at Quincy College, and receive at least the minimum required grade for each course (usually not less than a C), are assured that those credits will transfer to the four-year college. Quincy College has 119 program-to-program agreements with 23 institutions in the Boston-area and beyond to help students transition from their associate degree to a bachelor degree program. For additional information, please visit our website at <http://quincycollege.edu/community-collaboration/>.

FINANCIAL AID PROCESS (Policy 8.01A)

Quincy College encourages all students to apply for financial aid. The College realizes that higher education today is often a financial burden for their families, whatever their income. Our financial aid policy recognizes the need of the middle income family as well as others. Financial aid is awarded on the basis of demonstrated financial need and the student's status at Quincy College. We are happy to assist every student who applies for financial aid.

Financial Aid Rules, Regulations, Rights, and Responsibilities***Application Procedures***

1. Log on to fafsa.ed.gov. Click "Start here" to complete the federal application (FAFSA).

Important: Be sure to include the Quincy College Federal Title IV school code #002205 on the FAFSA. Answer all questions. Put in zeros if a question does not apply to you. If you are eligible, be sure to use the IRS Retrieval tool to enter your tax information.

2. You will receive an e-mail or letter (if an e-mail address is not provided) requesting additional documentation if necessary. Please provide these documents to us immediately so that your file can be completed. When ALL documents are submitted, your file will be reviewed for accuracy. If an error is found on your Student Aid Report, we must send the corrected information back to the Department of Education electronically for you. Once the corrections are returned to us we will determine your eligibility and issue an award letter to you by mail. Your financial aid award can also be viewed on your student portal.
3. In order to be eligible for aid, you will need to provide the Office of Admissions with your High School Diploma, Official Final Transcript or GED. It is your responsibility to provide all requested documents.
4. Read your award letter and other information sent to you very carefully. Follow the instructions for completing the process if you are offered a student loan.

May 1st - FAFSA deadline for consideration regarding Mass Grant state aid.

May 1st - FAFSA deadline for consideration regarding federal aid.

May 31st - Last day to submit all information necessary to complete financial aid for the previous academic year. We also encourage all students to submit any information for the new/upcoming academic year by this date as well.

We understand that the Financial Aid process can be confusing and/or overwhelming. If you have any questions, please contact our office at 617-984-1620 or email financialaid@quincycollege.edu. We are here to help you.

General Eligibility Requirements

1. You must be a U.S. citizen or an eligible non-citizen (Permanent Resident)
2. You must be enrolled in a degree or certificate program.
3. You must not be in default on a student loan or owe a refund on any other federal/state aid program.
4. You must be in good academic standing and making Satisfactory Academic Progress in accordance with the Satisfactory Academic Progress Policy.
5. You must be registered with Selective Service if you are male.
6. You must not have been convicted for possession or the sale of illegal drugs while receiving financial aid. (See Alcohol & Substance Abuse Policy)
7. You must not be receiving financial aid at another college or university.

Students who change their major, students with prior associate degrees who return to school to study in another area, or students who transfer from another institution, shall be treated as new students relative to time periods allowed for completion of their degree within the limits of Title IV regulations.

The following will NOT be considered as credits successfully completed:

- "F" Failure
- "I" Incomplete
- "W" Withdrawal

Incomplete ("I") grades are calculated as failing ("F") grades unless the course has been satisfactorily completed within one semester. Courses that are repeated will count in the calculation of hours attempted and completed hours earned if the student

receives a passing grade; however, only the highest grade received for the course will be included in the calculation of the GPA.

Verification

1. For those students selected for verification, the College is required to complete the process of verification before it makes a disbursement of financial aid.
2. Students failing to provide the required documentation within the specific time period may lose their financial aid for the semester and/or the academic year.
3. Financial Aid regulations require the Financial Aid Office to review and request documents from students and parents (if required). Documents that may be requested include but are not restricted to the following:
 - a. Official Federal Tax Return Transcript
 - b. IRS Verification of non-tax filing
 - c. Financial Aid Information Form (It should be noted that all students receiving financial aid must complete this form even if they are not selected for verification.)
 - d. Verification Worksheet Form
4. Completion of Verification- This process may result in a recalculation of a student's Expected Family Contribution (EFC). If this occurs the student will receive a new student aid report from the Department of Education. A recalculation may also result in a change of financial aid eligibility.
5. Once the verification of a student aid report is completed, a student will receive an award letter. This is the offering of financial aid and outlines what type of financial aid a student is eligible to receive for the current school year.

Awarding of Aid

1. All financial aid is awarded on the basis of demonstrated financial need. Financial information reported on a properly completed Free Application for Federal Student Aid (FAFSA) is sent to the Department of Education, the MASSGrant program, and to the student.
2. The Pell Grant program and the MASSGrant program make their own financial aid awards based on their own criteria of financial need.
3. Massachusetts has its own deadline for receipt of completed FAFSA results. If the Commonwealth of Massachusetts does not receive results by May 1st, then a student may not be eligible to receive a MASSGrant. Other eligibility requirements must be met.
4. Financial Aid amounts received in one year may not always be awarded in future years. Eligibility is always re-determined each year. Students must reapply for financial aid each year they plan to attend.
5. Quincy College awards all campus-based aid (College work-study and Supplemental Educational Opportunity Grants) using the following method:
 - a. A student's financial aid eligibility is equal to the estimated financial need as determined by the Free Application for Federal Student Aid (FAFSA) and the student's Cost of Attendance at Quincy College.
 - b. The Pell grant, MASSGrant and other aid (such as loans) are subtracted and the new figure is the student's adjusted financial need. Due to limited funds, all students showing adjusted financial need may not receive awards.
 - c. Students filing late applications for aid will be considered after aid is awarded to those who applied by the required deadlines.

Cost of Attendance

1. Students may receive financial aid to cover the cost of tuition, fees and other expenses related to their education such as books and supplies. The total of all these expenses is called the Cost of Attendance. A student's combined financial aid from all sources may not exceed the Cost of Attendance for his/her program.
2. Students do not always receive enough aid to cover costs. In the event this occurs, students should seek alternative loan options to cover the remaining balance. There is no guarantee that a student will be eligible for one of these loans. Alternative loans are usually credit-based loans. Students may also contact the Business/Student Accounts Office to determine if they are eligible for a payment plan.

Disbursement of Financial Aid

1. If a student is awarded a PELL Grant and does not enroll for 12 credits (full-time) for a semester, then the Pell Grant is reduced according to the actual number of credits enrolled.
2. Students who complete late applications are required to pay for their classes. When aid is credited to their account, a refund may be issued, if one is due to the student, in the amount of aid posted.
3. MASS Grants are credited toward tuition when the Financial Aid Office receives a payment roster from OSFA.
4. Students who pay their tuition and later complete the award process will be issued checks in the amount of their awards later in the semester.

Return to Title IV Refund Policy (Policy 8.10)

The calculation of the return of Title IV Funds is determined by the date that the student withdraws, which is:

- The date the student began Quincy College's withdrawal process;
- The date the student officially notified the institution of intent to withdraw;
- The midpoint of the enrollment period for a student who leaves without notifying the institution (an unofficial withdrawal);
- The student's last date of attendance at a documented academically related activity.

Title IV aid and all other aid is earned during the time a student is attending Quincy College. The percentage of aid earned is determined by dividing the number of days a student was enrolled by the number of days in the semester, up to the 60% point. Return of Title IV funds is no longer necessary after that point. If the student withdraws from all courses after the 60% point in the semester, Title IV aid is viewed as 100% earned. However, if a student withdraws prior to that 60% point, the student may owe part of his or her financial aid if the Financial Aid Office determines the student has received an amount larger than the earned amount.

The refund policy for state financial aid is the same as the federal policy; however, 100% of state aid is earned at the 50% point.

The term "Title IV Funds" includes the following programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- William D. Ford Direct Subsidized Loan
- William D. Ford Direct Unsubsidized Loan
- Federal PLUS Parent Loan

In accordance with federal regulations, financial aid funds are returned and allocated in the following order:

- Unsubsidized
- Subsidized
- PLUS
- Federal Pell Grant
- Federal SEOG Program
- Other Title IV programs
- Other state, private, and institutional aid
- The student

Quincy College will return any funds necessary to Title IV programs upon completing the calculation. It is possible that a student who receives financial aid and withdraws will owe a balance to the Quincy College Business Office and may be required to repay funds to the U.S. Department of Education. The procedures and policies listed above supersede those published previously and are subject to change. Please contact the Financial Aid Office if you have any questions about this policy.

Other things to consider before withdrawing:

- Following the proper withdrawal process is important to avoid difficulty with future enrollment, satisfactory academic progress, and financial aid eligibility.
- Students receiving a grade of "F" for all classes in a semester will be subject to retraction of aid per federal regulation. Any balance that results is the responsibility of the student.
- Students that stop attending all classes and fail to complete an official withdrawal form will receive a grade of "F" for each registered class. This will result in a Return to Title IV funds calculation. An outstanding balance may occur and is

the responsibility of the student.

- If a MassGrant or other state aid is expected but not received on the date of withdrawal, it is automatically canceled.
- A student is not considered “officially withdrawn” until he/she completes a withdrawal form. This form can be obtained from the Registrar’s Office and at the Plymouth Campus administration office.
- This policy applies to all students regardless of enrollment status (full and part time).

Satisfactory Academic Progress (Policy 8.09)

Federal Financial Aid regulations require that Quincy College establishes, publishes, and applies reasonable standards for measuring students’ satisfactory academic progress in their educational programs. The qualitative and quantitative standard used to monitor academic progress must be cumulative and must include all periods of the student’s enrollment including periods for which the student did not receive financial aid.

Quincy College assesses the following qualitative and quantitative information for all students at the end of each fall and spring term:

1. Cumulative GPA (Minimum GPA of 2.0)
2. Number of credits attempted (Maximum allowable is 90)
3. Rate of completion (2/3 credits attempted must be completed successfully)

Note: Failure to meet the Quincy College Satisfactory Academic Progress may result in the loss of financial aid eligibility.

Cumulative GPA:

(The Qualitative Measure of Satisfactory Academic Progress [SAP])

In order to meet SAP standards for financial aid, students must have a 2.0 GPA. If the student has not achieved the necessary GPA, he/she will be given one semester of academic warning (probationary period). By the end of the semester, the student’s GPA must be 2.0. If the student’s GPA does not improve to the required level after the probationary period, he/she will lose the student’s financial aid eligibility.

Transfer students must meet the minimum cumulative/term GPA requirement for all terms enrolled at Quincy College.

Students enrolled for the purpose of earning a second Associate Degree or a Certificate must maintain a cumulative/term GPA of 2.0 for all terms of enrollment.

Credits Attempted and Credits Earned:

(The Quantitative Measure of SAP)

Students receiving financial aid must successfully complete 2/3 of all attempted credits (67%). Federal regulations allow students to receive aid for 150% of the published length of an undergraduate program. Quincy College publishes in its catalog that students can earn the AA/AS degree by completing 60 credits (other than Nursing and Health Sciences). Students at Quincy College, therefore, may receive aid for a maximum of 90 credits. Once a student has attempted 90 credit hours at Quincy College (including transfer credits), she/he is no longer eligible to receive financial aid and this standing may not be appealed.

Transfer credits that are accepted by Quincy College are not included in the rate of completion but are counted towards maximum credits. Quincy College reviews SAP progress for all students at the end of each fall and spring semester and sends notices to students of any deficiencies that may exist. Deficiencies can result in the loss of financial aid.

Policies Regarding Course Work:*Incomplete Grades*

Students who receive a grade of “Incomplete” may not meet the minimum GPA requirements. Students are advised to contact the Financial Aid Office to find out if it is appropriate to file an appeal. They should also contact the Financial Aid Office when the grade of “Incomplete” has been replaced by a letter grade. If the course work to resolve the grade of “Incomplete” is not adequately completed in one semester, the grade changes to an “F” and is included in the calculation of GPA.

Dropped Credits

Students who drop classes after the end of the Add/Drop period of any semester may encounter difficulties in meeting SAP standards. Students considering dropping classes after this refund period should consult with the Financial Aid Office to review the impact of dropping a course on their future eligibility for financial aid.

Withdrawal from All Course Work

Students who withdraw from all courses should consider its impact on their Financial Aid award and their SAP status and discuss this with the Financial Aid Office.

Repeated Course Work

There is no limit to the number of times that a student may repeat a course. Credits for repeated courses count only once as credits earned and only once in a student's GPA; however, all credits are counted as attempted credits. The highest grade in a repeated course is used in calculating the GPA.

Remedial Course Work

Remedial courses are considered the same as credit courses for tuition, full-time academic standing and for SAP. Although these courses do not count towards degree completion, these courses are included in the calculations of the 2/3 completion requirement and in the maximum limit of 90 credits attempted. Financial aid may be paid for up to 30 non-degree credits.

Notification of Loss of Eligibility:

If there is any deficiency under the SAP policy, the Financial Aid Office sends notices to students receiving financial aid at the end of each fall and spring semester. Students who fail to meet the minimum SAP requirements may be ineligible to receive aid in a subsequent semester.

The student has the right to appeal the denial of financial aid (appeals will not be reviewed for any student who is not a FAFSA filer and is seeking a loan from a private lender). The appeal should be submitted no later than the midpoint of the semester for which the student is enrolled or it may be denied. Appeals submitted in the last week of the semester will not be reviewed.

Please visit the Financial Aid page of the College website (<http://quincycollege.edu/tuition/financial-aid/>) to pick up a Financial Aid Appeal Form. The SAP committee will review your appeal for reinstatement of aid. Their decision will be based on the strength of your appeal, the documentation submitted, and your academic record. If your appeal is approved, you will be notified by mail or e-mail. The SAP review Committee is chaired by the Associate Vice President for Registrar's Office and the Associate Vice President for Financial Aid.

If the appeal is not approved, the student will not receive financial aid until SAP requirements are met. All decisions of the SAP committee are final.

SAP Holds:

When a student fails to meet the SAP policy and loses financial aid eligibility, a HOLD is placed on the student's record that prevents the student from receiving any further financial aid. This hold does not prohibit the student from registering for classes. If an appeal is filed and approved, the hold is removed and the student is eligible to receive the financial aid.

FINANCIAL AID: TYPES OF ASSISTANCE (Policy 8.02)

Federal Pell Grant

The Federal Pell Grant is a need-based program that is available to undergraduate students who have not obtained a Bachelor's Degree. Federal Pell Grants do not need to be repaid. Pell Grant amounts are determined by a student's enrollment status and Expected Family Contribution (EFC). The actual amount that a student receives will be determined after the add/drop period of each semester.

Federal Supplemental Opportunity Grant (FSEOG)

FSEOG is a need-based program and is awarded to students showing the greatest need based on their EFC. Those with a zero EFC will receive these funds first. FSEOG is a grant that does not need to be repaid. Funds are limited and are awarded on a first-come, first-served basis.

MassGrant

MassGrant is a need-based program that is awarded to eligible students by the Office of Student Financial Assistance via roster to Massachusetts residents who had their Free Application For Federal Student Aid (FAFSA) processed by May 1. Students must be enrolled full-time (at least 12 credits throughout the entire semester) to receive the MassGrant, as well as meet other eligibility requirements.

Massachusetts Part Time Grant

The Mass Part Time Grant is a need-based program awarded to Massachusetts residents enrolled in at least six, but not more than 11 credit hours. These students must also be Pell eligible. Funds are limited and are awarded on a first-come, first-served basis.

Federal Direct Plus Loan

The Federal Plus Loan is not guaranteed. It is a credit-based loan, based on your parents' credit. The parent is the borrower and is responsible for repayment. Students are required to complete and submit a FAFSA before PLUS loans are certified and processed. PLUS loans are available to parents of dependent students only. To apply for a Parent PLUS Loan go online to www.studentloans.gov, complete the Entrance Loan Counseling and click on "Complete PLUS Request Process". If approved after credit check is performed, the parent must complete the Master Promissory Note (MPN), before the loan can be certified and processed. Repayment begins 60 days after the second disbursement of the loan. A parent borrower can request to defer payment during the students enrollment period.

Federal Direct Stafford Subsidized Loan

The Federal Stafford Loan Program is need-based and must be repaid. To be eligible, a student must be enrolled at least half-time (6 credits each semester). The Federal Government pays the interest that accrues while the student is in school and during the periods of deferment. Repayment begins six months after a student ceases to be enrolled at least halftime at an eligible institution, withdraws from school or drops below 6 credits while in attendance. The interest rate is variable and is set annually on July 1st of each year. Students must go online to www.studentloans.gov to complete a Loan Entrance Counseling Session and fill out a Master Promissory Note (MPN) in order to receive these funds. Our office will be notified by the Department of Education when your completed loan is ready. **Note:** You will not receive your loan unless these steps are completed.

Federal Direct Stafford Unsubsidized Loan

The Unsubsidized Stafford Loan differs from the Subsidized Stafford Loan in that the student is responsible to pay the interest that accrues while in school and during deferment periods. Students may request delay of repayment of the interest until entering repayment of this loan however interest will still accrue during the deferment period.

Note: Students who have received Stafford loans must complete an exit counseling session with the Financial Aid Office prior to graduation. Any student who does not complete the required exit counseling will not receive their diplomas, transcripts, etc. until session is completed. Withdrawn students must also complete an exit counseling session.

Federal Work Study Program

Work study positions are located on campus in the college offices. Students must be making Satisfactory Academic Progress to be awarded work study. Positions are extremely limited. Even if you are awarded work study it does not ensure that there is a position available.

Alternative Loan Sources

Students requiring additional financial assistance must seek private funding. This type of funding is usually credit based and may require the student to have a co-borrower. These types of loans may have higher interest rates and other requirements. Eligibility and repayment options are determined by the lender.

Academic Scholarships. The Academic Scholarship Program is offered during each spring semester. Recipients are invited to the annual Honors Convivium. Funds are for use in the following fall semester. These scholarships are available for use at Quincy College only and cannot be transferred to another school. A selection committee from the Quincy College community determines the award recipients. Applications are made available in the financial aid office, at the Plymouth campus, and online. Announcements for these scholarships will be posted on the College campus monitors, online, and on bulletin boards on campus in both Quincy and Plymouth.

Institutional Aid varies from year to year. Please inquire with the Financial Aid office to inquire if any aid is currently available.

For details on these and other policies, please visit the Financial Aid Office or call 617-984-1620.

COLLEGE TUITION**(Number of credits vary by class. Check Course Descriptions for more information)**

	Cost per credit	Avg. #Credits	Avg. Cost
Computer Science and Technology	\$277/credit	x 3 credits	= \$831
Fine Arts, and Music,	\$248/credit	x 3 credits	= \$744
First Year Seminar (IDS 167/3 credit course)	\$236/credit	x 3 credits	= \$708
Liberal Arts , and Business	\$236/credit	x 3 credits	= \$708

NURSING AND NATURAL & HEALTH SCIENCES TUITION**(Number of credits vary by class. Check Course Descriptions for more information)**

	Cost per credit	Avg. #Credits	Avg. Cost
Aquaculture Credits (AQC credits only)	\$397/credit	x 3 credits	= \$1,191
Biotechnology & Good Manufacturing Practice (BTC credits only)	\$405/credit	x 3 credits	= \$1,215
Exercise Science (EXS credits only)	\$398/credit	x 3 credits	= \$1,194
Health Sciences (HSC credits only)	\$254/credit	x 3 credits	= \$762
Math	\$241/credit	x 3 credits	= \$723
Medical Laboratory Technician (MLT credits only)	\$398/credit	x 3 credits	= \$1,194
Nursing (RNU credits only)	\$838/credit	x 3 credits	= \$2,514
Phlebotomy (PHB credits only)	\$379/credit	x 3 credits	= \$1,137
Physical Therapist Assistant (PTA credits only)	\$895/credit	x 3 credits	= \$2,685
Practical Nursing (PNU credits only)	\$628/credit	x 3 credits	= \$1,884
Sciences (Organic Chemistry 4 hour lab)	\$261/credit	x 5 credits	= \$783
Sciences (with 2 hours lab)	\$261/credit	x 4 credits	= \$1,044
Surgical Technology (SUR credits only)	\$622/credit	x 3 credits	= \$1,866

Tuition must be paid in full at the time of registration for all courses. Cash, personal checks, American Express, Discover, MasterCard and Visa are acceptable forms of payment. Quincy College can not accept starter checks or checks without an address. A Photo ID is required for all transactions.

COLLEGE FEES**(Fees are non-refundable.)**

Account/Registration Reactivation Fee	\$100
Application (Non Nursing, and Natural & Health Sciences)	\$30
CLEP/ACT-PEP Rate	\$150/course*
Experiential Learning Portfolio Evaluation	\$130/application
Experiential Learning Transfer Fee	\$130/credit
Graduation Fee	\$150
Health Insurance (9 or more credits)	Varies***
High School Student Rate	\$147/credit*
Late Payment	\$75
Non-US Resident Student Fee	\$185/credit**
Nursing, and Natural & Health Sciences Admissions Test	\$25
Nursing, and Natural & Health Sciences Applications	\$50
Nursing, and Natural & Health Sciences Deposit (Non-Refundable)	\$250
Nursing, and Natural & Health Sciences Matriculation Fee	\$125
OPT Processing Fee	\$250
Parking Permit	Varies
Payment Plan Fee	\$50
Quincy/N. Quincy high school student rate	\$263/course*
Registration Fee	\$115/semester
Returned Check Fee	\$100/each
Senior Citizen Rate (65 and older)	\$184/course*
Student Locker Fee	\$50/semester
Student Picture ID (required for library, computer labs, and tutoring services)	\$30 per ID
Student Picture ID replacement	\$30 per ID

Surgical Technology Test Fee	\$247
Technology Fee	\$33/credit
Transcript Fee (By mail) First Copy	\$10
Transcript Fee (By mail) Subsequent Copies	\$5
Transcript fee (On the spot, pick up/same day)	\$15
Veteran Tuition	\$135/credit*

* Does not include Computer Science, Science labs or Nursing, Surgical Technology, Medical Laboratory Technician, Physical Therapist, Biotechnology Courses or Natural and Health Sciences classes

** Students who are not US Citizens or Green Card Holders pay this non-refundable fee, which does not include health insurance.

*** Students who are covered by another health insurance plan may waive this fee by submitting a waiver form to the Business Office within 15 days of the start of the semester.

**** Quincy College Alumni receive up to 3 transcripts per calendar year free of charge.

Note: Tuition and fees are subject to change. Fees are non-refundable. The most up to date tuition and fees can be found online at quincycollege.edu/tuition.

HEALTH INSURANCE

All students who are enrolled in 9 or more credits in the fall or spring semester, or who plan to enroll in 9 or more credits in a semester (generally 3 courses), are required to have basic health insurance. By law, Quincy College automatically charges all students who are registered for 9 or more credits with this health insurance fee. If a student has comparable health insurance (most HMO and PPO plans qualify), then the student must complete a waiver online for the College to remove these charges from the student's account. If you have any questions, please contact the Quincy College Business Office at 617-984-1630.

Note: The Massachusetts Free Care Program (Free Care) is not acceptable as qualified student health insurance.

WITHDRAWAL

A student desiring to withdraw from a course or the College must complete an official withdrawal form. This form is certified by the Registrar's Office. Please keep a copy for your records. Failure to attend class or merely giving notice to an instructor is NOT considered an official withdrawal. If the student withdraws, a grade of "W" is recorded on his/her transcript. Withdrawal requests are not accepted by phone or online.

REFUND POLICY

Students who have officially dropped from course(s) in writing from the school will receive a refund of tuition according to the refund schedule. Please refer to Quincy College Business Office for details or questions regarding this policy.

Non-Credit courses: Withdrawals prior to the first meeting will be refunded less a \$25 processing fee. For courses, workshops and institutes that meet more than once, refunds are eligible according to the following schedule: after the first meeting, but before the second meeting - full refund less \$50 fee; after the second meeting, but before the third meeting - 50% refund, and at the start of the third meeting - no refund.

All tuition and fees must be paid for at time of registration with cash, check, credit card (American Express, MasterCard, Visa or Discover), bank debit card or by having approved Financial Aid in place (e.g. federal/state grants, loans, and scholarships). Students can also be enrolled with pre-approved -payment plans or third party arrangements (e.g. VA benefits, employer tuition reimbursement programs).

Students enrolled under financial aid, deferred payment plan, or third-party arrangements are reminded that the student is responsible for full tuition, fees, and bookstore charges and will not be permitted to register for future semesters, graduate, receive transcripts or diplomas until balance is paid in full. Students are urged to speak with the Student Accounts Office at Presidents Place for any further guidance.

Any unpaid student balances will be placed on hold and will not be permitted to receive diplomas, transcripts, participate in graduation or be allowed to register for further semesters. In addition, should balances remain unpaid, the College reserves the right to begin collection proceedings against the student, including referral to collection agencies and reporting to credit bureaus. Should this happen, the student will be responsible for all costs associated with collecting said account, up to 40% of the principle balance, as allowed by Massachusetts General Laws.

ACADEMIC ADVISING

Academic Advisors are located on both the Quincy and Plymouth campuses. The Advisors will gladly schedule a one-on-one appointment to help you select your academic schedule for an upcoming semester. The office also welcomes walk-ins if you are on campus and would like to stop in for academic advising.

Current students may view the names of their Faculty Advisor and their Professional Advisor at the bottom of their unofficial transcript - accessible on the QC Portal. To meet with your Faculty Advisor, please contact him or her to schedule an appointment.

The Office of Academic Advising is open Monday through Thursday from 8am to 6:15pm and Friday from 9am to 4pm.

Should you have any questions or if you would like to request a time to meet with an advisor, call us at 617-984-1670 in Quincy or 617-984-1732 in Plymouth.

An official Quincy College student ID is required to access services in the Academic Advising Office.

LEARNING CENTERS

The Learning Centers at Quincy College provide academic tutoring and support to help diverse learners from all backgrounds and abilities reach their academic goals by assisting students to become better learners and master academic material.

The Learning Centers also offer services to improve academic skills such as writing in any subject area, reading comprehension and study skills.

This free tutoring service is offered by professional and peer tutors in most subject areas, in one-on-one (if available) or small group sessions. The Learning Centers offer walk-in hours and appointments. View current schedules here: <https://quincycollege.edu/student-services/tutoring/>

On the Quincy campus, the Nicastro Learning Center is located in Presidents Place Suite 325, 1250 Hancock Street, Quincy, MA. Contact by email nlc@quincycollege.edu or call (617) 984-1664.

The Plymouth Learning Center is located at 36 Cordage Park Circle, Plymouth, MA. Contact by email plc@quincycollege.edu or call (617) 984-1731.

An official Quincy College student ID is required to access services at the Learning Centers.

ONLINE TUTORING SERVICES

Quincy College offers Smarthinking online tutoring services to its students. Online tutors are available to provide academic support in a variety of subjects including but not limited to Math and Statistics, Accounting and Economics, Essay review and writing across the curriculum, Science and Nursing. Contact <http://services.smarthinking.com>. A student's username is qc followed by the student's ID number and the password is quincy.

STUDENT SUCCESS COACHING

Working closely with students, faculty and student support services, Student Success Coaches develop short-term, solution focused strategies designed to assist students in meeting their academic goals. Student Success Coaches typically assist students who are struggling academically and may be experiencing:

- Difficulty transitioning back to school/college
- Financial Hardship
- Family or Housing Instability
- Difficulty setting goals or establishing priorities
- Difficulty developing good study habits and routines
- Heightened stress or anxiety

Referrals to off-campus community services providers are made to students as needed. The Quincy Campus Office is located in room 325 of Presidents Place. Contact by email successcoach@quincycollege.edu or call the Quincy Campus Office (617) 984-1681 or the Plymouth Campus Office (617) 405-5951.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services works with the campus community including our academic departments, faculty and staff, to provide equal access and opportunity to educational programming and services for students with disabilities.

Services are determined individually, based on federal guidelines and Quincy College policies. Our goal is to minimize the impact of the disability by providing reasonable accommodations for the student to meet course outcomes. Any student with a documented disability who is seeking an accommodation should contact Student Accessibility Services at sas@quincycollege.edu or call (617) 405-5915 on the Quincy campus or (617) 984-1731 on the Plymouth campus. Parking spaces designated as handicapped spaces are available under Saville Hall, in the Presidents Place garage and at the Plymouth Campus.

Compliance regarding services for students with disabilities under the Americans with Disabilities Act should be forwarded to Susan Bossa, Associate Vice President for Student Development/ADA Coordinator at Presidents Place, 1250 Hancock Street, Quincy, MA 02169, (617) 984-1656 or email sbossa@quincycollege.edu

MILITARY AND VETERAN SERVICES

Quincy College is compliant with all requirements of Veterans Benefits and Transition Act of 2018 (Section 103 Public Law 115-407). Veterans, veteran dependents, and active duty service members are able to use their federal education benefits here at Quincy College. Programs we provide are approved to administer include all chapters of the GI Bill®, Survivors & Dependents Educational Assistance, Tuition Assistance, VA Work Study, and MyCAA. Staff members are available to assist students with all aspects of adjusting to civilian life: applying for educational benefits, admissions counseling, academic advising, financial management, disability services, and referral to outside agencies as required.

The Military and Veterans Services Office is located in Room 329 at Presidents Place. Appointments can be made by calling (617) 405-5928, or by emailing veterans@quincycollege.edu.

BOOKSTORE

The College Bookstores stock all required textbooks for courses offered at the College. Payment for books, and all other items may be made by cash, check, credit cards or extra financial aid funds. The bookstore sells both new and used textbooks and accepts textbook returns as per their policy.

Course supplies other than textbooks may also be purchased in the bookstore. A variety of items such as greeting cards, sweatshirts, T-shirts, backpacks, calendars, and MBTA passes are available for purchase.

Barnes & Noble - Quincy Campus
1250 Hancock Street
B&N 8113
Quincy, MA 02169
(617) 405-5934

Barnes & Noble - Plymouth Campus
36 Cordage Park Circle
Plymouth, MA 02360

For store hours please visit the Barnes & Noble at Quincy College website: <http://quincycollege.bncollege.com/>

COMPUTER LABORATORIES

Quincy College maintains computer laboratories at the Quincy and Plymouth campuses.

The Quincy campus computer laboratories are used as follows:

- Hours of open lab time for registered students are posted each semester
- An open lab is available for students in the Anselmo Library during regular hours.
- Printer Kiosks are available for student use in Presidents Place and Saville Hall

The Plymouth Campus laboratory is used as follows:

- As both a classroom and an open lab according to the posted schedule.
- Computers are also available in the Plymouth Library, Student Lounge, and Tutoring Center for student use.

Students using the open laboratories are required to:

- Show a current student photo ID card.
- Sign in and out of the labs.
- Obey posted rules as well as any instructions from the lab monitor.
- Bring flash drives to save documents.

- Refrain from bringing food or beverages into any computer laboratory or classroom.

Failure to obey these requirements may result in loss of open lab privileges. Students are urged to use the virus protection programs on the computers to check their flash drives before using them. Students who intentionally introduce viruses onto the computers or otherwise damage computer equipment will be subject to strict disciplinary procedures.

QUINCY COLLEGE LIBRARIES

Quincy College libraries are full service facilities providing print and electronic books and journals, DVDs, CDs, streaming videos, research databases, reference assistance and interlibrary loan. Access to all library materials and services is onsite at either the Quincy Campus Anselmo Library or the Plymouth Campus Krovitz Library, or online via the library's website: www.quincycollegelibrary.org. Quincy College is a member of the Old Colony Library Network (OCLN). OCLN provides access to the print and electronic books, DVDs and electronic magazines from 28 libraries on the South Shore.

Both libraries are equipped with wireless access, computer lab and/or individual student workstations, a variety of study seating and Collaboration Rooms that can be reserved for group study and projects. Each library contains photocopiers and printers. Faculty librarians are available to assist with research projects, with efficient and effective use of research databases, and provide instruction on information literacy.

A valid student ID is required to access the libraries, access the print management system and to use the resources available through the Old Colony Library Network.

Quincy: The Anselmo Learning Commons and Library is located on the third floor of Presidents Place. The library is named in honor of former Quincy School Committee member Francis Anselmo, a longtime friend and benefactor of Quincy College.

Plymouth: The Bella S. Krovitz and Robert W. Krovitz Library is located in Cordage Park. The library is dedicated to the memory of these individuals who demonstrated skilled leadership and guidance to the funding trustees of the College.

ORIENTATION (Policy 6.01)

Our Orientation Programs are designed to familiarize new students with the organization, services and facilities at the College. The emphasis of the program is an introduction to life at the College. The program provides the student with an opportunity to meet members of the administration, staff, and fellow students. Orientation topics include the Core Curriculum, program requirements and scheduling, Student Services, Student Life and Student Rights and Responsibilities.

For information on the International New Student Orientation, call 617-984-1674 or stop by the International Student Office.

Note: Once accepted into an Nursing, Natural or Health Sciences Program, students are required to attend a separate mandatory orientation program.

ACADEMIC AMNESTY POLICY (Policy 5.16)

Current and registered students who have had a break in enrollment for at least two academic years may, file a written petition with the Registrar for academic amnesty.

If students are granted academic amnesty, all grades from Quincy College credit coursework completed at an earlier date are eliminated from computation of the grade point average and will not be applied to a Certificate or Degree program at Quincy College.

Previous credit coursework will not be removed from the student's scholastic record and transcripts. However, these records will clearly indicate that academic amnesty has been granted and the date that amnesty was approved.

The Senior Vice President for Academic Affairs, in consultation with the appropriate individuals, such as the Division Dean and/or program faculty, will make the final determination.

College credit will not be given for any coursework done during the period for which academic amnesty is granted.

ACADEMIC INTEGRITY POLICY (Policy 5.15)

Academic Integrity Statement

In keeping with our mission, Quincy College will foster a high standard of academic honesty for student, faculty, and staff and will seek to preserve the rights of our entire College community. As part of our academic integrity policy, all members will adhere to the basic values of mutual respect and responsibility as well as individual and institutional integrity. Students will be informed about those actions that constitute a breach of integrity and about those sanctions that may result from academic dishonesty. In the interests of promoting the best environment for learning, we, the community of Quincy College, pledge to advance the principles of honor and integrity in all of our actions.

Student Guidelines

Students assume full responsibility for the content and integrity of the course work they submit. Therefore, to assist students in observing academic integrity, the following guidelines have been developed:

1. Students must do their own work and submit only their own work, unless otherwise permitted by their instructor. If appropriate citation guidelines are not stated on the syllabus, students are encouraged to contact their instructor for guidance.
2. Students may collaborate or cooperate with other students on assignments or examinations only as directed by the instructor.
3. Students must follow all written and/or oral instructions given by instructors or designated College representatives for taking exams, placement assessments, tests, quizzes, and other evaluative instruments.

Types of Academic Dishonesty Involving Students

Academic dishonesty goes against the core values of the Quincy College Mission Statement. These values are HONESTY, TRUST, FAIRNESS, RESPECT, and RESPONSIBILITY. In cases where academic integrity is at issue, the following definitions will apply:

1. **Plagiarism** is the representation of the words and/or ideas of another as one's own in any academic assignment. Examples include, but are not limited to: stealing or downloading the entire text of a paper, cutting and pasting various sources together to simulate a new essay, copying small portions of a paper, or misattributing source material.

2. **Cheating** is using or attempting to use unauthorized materials, information, or study aids in any graded assignment. Examples include but are not limited to: copying from another student, accessing unauthorized books or documents, receiving messages without authority during an exam, and improper use of calculators, computers, or any other electronic devices during exams or other assignments.
3. **Fabrication** is the falsification of any information or citation in any academic assignment. Examples include but are not limited to: inventing sources, data, or citations for a paper or assignment.
4. **Facilitation** is knowingly aiding or abetting acts of academic dishonesty. Examples include but are not limited to: assisting others to cheat or plagiarize or participating in a conspiracy to cheat.
5. **Misrepresentation** is engaging in acts of deception or forgery in an academic context. Examples include but are not limited to: misrepresenting one's own work as something that it is not, lying to an instructor or fabricating excuses to improve a grade or to make up for missed work, and excessively misusing computer software to create works that do not truly reflect a student's skill level.

Disciplinary Procedures Involving Students

Violations of the standards of Academic Integrity described in the Quincy College Academic Integrity Statement may result in disciplinary action up to and including dismissal from Quincy College.

Any faculty or staff member who notices infractions of the standards of academic integrity and honesty must file an Academic Incident Report and initiate disciplinary procedures in response to those violations. Students who notice infractions of the standards of academic integrity are encouraged to report the infraction either verbally or in writing to a member of the Quincy College faculty or staff. Examples of penalties that may be imposed by the College include, but are not limited to:

1. Formal written warning placed in the student's file;
2. Reduced or failing grade for the assignment;
3. Reduced or failing grade for the course;
4. Suspension from the College; and
5. Dismissal from the College.

Severe, flagrant, or multiple violations that have import beyond a specific course may lead to disciplinary action that could result in dismissal from the College and/or denial of readmission to the College. The following factors will be considered in all determinations of penalty:

1. The nature or seriousness of the offense;
2. The injury/damage resulting from the offense; and
3. The student's prior disciplinary record.

Disciplinary Action - Hearing and Appeal Procedures Involving Students

Any student who wishes to appeal any disciplinary action imposed in response to violations of Quincy College's Academic Integrity standards will do so in accordance with the following steps:

Step 1: Within five business days of the date of notification, the student must request a hearing with the appropriate academic dean. Within five business days of the hearing, the dean shall, in writing, notify the student of his/her decision.

Step 2: If a student has cause to question the resolution at Step 1, within five business days of the dean's written decision at Step 1, he/she may forward a written appeal to the Vice President for Academic Affairs. Within five business days of the receipt of the appeal, the Vice President shall, in writing, notify the student, and the individual who files the report, of the outcome of the appeal.

ACADEMIC PROBATION POLICY (Policy 5.07F)

Academic Probation

Any student having attempted twelve (12) credits, but not having attained a 2.0 cumulative grade-point average (GPA), shall be placed on Academic Probation.

Removal from Academic Probation

A student on Academic Probation shall be returned to Good Academic Standing upon attaining a cumulative GPA of 2.0 or higher.

Continuing on Academic Probation

A student on Academic Probation must attain a steadily increasing GPA in order to continue on Academic Probation. If at any point a student fails to attain a semester GPA of 2.0 while on Academic Probation, the student will be prevented from taking classes in the following semester.

Academic Probation Procedure

A student placed on Academic Probation must meet with her/his professional advisor in the Office of Academic Advising to prepare an Academic Improvement Plan (AIP) in order to take classes in subsequent semesters at Quincy College.

Academic Suspension

Any student on Academic Probation, who fails to maintain the required GPA by the time they have earned 24 credits will be suspended from Quincy College for the entire duration of the following fall or spring semester. A student on Academic Suspension will be notified for which semester the suspension applies.

Readmission from Suspension

Students on Academic Suspension are eligible to apply for readmission to Quincy College at the end of the affected semester. Students readmitted from Academic Suspension will re-enter the College on Academic Probation and be required to follow the protocols of the Academic Probation Procedure.

Suspension Appeal

Any student who is suspended from the College may appeal to have her/his suspension overturned. Students who wish to appeal their suspension must do so by submitting a written Letter of Appeal to the Vice President for Academic Affairs. Students appealing their suspension will meet with the Director of Academic Advising and submit an Academic Improvement Plan in conjunction with their Letter of Appeal.

The Academic Review Committee will consider submitted appeals and convey their recommendation to the Vice President for final decision.

ACADEMIC STANDING (Policy 5.04)

A student shall be classified as a sophomore if he/she has met freshman requirements and has earned at least 30 semester hours of credit.

ADD/DROP POLICY (Policy 5.11)

A student wishing to drop or add a course may do so by the deadline established in the Academic Calendar by completing an Add/Drop form and submitting it to Registrar's Office, preferably in person. If a student wishes to change his/her full program, an appointment must be made with his/her academic advisor to discuss the change. Adding or dropping a course may affect financial aid and veteran's benefits. A change of major form must be completed through Registrar's Office.

ATTENDANCE AND PERFORMANCE (Policy 5.05)

It is the responsibility of all students to attend classes in order to achieve a successful level of performance. Attendance, grading and performance requirements for each class will be announced at the beginning of each semester. Attendance records will be kept in order to provide verification as needed. The College reserves the right to withdraw students, upon recommendation of the faculty, when there is no potential for successful college work.

AUDIT A CLASS (Policy 5.05A)

With some exceptions noted below, Quincy College classes may be taken on an audit basis to provide an opportunity to learn more about a subject or to brush up and update knowledge about a course.

In order to audit a class, the student needs to register, but specify that the registration is for auditing a class. The tuition is one-half the tuition for a credit course.

A student may change a course from audit to credit during add/drop period, upon payment of the full tuition for the course. A change from audit to credit is NOT allowed after add/drop period.

A change from credit to audit is allowed until the last day of withdrawal by completing an add/drop form and returning the form,

along with free payment, to Registrar's Office. In the event of a change from credit to audit status, no refund of the tuition paid will be made.

If a student is auditing a class, he/she may elect not to do homework, take exams, or participate in class projects. No grades and no course credits are awarded for a course taken on an audit basis. However, a QEA member or other adult learner taking the course for continuing education purposes may receive a certificate of attendance or certificate of completion at the conclusion of the course.

Exceptions to courses available for audit: All Nursing courses, all science labs, EDU courses that require pre-practicum observations or student teaching. Natural science courses are available only by permission of the division Dean.

COURSE SELECTION (Policy 5.12)

Upon successful completion of a course, a student may not enroll in a lower level course in the same subject for academic credit. Any exceptions to this policy must be in the form of a written approval from the Vice President for Academic Affairs.

DEGREE/CERTIFICATE REQUIREMENTS (Policies 5.01/5.02)

Degree Requirements

Quincy College awards degrees to students who have earned a high school diploma or a recognized equivalent and have met degree requirements as approved by the Quincy College Board of Governors and recommended by the President. It is the responsibility of each student to meet the degree standards of the program in which he/she is enrolled. The degree of Associate in Arts or Associate in Science will be awarded to students who meet the following requirements:

1. The satisfactory completion of a minimum of 60 semester hours, of which 30 semester hours shall have been earned at Quincy College (last semester must be completed at Quincy College).
2. A cumulative grade point average of 2.0 or better.
3. Satisfactory completion of the specific course requirements within the curriculum chosen by the student.
4. Compliance with the College's expectations as outlined in the Student Code of Conduct
5. Payment of all fees and tuition owed to Quincy College.
6. Completion of an exit interview, if receiving Financial Aid loans.
7. Participation in required College-wide or program-specific assessment activities.

Certificate Requirements

Quincy College awards certificates to students who have earned a high school diploma or a recognized equivalent and have met degree requirements and have met certificate requirements as approved by the Quincy College Board of Governors and recommended by the President. It is the responsibility of each student to meet the certificate standards of the program in which he/she is enrolled. The certificate will be awarded to students who meet the following requirements:

1. The satisfactory completion of the required number of semester hours, at least one half of which must be earned at Quincy College (last semester must be completed at Quincy College).
2. A cumulative grade point average of 2.0 or better.
3. Satisfactory completion of the specific course requirements with the curriculum chosen by the student.
4. Compliance with the College's expectations as outlined in the Student Code of Conduct
5. Payment of all fees and tuition owed to Quincy College.
6. Completion of an exit interview, if receiving Financial Aid.
7. Participation in required College-wide or program-specific assessment activities.

FINAL GRADE APPEAL PROCESS (Policy 5.14)

A student who believes that he/she has received a final grade that is not justified may apply to the Academic Review Committee for evaluation of his/her final grade. The purposes of the final grade appeal process are to ensure fairness and academic soundness in the grading process, and to eliminate the inappropriate use of the student grievance procedure for grade disputes. A disputed grade does not constitute a violation of a student's rights and is therefore not subject to the student grievance procedure.

Basic Assumption

Each faculty member clearly states his/her grading policy on the course syllabus. Grading is at the discretion of the individual faculty member in accordance with the faculty member's grading policy and applicable College policies.

The Academic Review Committee may review the grading policy of a faculty member to determine: a) if the faculty member's

grading policy is academically sound; b) if the process used by the faculty member to arrive at the student's final grade is fair and academically sound; c) if the student's final grade is justified. If the Committee determines, by a majority vote of those members present, and after making written findings, that the grade as originally determined by the faculty member is not justified, then the Committee may recommend to the Senior Vice President for Academic Affairs a change in the final grade to the grade that the majority of the Committee present determines to be appropriate. Further, the Committee may, also upon majority vote and after having made written findings, recommend to the faculty member a re-evaluation of his/her grading policy.

Academic Review Committee

The Senior Vice President for Academic Affairs selects a Committee of six (6) members and three (3) alternates from faculty and deans. At least one member will be a member of the Quincy Education Association. Appointments to the Committee shall be made not later than the start date of an academic year and shall last for one (1) academic year. No member of the Committee, except the Chair, shall serve for more than two (2) consecutive academic years. If a particular grade appeal involves a Committee member, that member must recuse him/herself from the Committee and its deliberations for that grade appeal only, and be replaced by an alternate member. The Chair shall ask an alternate to serve on the Committee in the absence of a Committee member. By virtue of his/her position, the Assistant to the President shall serve as the permanent Chair of the Academic Review Committee. In the event that the position of Assistant to the President is vacant, or if the Assistant to the President is unable to serve, the President of the College shall appoint another individual to serve as Chair.

In addition to presiding at meetings of the Committee, the Chair also shall be responsible for the Committee's administrative functions, such as being designated as the person to initially receive all applications/requests for final grade appeals, and distributing to the Committee's members documents pertaining to final grade appeals. The Chair shall be a non-voting member of the Committee except in the case of a tie vote of the other members of the Committee present. At its first meeting of the Academic Year, the Committee shall elect a Vice Chair.

The term of the Vice Chair shall be for one academic year, with the Vice Chair being ineligible for service as Vice Chair in the next succeeding year. The Vice-Chair shall chair Committee meetings in the absence of the Chair. The Committee will meet on the first Wednesday of each month (holidays and College closures excluded), and at other such times as determined by the Chair or, in writing, by the majority of the regular membership of the Committee. The quorum for any meeting of the Committee shall be four (4) members, with the Chair's presence counting toward the existence of a quorum. Following each Committee meeting, the recommendation of the Committee will be forwarded to the Senior Vice President for Academic Affairs not later than five (5) business days following the Committee's meeting. The Senior Vice President for Academic Affairs shall review the recommendation of the Academic Review Committee and, in his/her sole discretion may adopt, modify, or decline to accept the recommendation of the Academic Review Committee. If the Senior Vice President for Academic Affairs modifies and/or declines to accept the recommendation of the Academic Review Committee, the Senior Vice President for Academic Affairs will so notify the Chairperson of the Academic Review Committee. After making a decision regarding an appeal, the Senior Vice President for Academic Affairs will notify the student, the affected faculty member, and the College President of his/her decision.

Procedure

It is recommended that the student attempt to resolve the final grade dispute with the faculty member with whom the dispute exists, and the appropriate Dean before requesting a hearing by the Academic Review Committee. The request for a hearing must be submitted to the Chair of the Committee within thirty (30) business days of the final day of classes of the semester during which the disputed final grade was earned. However, in extraordinary circumstances and at its sole discretion, the Committee, or the Chair, sua sponte, may waive the above-referenced thirty (30) day deadline.

1. If the student is unable to resolve the final grade with the faculty member and/or Dean, the student may appeal to the Academic Review Committee. In order for the final grade appeal to be heard by the Academic Review Committee, the student must submit the following:
 - a letter addressed to the Chair of the Academic Review Committee which states the reason(s) why the student feels that the final grade is not justified;
 - a copy of the course syllabus outlining the grading and attendance policies;
 - a record of all test, quiz, and other assessment grades received in the course;
 - copies of all available graded assignments, laboratory assignments, or other work assigned by the faculty member during the course;
 - copies of any papers submitted during the course that affected the final grade (term papers, research papers, care plans, etc.).
2. The Chair of the Academic Review Committee will request that the faculty member submit the following documents:

- a copy of the course syllabus outlining the grading and attendance policies;
 - class, clinical and/or laboratory attendance record;
 - record of all grades earned by the student while enrolled in the class;
 - copies of any graded assignments, papers, tests, quizzes, or other assessments in the possession of the faculty member that the student completed while enrolled in the course.
3. The inability of the student to provide documents, and/or of the faculty member to provide documents, shall not serve as a bar to the Committee hearing the student's appeal and rendering a decision on the student's appeal.
 4. Following the receipt of all available documents identified in steps 1 and 2 above, the Chair of the Academic Review Committee will place the student's grade dispute on the agenda of the next regularly scheduled Academic Review Committee meeting. In the event that waiting for the next, regularly scheduled Committee meeting may jeopardize the student's continued education at Quincy College, opportunities for transfer to a four-year institution, or employment opportunities, the Chair may schedule a meeting sufficiently prior to the next scheduled meeting to adequately accommodate those student issues. The faculty member and the student will be invited to attend. Both the student and the faculty member may offer testimony, may bring witnesses, and both will have the opportunity to question witnesses. The inability of the student and/or faculty member to attend the meeting of the Academic Review Committee at which the student's appeal is scheduled to be heard shall not serve as a bar to the Committee hearing the student's appeal and rendering a decision on the student's appeal.
 5. The Academic Review Committee will forward a written recommendation, including the basis for the decision, the names and titles of those present, a list of documents presented, and a numerical record of the Committee's vote, to the Senior Vice President for Academic Affairs within five (5) business days following the Committee's recommendation. Those Committee members who disagree with the decision of the majority of the Committee, and who vote in the minority, may submit to the Senior Vice President a written report indicating the basis for their disagreement.
 6. The Senior Vice President for Academic Affairs having received the recommendation of the Academic Review Committee, will review the recommendation of the Academic Review Committee and may accept, modify, or decline to accept the recommendation so presented. If the Senior Vice President for Academic Affairs modifies or declines to accept the recommendation of the Academic Review Committee, he/she shall notify the Chairperson of the Academic Review Committee. Following such notifications, the Senior Vice President for Academic Affairs will inform the student, the faculty member, and the College president of the his/her decision.
 7. The decision of the Senior Vice President for Academic Affairs is final and binding, and not subject to further appeal.

GRADE REPORT PROCEDURE

Quincy College will no longer mail printed grade reports to students unless specifically requested. Students can login to view and print their grades from the "Campus Portal" through the QC website www.quincycollege.edu. *Students will be blocked from viewing their final grades on the "Campus Portal" until they complete each of their active course evaluations, or until three weeks after the course ends.*

In order to have access to the "Campus Portal", a student needs to apply for a user account. Please e-mail support@quincycollege.edu the following information:

- Your full name
- Student ID#
- A telephone number where you can be reached
- The last four digits of your SSN (not Required for International students)
- Your date of birth
- Zip Code

The Mission Support & Technology department will e-mail you your user name and password to access the "Campus Portal".

Final grades cannot be obtained in advance from the Registrar's Office. Students cannot access their grades if there is a hold on their accounts because of unpaid tuition, fees, or unreturned library books.

GRADING SYSTEM (Policy 5.07)

Final grades are issued to students in letter grades at the end of each semester as follows:

Letter Grade	Percentage	Grade Point Average (GPA)
--------------	------------	---------------------------

A	93 and above	4.0
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 - 86	3.0
B-	80 - 82	2.7
C+	77 - 79	2.3
C	73 - 76	2.0
C-	70 - 72	1.7
D	60 - 69	1.0
F	Below 60	0.0
I	Incomplete	0.0
W	Withdrawal	0.0
AUD	Audit	0.0

INTENT TO GRADUATION PROCEDURE

In order to graduate from Quincy College, a student must submit an Intent to Graduate Application along with the \$150 fee per a program. If you have completed or are about to complete 60 credits or more for an associate degree or the required number of credits for a certificate program, you may apply for Intent to Graduate. The last day to apply for Intent to Graduate is posted each semester. Application submitted after the deadline will be subject to a late fee of \$75 per an application and may result in other consequences such as your name may not appear in the graduation program and diploma will not arrive in time for the graduation ceremony.

Print out the Application for Intent to Graduate form from the Quincy College website or pick up the form at Registrar's Office. Bring your completed Intent to Graduate Application, along with the stated Graduation Fee, to the Registrar's Office or mail the form and fee with payment to: Registrar's Office, Quincy College, 1250 Hancock Street, Quincy Center, MA 02169 or to the Plymouth Campus at 36 Cordage Park Circle, Plymouth, MA 02360.

A graduation audit will be done and you will be informed of the audit by mail and email. The audit will show if you are ready to graduate or if you need to take more classes.

Note: A GPA of 2.00 or greater is required to graduate from Quincy College. Students must fulfill all obligations (i.e. financial, library, etc.) due to the College. Student may earn two degrees, one in Associate in Science and one in Associate in Arts.

All students receiving financial aid federal loans must complete an Exit Counseling Session at www.studentloans.gov prior to graduation.

All matriculating (degree/certificate seeking) students must set up a time with an advisor every semester, before registering for classes, to make sure you are progressing toward completing your requirements. A student can locate the names of their faculty and professional advisors by viewing their unofficial transcript on the QC portal.

ACADEMIC HONORS (Policy 5.10)

Academic honors are awarded at commencement and are based on the student's cumulative grade point average (GPA). Graduates having a 3.25 to 3.49 cumulative grade point average will graduate cum laude. Graduates having a 3.50 to 3.74 cumulative grade point average will graduate magna cum laude. Graduates having a 3.75 to 4.0 cumulative grade point average will graduate summa cum laude.

DEAN'S LIST (Policy 5.08)

Students whose semester GPA is 3.75 or above and who complete six or more credits within that semester are included on the Dean's List.

HOLDS POLICY (Policy 5.07E)

Holds may be placed on a student's record for a variety of reasons - financial, academic, or administrative. An asterisk appearing before a student's name on a class list indicates that some type of hold has been applied to that student's registration. No grades, further registrations, transcripts or other services will be provided until the hold has been resolved and removed. Any student whose name appears with an asterisk should inquire at the Registrar's Office so that the issue can be resolved and normal services restored to the student's account.

INCOMPLETE GRADES (Policy 5.07A)

Faculty members may assign an "incomplete" grade when a student, who has enrolled in a course and participated in a

significant portion of the expected coursework, fails to complete assignments or examinations prior to the end of the course. In this circumstance, the instructor should assign a grade of “incomplete” on the form provided by the registrar and notify the student in writing of the work necessary to obtain a final grade in the course. When the student completes the missing work, the instructor should complete a “Change of Grade” form indicating the final course grade, and submit it through their dean. An “incomplete” grade must be resolved before the end of the following semester. “Incomplete” grades not made up by the end of the following semester will automatically become an “F” grade.

INDEPENDENT STUDY (Policy 5.13)

Quincy College recognizes that scholars have unique interests and provides for those who would like to pursue special research projects under the guidance of a faculty member. An independent study is an opportunity for a student to work in a special area related to his/her field of endeavor in depth and with specific objectives. Independent studies will not be offered for courses that are being offered onground the same semester.

To qualify for Independent Study, a student with 30 earned credits from Quincy College must have a 3.0 average in his/her area of specialty and at least a cumulative 2.7 average overall. No student may pursue more than three credits per semester to a total of six independent study credits while earning an Associate Degree. Proposals for independent study must be presented no less than five (5) days prior to the start of the semester in which the study is to take place. Acceptance or rejection of the proposal will be made within five (5) class days of the presentation. The acceptance of an independent study is optional on the part of the instructor. Approval is obtained through the faculty sponsor to the dean and finally from the Vice President for Academic Affairs. The fee for independent study credits will be the same as for a regular course and the grade issued will be in accordance with the College’s grading system.

Under unusual circumstances, students may be permitted to take a college credit-bearing course in which an independent study format is used. Ordinarily, independent study may not be taken if the course is a laboratory science or skill course. If the course is offered during the semester in which the request is made, lacks a detailed outline and/or individualized instruction material, or is at the end of the semester in which the request is made it will not be approved.

INTERNSHIP

Internship experiences provide students with opportunities to apply the concepts learned through readings and class discussions to the workplace environment. Internships serve as a capstone course in a student’s educational program. They may only be taken after the student completes a significant portion of specialized training in his or her major and achieves a qualifying grade point average of 3.0. All internships carry three credit hours and are recognized as program electives within majors at Quincy College. Student must have completed 30 credits towards a degree with 15 of those completed at Quincy College. A signed agreement between Quincy College and the internship site must be in place prior to the start of the internship experience. Students must also meet program specific prerequisites for internship. Students must receive written approval from the appropriate dean prior to registering for an internship.

For more information on internships, please contact:

Plymouth Campus

Georgia Clancy, Career Counseling & Internships
(617) 405 - 5923
gclancy@quincycollege.edu

Quincy Campus

Director of First Year Seminar and Retention Strategies

MAKE-UP EXAMINATIONS (Policy 5.07D)

Make-up of examinations must be arranged and proctored by the instructor involved. No charges will be made to students who present a doctor’s certificate of illness or in the case of two exams scheduled for the same time. In other cases, a make-up fee may be assessed.

MATRICULATION POLICY (Policy 5.00)

A matriculating (degree/certificate seeking) student is one who has met prescribed admission requirements, has been officially admitted to an academic program listed in the catalog, and has registered for a course in the curriculum.

Matriculating (degree/certificate seeking) students (admitted to catalog programs) maintain their status for ten academic years from the first semester of course registration at the College unless otherwise specified by specific requirements of certain

programs. A minimum of three credit hours of appropriate Quincy College course work must be successfully completed each academic year or an application for readmission must be filed with the Admissions Office.

Note: It's recommended that all matriculating (degree/certificate seeking) students set up a time with an advisor every semester, before registering for classes, to make sure they are progressing toward completing your requirements.

REPEATING COURSES (Policy 5.07C)

If the student repeats a course, only the higher grade is calculated into the cumulative grade point average, but both grades will appear on the transcript. Credit is awarded for one course only.

VARIANCE TO PROGRAM REQUIREMENTS (Policy 5.03)

Academic programs are planned to ensure that students receive broad-based exposure to the kind of learning that deepens understanding, sharpens analytical thinking, and enhances one's ability to communicate with others, as well as to provide the student with a firm groundwork in his/her chosen field of study. Consequently, variances in program requirements are granted only in special circumstances.

Students desiring a variance in program requirements must secure a variance form from the Registrar's Office and have it completed and signed by the appropriate Dean prior to enrolling in the course for which the variance is requested. Variances in the core curriculum must be approved by the Vice President for Academic Affairs.

VERIFICATION OF STUDENT IDENTITY FOR DISTANCE EDUCATION (Policy 5.18)

This policy establishes processes to verify that the student who registers in distance education or correspondence education courses or programs is the same student who participates in and completes the course or program and thus receives the academic credits. Quincy College offers online courses in which student identity verification protocols include a secure login and password for course work and group discussion.

Arranging for Proctored Assessments, Distance Education

If you live outside of Quincy, MA and/or cannot come to Quincy College campus for scheduled online proctored exams: You can arrange to take your test elsewhere under the supervision of an approved proctor; that is, someone authorized by your QC instructor to conduct the test. Just follow the step-by-step guidelines for alternative testing to make the necessary arrangements. Please note that use of alternative testing is at the discretion of the instructor; please contact them as soon as possible to consider what arrangements need to be made.

Acceptable Proctors

- Official testing centers
- Certified librarians at a school, university or public library
- College or university administrators and instructors
- Educational officers of a corporation
- Officer of United States Military

Unacceptable Proctors Include:

- Relatives or spouses/partners
- Friends
- Co-workers or business associates
- Peers
- Undergraduate students
- Athletic coaches

Student Responsibilities

- Make arrangements with a proctor as soon as possible (at a minimum of four (4) weeks before the scheduled assessment event). Give the proctor the instructor's e-mail address and have the proctor contact the instructor.
- Let your proctor know if your assessment is done on paper or computerized before setting an appointment as they may not be able to accommodate you if your exam is computerized.
- Submit your proctor choice, using the proctor verification form, to the instructor as soon as possible, or at a minimum of three (3) weeks before the exam date.
- Check with your proctor before your exam is scheduled to make sure they have all the information needed.
- Pay any testing fees, if applicable.
- Be aware of time limits on your exam and keep track of the time.
- Notify instructor if the proctor feels the exam procedure has been compromised.

WITHDRAWAL POLICY (Policy 5.07B)

A student desiring to withdraw from a course or from the College must complete an official withdrawal form. Failure to attend class or merely giving notice to an instructor is not considered an official withdrawal. If the student withdraws, a "W" classification is recorded on his/her transcript.

The effective date of the withdrawal to determine a tuition refund will be the date that the official form is received.

Students who withdraw from any or all classes must do so in writing through the Registrar's Office. The office may require the student to get an approval from his/her advisor. No withdrawals are official until recorded by the Registrar's Office. No withdrawals are permitted after the last day to withdraw listed in the Academic Calendar.

TUITION RATES FOR UNDOCUMENTED RESIDENTS

The Massachusetts Department of Higher Education recently clarified those circumstances under which certain individuals, though not legally in the United States, may be eligible for in-state tuition at Massachusetts' public universities and community colleges. This policy has been implemented at Quincy College, effective retroactive to April 1, 2013.

This policy prevents certain persons who are not legally in the United States, and who meet certain very specific criteria, from being charged the "Non-US Resident Student Fee", commonly referred to as the International Student Fee.

To be eligible for this status, an individual must meet all of the following criteria:

- was under the age of 31 as of June 15, 2012;
- came to the United States before reaching his/her 16th birthday;
- has continuously resided in the United States since June 15, 2007, up to the present time;
- was physically present in the United States on June 15, 2012, and at the time of making the request for consideration of deferred action with the United States Citizenship and Immigration Services (USCIS);
- is currently in school, has earned a high school diploma or a recognized equivalent, has met degree requirements, or is an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and
- has not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and does not otherwise pose a threat to national security or public safety.

If a student meets all of the above Deferred Action for Childhood Arrivals (DACA) criteria, and possesses a valid Employment Authorization Document (also known as a work permit) issued by the federal government, that student will, for purposes of tuition and fees, not be subject to payment of "Non-US Resident Student Fees".

FRAUD ASSESSMENT POLICY (Policy 9.14)**Background**

This policy is being established to allow Quincy College to develop the controls that will aid us in the detection and prevention of fraud against Quincy College. It is the intent of Quincy College to promote consistent organizational behavior by providing guidelines and assigning responsibility for the development of controls and conduct of investigations.

Scope of this Policy

This policy applies to any irregularity, or suspected irregularity, involving employees as well as consultants, vendors, contractors and/or any other parties with a business relationship with Quincy College. The Chief Financial Officer (or the individual designated to perform the duties of the Chief Financial Officer) is responsible for the administration, revision, interpretation, and application of this policy. The policy will be reviewed annually and revised as needed.

Policy

Management is responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. Each member of the management team should be familiar with the types of improprieties that may occur within his/her area of responsibility and be alert for any indication of irregularity. Any irregularity that is detected or suspected must be reported immediately to S.V.P Administration and Finance, who coordinates all investigations with the legal department and other affected areas, both internal and external.

Decision to prosecute or refer the examination results to appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final decision on

disposition of the case.

There are three general categories of fraud risk: fraudulent financial statements, misappropriation of assets and corruption. Like any other organization, Quincy College relies on Mission Support & Technology to conduct business, communicate and process financial information. As a part of risk identification process, a weekly report of "Override of Controls" will be shared with the Vice Presidents and the President.

Actions Constituting Fraud

- Any dishonest or fraudulent act.
- Misappropriation of funds, securities, supplies, or other assets.
- Impropriety in the handling or reporting of money or financial transaction.
- Profiteering as a result of inside knowledge of college activities.
- Disclosing confidential and proprietary information to outside parties.
- Disclosing to other persons activities engaged in or contemplated by the College.
- Accepting or seeking anything of material value from outside vendors or persons, except gifts less than US \$50 in value.
- Destruction, removal, or inappropriate use of records, furniture, fixtures, and equipment.
- Any similar or related irregularity. (Irregularities, concerning an employee's moral, ethical, or behavioral conduct should be resolved by the immediate supervisor and Employees relations in Human Resources)

Investigation Responsibilities

The Chief Financial Officer (or the individual designated to perform the duties of the Chief Financial Officer) has the primary responsibility for the investigation of all suspected fraudulent acts as specified in this policy. If the evidences substantiates that the fraudulent activity/ies has/have occurred, the Vice President will notify the President who would notify the Finance and Facility sub-committee of the Board.

Decision to prosecute or refer the report to appropriate law enforcement and/or to other agency for independent investigation will be made in conjunction with legal counsel and senior management.

Reporting Procedures

It is the responsibility of every employee, supervisor, manager and executive to immediately report suspected misconduct or dishonesty to their supervisor. Supervisor in turn must report this to their supervisor. Any reprisal against any employee or other reporting individual because that individual, in good faith, reported a violation is, strictly forbidden. Employees may leave an anonymous message on 617-984-1770.

Great care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way.

Employees with supervisory and review responsibilities at any level have additional deterrence and detection duties, especially following three:

- First, they must become aware of what can go wrong in their area of authority.
- Second, they must put into place and maintain effective monitoring, review, and control procedures which will prevent acts of wrongdoing.
- Third, they must put into place and maintain effective monitoring, review, and control procedures which will detect acts of wrongdoing promptly should prevention efforts fail.

If the complaint is against Vice Presidents, the contact is the President, if the complaint is against the President, Chairman of the Board of Governors should be contacted. The employee or other complainant may remain anonymous. All employees reporting any fraud will be protected under "Whistleblower Act" of 1989.

All inquiries concerning the activity under investigation should be directed to the investigation person. No information concerning the status of investigation will be given out. The proper response should be: "I am not at liberty to discuss the matter."

The reporting individual should be informed of the following:

- Do not contact the suspected individual in an effort to determine facts or demand restitution.
- Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do by the legal department with the involvement of HR.
- For a College employee the investigation unit will be comprised of the Senior Vice President, Assistant to the President and the Vice President for Human Resources.

- If the unit recommends terminating an individual, the recommendation will be reviewed by an outside attorney, and shared with the Board, before such action is taken.
- The process must be completed within 30 days of the fraudulent report.

Assessment of the likelihood and significance of identified fraud risk:

Assessing the likelihood and significance of each potential fraud risk is a subjective process. All fraud risks are not equally likely, nor will all frauds have significant impact. Quincy College has compiled a list of all possible fraud risks that may occur on campus in Appendix A. An annual review of exposures will be helpful in further evaluation of these assessments. The areas that need this assessment include Accounting, Purchasing, Contracting and Mission Support & Technology.

Quincy College has identified following fraud risks:

Financial Reporting:

- Inappropriately reported revenues
- Inappropriately reported expenditures
- Inappropriately reflected balance sheet amounts including reserves
- Concealing misappropriation of assets
- Concealing unauthorized receipts and expenditures

Misappropriation of Assets:

- By employees
- By vendors
- By former employees and other outside the organization

Corruption:

- Bribery and gratuities.
- Aiding and abetting fraud by other parties (e.g., vendors)
- Conflict of interest
- Embezzlement

Appendix A is the fraud risk assessment form used by the College to assess the risk and controls in place (Blank form adapted from www.nd.gov/fiscal/forms)

CAMPUS SECURITY

TIMELY WARNING (Policy 11.01)

In the event that a situation arises, either on or off campus, that in the judgment of the President of the College (or his designee) or the Quincy or Plymouth Police departments constitutes an ongoing or continuing threat, a campus wide 'timely warning' notification will be issued. The notification will be issued through the College email system; text to students, faculty and staff; on the College's website (<http://quincycollege.edu/>) and/or via TV monitors on campus.

These notifications will be prepared and approved by the President of the College and distributed to the community by Mission Support & Technology, Administrative Services & Facilities, and Communications & Marketing. Follow-up information will be disseminated via aforementioned systems throughout the duration of the crisis as deemed appropriate.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, thereby requiring more immediate notification, the President of the College or his designee will coordinate with the Office of Mission Support & Technology for additional methods of dissemination.

Anyone with information warranting a timely warning should report the circumstances to the Director of Administrative Services & Facilities by phone (617-984-1760) or in person at Saville Hall, Room 212.

REPORTING THE ANNUAL DISCLOSURE OF CRIME STATISTICS (Policy 11.02)

The Office of Institutional Research and Assessment, in conjunction with Administrative Services & Facilities prepares the annual disclosure of Crime Statistics to comply with Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report is available on our website at www.quincycollege.edu. This report is prepared in cooperation with local police in Quincy and Plymouth. Quincy College is a department of the City of Quincy and does not maintain a separate police force. We have no residence halls.

Each year in the fall, a letter is sent to all students advising them of the availability of the Crime Statistic Report on the website. The college will also send notifications to all staff and faculty about the availability of this report on the website with their October paycheck. Copies of this report may also be obtained from the Office of Administrative Services & Facilities or by calling 617-984-1760. All prospective employees will be informed on our job postings that the crime report is available on the Institutional Research & Assessment page of our website.

The Office of Institutional Research and Assessment, in conjunction with Administrative Services & Facilities maintains and reports statistics concerning the occurrence of the following criminal offenses that have been reported to campus authorities or local police during the most recent calendar year as well as the two preceding calendar years:

- a. Murder and Non-negligent Manslaughter
- b. Negligent Manslaughter
- c. Forcible and Non-Forcible sex offenses
- d. Robbery
- e. Aggravated assault
- f. Burglary
- g. Motor vehicle theft
- h. Arson
- i. Hate Crimes
- j. Domestic Violence
- k. Dating Violence
- l. Stalking

Campus security also maintains and reports statistics concerning the occurrence on campus of any arrests or referrals for disciplinary action for the following crimes:

- a. Liquor law violations
- b. Drug abuse violations
- c. Weapons violations

The Resource Officers from Administrative Services & Facilities work closely with the Quincy Police Department. It is college policy to report all serious crimes to the Quincy Police Department and to cooperate fully in the prosecution of those involved regardless of their status on campus.

REPORTING OF CRIMINAL OFFENSES (Policy 11.03)

For all EMERGENCIES, including fire, medical emergencies and emergencies of a criminal nature, dial 911 from the nearest available telephone, providing the operator with as much detail on the incident as possible, including specific location.

After a report is made to the police by calling 911, faculty and staff should provide a verbal report of the incident to the Director of Campus Services and Facilities, Bill Hall, at 617-984-1760. A written report must then be provided to the General Counsel using the online Incident Reporting System.

Any suspicious activity in and around campus should be reported by calling the above number. You may also report a crime to the following individuals:

Christopher Bell, Sr. Advisor to President	Presidents Place	617-984-1798
Gerald Koocher, Provost	Presidents Place	617-984-1696
Jennifer Luddy, Sr. VP of Enrollment Mgmt.	Presidents Place	617-984-1657

For all off campus crimes, please report to local police.

For all non-emergencies, please contact the Director of Campus Services and Facilities, Bill Hall, at 617-984-1760. In addition, non-emergency, non-academic based incidents, including but not limited to, missing items, stolen property, student misconduct including altercations with other students, faculty, or staff, intoxication, drug abuse, parking and motor vehicle incidents, unsecured doors or property, vandalism, fire alarms, safety issues, and non-compliance with the Americans with Disabilities Act, should be reported to the General Counsel in written form, using the online Incident Reporting System referenced above.

A log of reportable incidents, including emergencies and non-emergencies cited above, shall be maintained by the General Counsel, and, if appropriate, the General Counsel shall refer each report to the appropriate Quincy College staff person for further information and/or resolution. In such a case, further status/information regarding the incident should be communicated back to the General Counsel in accordance with timelines set forth in the procedures that are attached to this policy but that are not made a part of this policy.

Voluntary Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the College or the criminal justice system, you may want to consider making a confidential report. With your permission, the Director of Campus Services & Facilities can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential while taking steps to ensure the future safety of yourself and others. With such information, the College can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alter the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the institution.

Limited Voluntary Confidential Reporting

Quincy College has no written policy about Limited Voluntary Confidential Reporting. Instead, those procedures are the purview of the Police Department.

CAMPUS FACILITIES - SECURITY, ACCESS, AND MAINTENANCE (Policy 11.04)

Quincy College is strongly committed to maintain safety on campus. All campus buildings in Quincy and Plymouth are accessible to the campus community, guests and visitors during normal business hours, Monday through Friday. During non-business hours access to all College facilities is by Access Control systems (issued to Executive Staff). Video security has also been implemented on both the Quincy and Plymouth campuses for additional security.

Computer laboratories and Nursing medical supply rooms are controlled by access control cards when not in use and are not open to students unless there is a teacher, supervising staff member, or lab monitor present.

Each building and parking area also have safe levels of exterior lighting. Our parking lots at Presidents Place, our Plymouth campus, and on the first floor level of Saville Hall, as well as pedestrian walkways have exterior lights. Exterior lighting on rental buildings in Quincy and Plymouth are well positioned to provide adequate illumination. Resource officers and custodians regularly survey and maintain existing lights.

Both during the day and at night, the Quincy campus has resource officers who patrol our grounds. In Plymouth, Quincy College resource officers patrol the campus as well as receive supplemental support from the landlord for our campus, who provides security throughout the evenings. Resource officers and custodians regularly check the security of the doors.

Students are required to carry their Quincy College Identification (ID) card at all times while on campus. Students must produce their ID cards when so asked by a college official. No solicitation is allowed on campus. Buildings are opened at least 45 minutes before the start of the first class of the day and are locked not more than 45 minutes after the last class of the day.

Vehicles are ticketed or towed as per the parking policy. Visitors may park in designated spaces.

Quincy College has no residence halls.

Emergencies may necessitate changes or alterations to any posted schedules. Areas that are revealed as problematic have had security surveys conducted of them and security enhancements were made where appropriate.

Members of the College community are encouraged to report and facility deficiencies to Administrative Services & Facilities by calling 617-984-1760.

LAW ENFORCEMENT AUTHORITY AND INTERAGENCY RELATIONSHIPS (Policy 11.05)

Quincy College is a department of the City of Quincy and has no police officers with full arrest powers on campus. In case of an emergency, the emergency number 911 is called.

Information is exchanged and Campus Services is in close contact with the local police.

The Quincy College Campus Services office has the authority to ask persons for identification and to determine whether individuals have lawful business at Quincy College. Resource Officers have the authority to issue parking tickets in the City of Quincy, which are deposited with the City's Treasurer's office. Criminal incidents are referred to local police. All crime victims

and witnesses are strongly encouraged to immediately report the crime to College officials or directly to police. Prompt reporting will assure timely warning notices on-campus and timely disclosure of crime statistics.

PROCEDURES FOR REPORTING A CRIME OR EMERGENCY (Policy 11.06)

Students, faculty, staff and guests are encouraged to report all crimes and public safety related incidents by filing an incident report or by calling 617-984-1760. In case of an emergency, please call 911 directly.

All incident reports are forwarded to respective heads of departments for resolution. If assistance is required from the police or fire department, Administrative Services & Facilities will contact the appropriate unit. If a sexual assault or rape should occur, staff on the scene, including Student Success Coaches, will offer the victim a variety of services including 24 hour hotlines.

The Student Success Coaching Office has information about resources and the information is made available in the event students become the victim of a crime.

All crimes should be reported to ensure inclusion in the annual crime statistics and to aid in providing timely warning notices to the community.

All reports will be investigated. As a department of the City of Quincy, the College does not have procedures for voluntary, confidential reporting of crime statistics. Violation of the law will be referred to law enforcement agencies and when appropriate, to the College Disciplinary Committee for review. When a potentially dangerous threat to the College community arises, timely warnings will be issued through email announcements, notices posted on our website, closed circuit TV, text messages, in-class announcements, or other appropriate.

DRUG-FREE AND ALCOHOL-FREE WORKPLACE POLICY (Policy 11.07)

It is the policy of Quincy College to maintain a drug-free and alcohol-free workplace and learning environment. Quincy College seeks to maintain an environment that is safe and secure and that promotes productivity for all students and employees. Since the possession and/or use of alcohol or illegal drugs on any building or property occupied or used by Quincy College, or at any event sponsored by Quincy College may impair the health and safety of students and employees, inhibit the personal and academic growth of students, lower the productivity and the quality of the work performed by employees, and undermine the public's confidence in the College, a strong policy prohibiting such possession and/or use has been established.

No student, employee of the College (including student employees), or visitor shall possess, unlawfully use, manufacture, distribute, dispense, or sell illegal drugs or controlled substances (as defined in the Controlled Substance Act, 21 U.S.C. Section 812) for other than their intended, prescribed purpose, nor shall any student, employee of the College (including student employees) or visitor possess or consume alcohol while on any property or building occupied by Quincy College or at any event or activity sponsored by Quincy College. Such action is absolutely prohibited in accordance with College policy and applicable federal and state law.

It is the policy of Quincy College to enforce all federal, state, and municipal laws pertaining to illegal drugs, controlled substances, and alcohol and to seek prosecution of any individual who violates the various laws cited in this policy, as well as to initiate disciplinary action against any individual who violates this policy.

SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS (Policy 11.08)

Right now, Quincy College is capable of releasing information to the College community through broadcast e-mails, two way radios, closed circuit TV's, and text messages. Each building is under surveillance through closed circuit cameras whose tapes can be reviewed in case of an incident.

Student Success Coaches conduct several alcohol awareness programs throughout the school year with the help of local police. Programs are based on state law, the consequences of violating the laws, how the college and police will respond to any violation and how problems can be avoided.

Quincy College presents programs and events to promote awareness of drug and alcohol abuse and its consequences. The College also provides screening and makes referrals for students dealing with drug and alcohol issues through its Student Success Coaching office.

During orientations in Fall and Spring, students are informed of the services offered by Quincy College. Slide presentations will outline ways to maintain personal safety. They will also be informed about the crime statistics on campus and areas surrounding the campus.

At least twice during the academic year, the Associate Vice President for Student Development, in cooperation with Student Success Coaches and Administrative Services & Facilities, will present crime prevention awareness sessions on sexual assault, drug abuse, theft, and vandalism, as well as educational sessions on personal safety.

A common theme of all awareness and crime prevention programs will be to encourage students and employees to be aware of their responsibility for their own security and the security of the others.

In addition to the above mentioned sessions, information will be disseminated to students and employees through crime prevention awareness packages, security alert posters and articles in the College newspaper.

ADDRESSING OFF-CAMPUS CRIMINAL ACTIVITY (Policy 11.09)

Quincy College is a department of the City of Quincy and has no police officers with full arrest powers on campus. When a Quincy College student is involved in an off-campus offense, the incident is handled by the local, state, or federal law enforcement. Information is regularly exchanged and Administrative Services & Facilities is in close contact with the local police.

SEXUAL ASSAULT INFORMATION (Policy 11.10)

Quincy College has a strong commitment to providing a safe learning environment on campus, ensuring students have the opportunity to maximize their academic growth. To this end, the college has established procedures to prevent conduct considered harassing, abusive or disorderly. In addition to these formal policies, Quincy College is committed to education and awareness programs to enhance a healthy learning community.

The Student Success Office is responsible for implementing programming on both the Quincy and Plymouth campuses, and each year presents seminars and workshops open to the Quincy College community that promote awareness of sexual misconduct, including rape and sexual assault and prevention, domestic violence and bystander awareness.

In addition, Quincy College presents an annual forum on Domestic Violence Awareness on both campuses. These educational forums are in collaboration with community resources including DOVE of Quincy, South Shore Women's Resource Center in Plymouth, the Quincy and Plymouth Police Departments, the District Attorney's Office in Quincy, and other area support organizations.

While Quincy College does not provide housing for students, our Student Success Coaches are always available to help students or staff identify and access resources should a sexual assault occur on or off campus.

Quincy College has in place a Sexual Misconduct Policy and Procedures in Accordance with the Violence Against Women Act (Policy 3.03) that defines the policy, and details the procedure and the investigative process. It is available on our website www.quincycollege.edu, in our college catalog, and in our Employee Handbook.

As a department of the city, Quincy College policy is that victims of a sexual assault of any kind should contact the Quincy Police Department. A victim should also immediately file an Incident Report online. Student Success Coaches or the campus Title IX officer are prepared to assist in this matter. In addition to providing help with these law enforcement options, Quincy College is committed to providing help to any student, faculty, or staff member through referral to community resources, as well as options for changing academic situations if requested and available.

ISSUING AN EMERGENCY NOTIFICATION (Policy 11.11)

Quincy College will immediately notify the campus upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff occurring on campus.

Upon confirmation by the President of the College (or his designee) or the Quincy or Plymouth Police Departments that an event is currently occurring on or imminently threatening the campus, Quincy College will issue an emergency notification. The notification will be issued through the college e-mail system; text to students, faculty, staff; on the College's website (<http://quincycollege.edu>); and/or via TV monitors on campus.

These notifications will be prepared and approved by the President of the College and distributed to the community by the Mission Support & Technology, Administrative Services & Facilities, and Communications & Marketing Departments. If the President of the College or his designee deems necessary, given the immediate circumstances of the crime, more immediate notification may be required. In this situation, the President or his designee will coordinate with the Mission Support & Technology department for additional methods of dissemination.

Anyone with information warranting an emergency notification should report the circumstances to Police by dialing 911 or the Director of Administrative Services and Facilities, by phone at 617-984-1760.

EMERGENCY RESPONSE (Policy 11.12)

In the event of a significant emergency or dangerous situation involving an immediate threat to the health or safety of the Quincy College community, upon confirmation by the President of the College (or his designee) or the Quincy or Plymouth Police Departments, Quincy College will immediately notify the campus community.

The President or his designee will take into account the nature and location of the incident and the safety of the community, and determine the appropriate content of the notification. The only reason Quincy College would not immediately issue a notification for a confirmed emergency or dangerous situation is if doing so will compromise efforts to: assist a victim, contain the emergency, respond to the emergency, or otherwise mitigate the emergency.

Once determined a notification is appropriate and the content is approved, the President will direct the distribution of the notification to the College community by the Mission Support & Technology, Administrative Services & Facilities, and Communications & Marketing Departments. Notifications may be distributed through the College email system, text messages, posting on the College website (<http://quincycollege.edu>) and messages on the TV monitors on campus. Messages will be sent to all community members on the affected campus(es), and will contain only a very brief description of the type of emergency along with instructions on how to protect yourself, if applicable. After the initial alert message, additional information may also be distributed through the notification systems.

Immediately upon the Administration learning significant emergency or dangerous situation, Quincy College will immediately notify local police departments and other authorities, and when appropriate, coordinate and communicate with these local authorities to monitor the situation and provide instruction/information to the College and larger community.

The College's emergency notification systems will be tested annually.

Additional emergency response and action shall be governed by the relevant provisions of the Quincy College Safety and Security Plan.

Download the Emergency Response Guide via www.quincycollege.edu/emergency-information.

STATEMENT ADDRESSING SEX OFFENDER REGISTRATION (Policy 11.13)

In accordance to the "Campus Sex Crimes Prevention Act" of 2000, which amends the Jacob Wetterling Crimes against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act and the Family Educational Rights and Privacy act of 1974, Quincy College is providing a link to the Massachusetts Sex Offender Registry Board. This act requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. In the Commonwealth of Massachusetts, convicted sex offenders must register with the Sex Offender Registry Board maintained by the Executive Office of Public Safety and Security.

The Massachusetts Executive Office of Public Safety and Security is responsible for maintaining this registry. Follow the link below to access the Sex Offender Registry Board website. <http://www.mass.gov/eopss/agencies/sorb>

If you have questions regarding access to sex offender information, you may contact General Counsel, Jessica Cherry, J.D. By email: jcherry@quincycollege.edu or phone: 617-984-1734.

The Massachusetts Sex Offender Registry Board (SORB) provides information on Level 2 and Level 3 sex offenders via the Internet pursuant to Chapter 6, Sections 178C - 178P, of the Massachusetts General Laws. Registry information so provided shall be used for the purposes of the administration of criminal justice, screening of current or prospective employees, volunteers or otherwise for the protection of the public in general and children in particular. Unlawful use of the information for the purposes of committed a crime or threatening to commit a crime against a sex offender or of engaging in illegal discrimination or harassment is prohibited and is punishable by imprisonment or fine or both. (M.G.L. Ch. 6, Section 178N and Ch. 275, Section 4)

ADDRESSING DISCLOSURES TO ALLEGED VICTIMS OF CRIMES OF VIOLENCE OR NON-FORCIBLE SEX OFFENSES (Policy 11.14)

Quincy College will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense,

the results of any disciplinary hearing conducted by the college against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, Quincy College will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

CRIMINAL OFFENDER RECORD INFORMATION (CORI) POLICY (Policy 4.03A)

Where Criminal Offender Record Information (CORI) checks are a part of a general background check for clinical or other placement of students, the following practices and procedures will be followed:

1. CORI checks will only be conducted as authorized by the Criminal History Systems Board. All applicants will be notified that a CORI check will be conducted. If requested, the applicant will be provided with a copy of the CORI policy.
2. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the Criminal History Systems Board.
3. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determination of suitability based on CORI checks will be consistent with this policy and any applicable law or regulation, or with the policy or practices of the agency with which the student is placed.
4. If a criminal record is received from the Criminal History Systems Board, the authorized individual will closely compare the record provided by the Criminal History Systems Board with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.
5. If Quincy College is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.
6. Applicants challenging the accuracy of the policy shall be provided a copy of the Criminal History Systems Board's Information Concerning the Process in Correcting a Criminal Record. If the CORI record provided does not exactly match the identification information provided by the applicant, Quincy College will make a determination based on comparison of the CORI record and documents provided by the applicant. Quincy College may contact the Criminal History Systems Board and request a detailed search consistent with the Criminal History Board Policy.
7. If Quincy College reasonably believes the record belongs to the applicant and is accurate, based on the information as provided in Section 4 of this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but may not be limited to, the following:
 - Relevance of the crime to the position sought;
 - The nature of the work to be performed;
 - Time since conviction;
 - Age of the candidate at the time of the offense;
 - Seriousness and specific circumstances of the offense;
 - The number of offenses;
 - Whether the applicant has pending charges;
 - Any relevant evidence of rehabilitation or lack thereof; and
 - Any other relevant information, including information submitted by the candidate or requested by the hiring authority.
8. Quincy College will notify the applicant of the decision and the basis of the decision in a timely manner.

QUINCY COLLEGE STUDENT CODE OF CONDUCT POLICY (Policy 6.16)

Quincy College ('the College') strives to maintain a positive environment for teaching and learning. By outlining the behavioral expectation for students and the procedures of enforcement, the Student Code of Conduct ('the Code of Conduct') fosters a climate of honesty, integrity, civility and respect to engender a spirit of personal responsibility in our students. The intent of the College is to develop traits and behaviors in students, such as critical thinking, self-motivation, and the ability to foresee consequences for their actions.

This Student Code of Conduct reasonably limits some activities and prohibits certain behavior that could interfere with the

classroom setting, the orderly operation of the college and the pursuit of its goals and values. Each student shall be responsible for reading and complying with the Student Code of Conduct, which shall be developed, maintained and implemented by the President or his/her designee. The Student Code of Conduct shall be published as a College procedure and made available to students through the College Catalog and the College website.

QUINCY COLLEGE STUDENT CODE OF CONDUCT PROCEDURE

I. Introduction

The College strives to maintain a positive environment for teaching and learning. By outlining the behavioral expectation for students and the procedures of enforcement, the Student Code of Conduct fosters a climate of honesty, integrity, civility and respect to engender a spirit of personal responsibility in our students. The Code of Conduct is intended as a framework of acceptable student behavior and prohibited conduct. It should not be regarded as an exhaustive list of prohibited conduct, nor should it be construed as a contract between the student and the College. The intent of the College is to develop traits and behaviors in students, such as critical thinking, self-motivation, and the ability to foresee consequences for their actions.

II. Definitions

1. The term Accused Student means a student who is alleged to have violated a college policy or the Code of Conduct.
2. An Administrative Disposition is a resolution of the complaint mutually agreed upon by the CCO and the Accused Student in an Administrative Hearing. By agreeing to the Administrative Disposition, the accused student waives his/her right to a Judicial Board Hearing and an appeal of the resolution.
3. A Classroom will include classrooms, laboratories, libraries, clinical sites, and any other learning space on the College Premises or used by Quincy College.
4. The Code of Conduct Officer (CCO) is the college official responsible for receiving all incident reports, determining whether further action is warranted, referring the matter to staff and/or an external third party for further action as needed, and investigating or causing to be investigated the alleged violation of College policy or the Code of Conduct.
5. College Community means any student, faculty, staff, college official or guest of the college.
6. A College Official is any person employed by the college acting under the authority of the college.
7. A College Partnership is an outside company or facility that the college has an agreement or contract with, such as facilities or companies for clinical placements or internships or rentals for college sponsored events.
8. College Premises are all buildings and grounds owned, leased, operated, occupied on a regular basis, controlled or supervised by the College.
9. A College Sponsored Activity is any activity on or off campus authorized or supervised by the College, including but not limited to clinical placements, internships, student activities and college events.
10. A Day as outlined in the Judicial Process means a college work day which is defined as only Monday through Friday, exclusive of holidays and other College closures.
11. A Faculty Member is any full or part time instructor, assistant professor, associate professor, professor, adjunct professor, adjunct instructor, clinical instructor, laboratory instructor or librarian employed by the college to conduct academic activities.
12. An Incident Report is a form that can be completed in writing by any person who alleges that he/she has been harmed by a student who has violated college policy or the Code of Conduct, or by any person who witnesses a student violate college policy or the Code of Conduct, or a report taken by a member of the College staff relating what said witness(es) reported to him/her and reduced to writing.
13. The Judicial Appeals Officer is designated by the President to hear appeals filed by students who have been found responsible for violation of college policy or of the Code of Conduct by the Judicial Board.
14. The Judicial Board is comprised of members of the Judicial Committee who conduct a fair and impartial hearing, when a

determination has been made by the CCO that a violation of policy or the Code of Conduct has been determined to have occurred. The Judicial Board is appointed by the President.

15. The Judicial Committee is comprised of faculty and staff trained by the Judicial Appeals Officer to serve on a Judicial Board. The Judicial Committee is appointed by the President.
16. The President is the President of Quincy College or his/her designee.
17. A Student is any person enrolled in or accepted for any course or academic program at the college, full or part time, credit or non-credit.

III. Code of Conduct Violations

A student shall be subject to college disciplinary/judicial procedures under this policy for violating this code of conduct and/or College policies, including but not limited to the following:

1. Endangering the health and/or safety of the college community by:

- a) Intentionally or negligently causing physical/bodily harm or the threat of physical/bodily harm to any person or to the college community in general.
- b) Harassing, intimidating, stalking, bullying or coercing, either verbally, physically, in writing or by electronic means (i.e. email, social media etc.) any person.
- c) Engaging in behavior that infringes or is intended to infringe upon the rights of others.
- d) Engaging in lewd, indecent and/or obscene behavior, including possession of pornographic/obscene materials on campus and/or downloading or uploading pornographic material on college computers and/or college social media sites; or engaging in consensual sexual or inappropriately intimate behavior on campus or at a college activity or event.
- e) Possessing firearm(s), explosives, dangerous chemical(s), or other dangerous and/or illegal weapon(s) or instruments on the college premises or at a college activity or event with the exception of law enforcement officers carrying service weapons.
- f) Tampering with fire and/or safety equipment or activating a false fire alarm or bomb threat.

2. Obstructing or disrupting the normal operations of the college or college sponsored activities by conduct, including but not limited to:

- a) Hindering the free flow of pedestrian or vehicular traffic, blocking entrance, exit or access to any college premise or college partnership facilities, stairway or hallway.
- b) Acting in a manner that interferes with or disrupts classroom, laboratory, library, or clinical experiences or that is in violation of the faculty member's syllabus or otherwise disrupts academic or administrative activities.
- c) Dressing in a manner that inappropriately exposes body parts or otherwise disrupts the academic environment causes undue attention to an individual student.
- d) Inciting or otherwise causing others to disrupt the normal operations of the college or college sponsored activities.

3. Using or being under the influence of alcohol while on college premises or at college sponsored events and activities except as authorized in accordance with official college policy; possessing or distributing alcoholic beverages while on campus or college sponsored events.

4. Using or being under the influence of, possessing, manufacturing, distributing any illegal drug, marijuana, narcotic, allucinogen or similar chemical agent, including the inappropriate or unlawful use, distribution or possession of prescription drugs, in any quantity, that is prohibited by law.

5. Any unauthorized use of electronic or other devices to make an audio recording of any person while on College property or at a College event or activity without the express consent of the person; any violation of the College's acceptable use policies.

6. Engaging in unauthorized or illegal gambling on campus or at college sponsored events, either in person or by computer.
7. Failing to comply with the directions of a college official, faculty member or law enforcement officer acting in accordance with their duties, including but not limited to failing to, when requested to do so, present a valid, current Quincy College identification.
8. Forging, altering or misusing any college document, record or means of identification including student identification card, user name, pin code or password, college portal and email access.
9. Defacing, damaging or destroying college property, including but not limited to graffiti or tagging; attempted or actual theft or unauthorized removal of college property or the property of another person; member of the college community / college partnership, or other personal or public property.
10. Possessing or duplicating keys, mechanical or electronic, to college premises without authorization; or entering college premises outside of normal business hours without authorization.
11. Engaging in acts of Hazing as outlined in Massachusetts General Laws, Chapter 269, section 17.
12. Engaging in Hate Crimes as defined and prohibited by the laws of the Commonwealth of Massachusetts and United States codes.
13. Abusing the disciplinary process by:
 - a) Falsifying, distorting, or misrepresenting information to a conduct officer or judicial body and/or attempting to influence or coerce another to falsify, distort, or misrepresent information to a conduct officer or a judicial body.
 - b) Disrupting or interfering with the orderly conduct of a disciplinary/judicial procedure.
 - c) Attempting to discourage an individual's participation in or use of the disciplinary/judicial system.
 - d) Attempting to influence the impartiality of a member of the disciplinary/judicial system before or during the disciplinary/judicial process.
 - e) Harassing, or intimidating or attempting to harass or intimidate a party or witness scheduled to appear before a conduct officer or judicial body and/or harassing or intimidating or attempting to harass or intimidate a conduct officer or a member of the disciplinary/judicial system.
 - f) Influencing or attempting to influence another person to commit an abuse of the disciplinary/judicial procedure.
 - g) Failing to comply with sanctions imposed under the Code of Conduct.
14. Violating published college policies, rules or regulations as outlined in the college policy manual, college catalog, student handbook, or on the college website not otherwise enumerated herein.
15. Violating any local, state or federal laws on college premises or at any college sponsored activity not otherwise enumerated herein.

Additional Considerations:

Violation of the Law: Students who engage in behavior that violate local, state and/or federal law may be subject to civil and/or criminal proceedings in addition to the college disciplinary/judicial procedures.

Complaints Alleging Sexual Misconduct: Complaints regarding sexual misconduct will be addressed following the process and procedures laid out in the Sexual Misconduct Policy.

Off Campus Behavior:

The college reserves the right to take disciplinary action against a student for off campus conduct when such conduct poses a direct or indirect threat or adversely affects the college community, if the conduct poses a threat to another member of the

college community or if the student is charged with a violation of local, state or federal law.

IV. Disciplinary Process

Student Due Process Protections: Students accused of violating the Code of Conduct are entitled to the following procedural protections:

1. To be given notice of the alleged violation;
2. To be informed of the substance of the information or evidence against him/her;
3. To be given an opportunity to respond to the charges;
4. To be informed of the results of any hearing;
5. To be given a resolution of the charges in accordance with the Code of Conduct;
6. To be given an opportunity to appeal as outlined in the Code of Conduct;
7. To be informed of additional procedural protections for certain disciplinary procedures as described below.

Although the above protections should normally precede any disciplinary consequence, in emergency situations the student may be summarily removed from the College, with notice and other appropriate procedural protections to follow as soon as possible.

Disciplinary Process Steps:

1. Immediate and Interim Discipline

a) Interim Suspension

i. The President or his/her designee may issue an interim suspension prior to a hearing for the following reasons:

- a. To ensure the safety and well-being of the college community.
- b. To ensure the preservation of college property.
- c. To ensure the student's own safety or well-being.
- d. If the student poses an ongoing threat of disruption of or interference with the normal operations of the college.

ii. During an interim suspension, the student may be denied access to the college facilities and college activities, including classes.

iii. Interim suspensions will take effect immediately upon the direction of the President or his/her designee. The student will be notified of the interim suspension by an email to the student's Quincy College e-mail account and by letter. Refusal to accept receipt of the notification shall not negate or postpone the interim suspension.

iv. The interim suspension will remain in effect until the hearing and a final decision has been made regarding the alleged violation of policy or the Code of Conduct or until the President or his/her designee determines the reason for posing the interim suspension no longer exists.

v. In the event of an interim suspension, the CCO will make every attempt to expedite the judicial process.

b) Removal from Classroom

i. A Faculty Member or College Official may, for the sole purpose of maintaining order in the classroom, order that a student leave the classroom.

ii. If a Faculty Member or College Official orders a student to leave the classroom, the Faculty Member or College Official must, at the first opportunity but in any event not later than the same day on which such action occurred, submit, by means of the Quincy College incident reporting system, an incident report thoroughly describing such action and the circumstances surrounding it.

iii. In the event that a Faculty Member or College Official who orders a student to leave the classroom intends for the resulting absence to last beyond the class meeting during which the order to leave occurred, that will be considered an interim suspension governed by the provisions above, and may not take effect unless and until the President or his/her designee so orders.

c) No Contact Order

i. If, upon the credible allegation that a student has violated college policy(ies) and/or the Code of Conduct, the CCO

may, subject to the requirements set forth below, issue a No Contact Order to the student against whom the allegation has been made.

ii. A No Contact Order may be issued by the CCO only for the purpose(s) of providing for the safety, protection, and/or well-being of the college community.

iii. A No Contact Order will apply to a student against whom it is issued on all college premises, at any college activity or event, and on any service or instrumentality offered or sponsored by Quincy College including, but not limited to, the Quincy College portal or Quincy College on-line course(s).

iv. The CCO shall, not later than one (1) day after the day on which the CCO has determined that a No Contact Order is appropriate, send to the student against whom the No Contact Order is issued, written notice of such No Contact Order via the student's Quincy College e-mail account and by letter to the student's last known address. This written communication shall include the identity of the member or members of the college community that the Order has been issued to protect, the nature of such Order, and the consequences thereof.

v. Nothing in this subsection (1) (c) shall be construed to prevent a No Contact Order to also be imposed as a sanction, as set forth in in this Code of Conduct.

d) Any Other Measure Deemed Appropriate by the CCO

i. If, upon the credible allegation that a student has violated college policy(ies) and/or the Code of Conduct, the CCO may, at his/her sole discretion impose other interim disciplinary measures not otherwise referenced in Section IV (1) in this Code of Conduct and judicial process.

ii. In order to impose such other interim disciplinary measures, the CCO must be convinced that such measures are reasonable and necessary for the safety, protection, or well-being of the college community, college or college premises, or the maintenance of the normal operation of the college or any of its functions or activities.

iii. Such other interim disciplinary measures may be imposed by the CCO only if in his/her reasonable judgment the specific interim disciplinary measures cited above is inadequate to appropriately address a particular matter.

iv. Such other interim disciplinary measures include, but are not limited to: verbal warning; written warning; restrictions/loss of privilege(s); probation; all as defined below in Sanctions.

v. In the event that the CCO institutes such other interim disciplinary measure(s), the CCO shall, not later than one (1) day after the day on which the CCO has determined that such measures are necessary, send to the student against whom such measures are imposed, written notice of the charges and such measures via the student's Quincy College e-mail account and by letter to the student's last known address. This written communication shall, as specifically as reasonable, include the charges and the nature of such measures and the consequences thereof.

2. Filing of the Complaint and Investigation

a) Any member of the college community may file a complaint against a student for alleged violations of the Code of Conduct or other college policies by completing an Incident Report. Incident reports should be filled out completely outlining the following:

i. Identity of the accused student(s)

ii. Date, time and place of alleged violation

iii. Policy or section of the code of conduct allegedly violated

iv. A narrative thoroughly describing the manner in which the Code of Conduct or subject College policy was violated by the accused student(s)

v. Names and contact information of witnesses

b) All Incident Reports alleging a violation of policy or the Code of Conduct must be submitted to the CCO within five (5) days of the discovery of the alleged violation. The CCO, at his/her discretion, may accept complaints after the five

(5) day time period if he/she feels circumstances warrant a late filing.

c) As part of an investigation, within two (2) days of receiving the incident report, the CCO will notify, by the student's Quincy College e-mail account and by letter, the accused student of the alleged violation and request that the student meet with him/her to respond to the allegation. The accused student has five (5) days from date of notice to contact the CCO and arrange a meeting. The meeting must take place within two (2) days after contact is made or otherwise within a reasonable time period as determined by the CCO. In the event that the accused student fails to contact the CCO within five (5) days, the CCO will review the facts and evidence and reach a determination without the accused student's response.

d) The CCO will also talk to the complainant and witnesses to determine if the evidence supports the alleged violation. In reaching his/her determination regarding a complaint, the evidentiary standard to be used by the CCO will be that of "preponderance of the evidence".

e) Upon completion of the investigation, if no violation has appeared to have taken place, the CCO shall dismiss the complaint and notify the accused student and the complainant that the complaint has been dismissed.

f) Upon completion of the investigation, if the CCO determines that a violation exists, the CCO will inform the accused student in writing, by completing a Statement of Charges letter, that a violation of the policy or the Code of Conduct has occurred and that judicial action will be taken. In the Statement of Charges letter, the student will be requested to contact the CCO within five (5) days to request a hearing. The Statement of Charges letter will outline the two procedural options that are available:

i. Administrative Hearing - At an administrative hearing with the CCO, the accused student may elect to admit responsibility for violating policy or the Code of Conduct and accept a sanction given by the CCO. The student shall sign the Administrative Disposition form and waive his/her right to a Judicial Board Hearing and any right of appeal. If the student chooses the Administrative Hearing, he/she has the right not consent to the Administrative Disposition if he/she does not agree with the violation or sanction. Under such circumstances, the student may request a Judicial Board Hearing.

ii. Judicial Board Hearing - If the accused student does not agree to an Administrative Hearing or administrative disposition cannot be agreed upon, the accused student can request a hearing with the College Judicial Board.

g) In the event that the accused student does not contact the CCO regarding the Statement of Charges letter, the default disciplinary process will be a Judicial Board Hearing.

3. The Judicial Committee and the Judicial Board

a) The college shall have a Judicial Committee comprised of faculty and staff trained by the Judicial Appeals Officer to serve on the Judicial Board. The Judicial Board shall be comprised of two (2) faculty members and one (1) staff member and a Chair. The Chair will not participate in the deliberations. The President shall appoint the Judicial Board members for each hearing as well as a Chair for that proceeding from among the Judicial Board Committee.

b) A hearing with the Judicial Board shall be scheduled by the CCO not later than five (5) days following an accused student's request for a hearing or in the case of the student not responding to the Statement of Charges letter. The CCO shall notify the student of the Judicial Board Hearing date by an email sent to the student's Quincy College e-mail account or in writing via letter to the student's last known address.

c) The accused student shall have the right to:

i. Be provided with a copy of the Statement of Charges letter outlining the alleged violation of policy or the code of conduct.

ii. Be provided with a copy of the original Incident Report.

iii. Present witnesses and to question other witnesses who participate in the hearing as outlined in the Hearing Procedures.

iv. Present relevant information and evidence.

v. Be assisted by one advisor, including legal counsel, of the accused student own choosing and at the accused student's own expense. The advisor's role is limited to advising the accused student directly. Advisors are not permitted to participate directly in the Judicial Board Hearing. Any advisor that violates these terms may be asked to leave by the Judicial Board Chairperson.

d) In the event that the student elects not to appear before the Judicial Hearing Board, he/she waives the above rights. The Judicial Board will be presented with the Statement of Charges letter, the incident report and the witnesses present and will deliberate based on the information the Board obtained during the hearing.

e) In Judicial Board matters involving more than one accused student, the Chair may permit at his/her discretion individual hearings for each accused student.

4. The Judicial Board Hearing

a) All Judicial Board Hearings shall be conducted in private. Those in attendance shall include the Chair, Judicial Board Members, the CCO, the complainant, the accused student and his/her selected advisor. Witnesses will not be present during the entire hearing. Each witness will be called in during the hearing to give their statement and to be questioned regarding their statement and then be excused.

b) There shall be an audio or video recording created of all hearings. The record shall be the property of the College.

c) The Chair shall preside over the hearing. All procedural questions are subject to the final decision of the Chair. All testimony and questioning shall be at the direction of the Chair. The Chair may limit or exclude testimony to the extent that such testimony is repetitive or not relevant to the matter before the Judicial Board.

d) A hearing shall proceed as follows:

i. The Chair will have the CCO present the Statement of Charges on behalf of the college and complainant. The CCO will submit a copy of the original incident report and any other evidence, documents, materials and/or witnesses in support of the Statement of Charges.

ii. The accused student can then respond to the Statement of Charges. The student may present documents, materials and/or witnesses in response to the Statement of Charges.

iii. The Judicial Board may question each party, their witnesses and/or review all evidence presented. The Judicial Board has the discretion to request additional evidence, documents, materials or information from either party.

iv. Neither party is allowed to question witnesses directly. After each witness has been questioned by the Judicial Board, the parties will be given the opportunity to ask questions by presenting the questions through the Chair. The other party will be asked to respond unless the Chair determines that the question is not relevant.

v. The Chair will give the CCO and the accused student the opportunity to make final statements prior to dismissal from the hearing.

e) Deliberations shall be conducted in a closed session of the Judicial Board immediately after the hearing. The Judicial Board shall determine by a majority vote whether the accused student has violated the policy or the Code of Conduct based upon the evidence presented and the preponderance of evidence.

f) If the determination that the accused student is responsible for violating policy or the Code of Conduct, the Judicial Board shall recommend an appropriate sanction to the Chair. At this point, The Judicial Board may consider any previous violations and sanctions to determine the current sanction.

g) Within two (2) days of the conclusion of a hearing, the Chair shall issue a written decision outlining the Judicial Board's findings and sanction, if any, to the accused student and the CCO.

h) All records related to the disciplinary proceedings shall be maintained in accordance with the Family Education

Rights and Privacy Act (FERPA).and housed in the office of the CCO.

5. Sanctions

a) A student found in violation of the college's Code of Conduct or College policy shall be subject to one or more of the following sanctions (none of these sanctions is intended to take the place of or limit the use of legal proceedings that may be available to the parties):

i. Verbal Warning - Student is given a verbal warning and a notation is made in the student's disciplinary file.

ii. Written Warning - Student is given a letter stating that he/she has violated college policy or the Code of Conduct and the letter is placed in the student's disciplinary file.

iii. Restrictions/Loss of Privileges - Student is denied certain privileges or restricted from using college services for a specified length of time.

iv. Community/Educational Service - Student is required to complete a specified number of hours of community or college service.

v. Restitution - Student is required to provide compensation for loss, damage or injury. Restitution can be monetary, replacement materials or in the performances of services.

vi. Probation - Probation is for a designated period of time and student is informed that any violations of college policy or Code of Conduct while on probation will result in more severe disciplinary sanctions.

vii. Suspension - Student is separated from the college for a specified period of time after which the student is eligible to return. The student will not be entitled to a refund or to have academic accommodations made to complete work missed during a suspension. Students are not allowed to attend classes, attend college activities or be on campus during their suspension. Student must apply to the CCO for re-admittance.

viii. Revocation of Admission to Specific Degree Program - Student's acceptance to a specific degree program(s) can be revoked or denied. Student would still be allowed to attend the college, but not for obtaining specific degrees.

ix. Expulsion - Student is permanently terminated from the college and will not be allowed to enroll at the college at any future time. The student will not be eligible for any refund from the college. The Expulsion will be placed on the student's transcript.

6. Appeal

a) Within five (5) days of receiving the Judicial Board's decision, the student may appeal the decision to the college's Judicial Appeals Officer.

b) An appeal must be in writing and be based upon a credible claim that:

i. The hearing was not conducted in conformity with the prescribed procedures.

ii. New information that was reasonably unknown to the accused student at the time of the hearing, and which is sufficiently relevant such that it could alter the Judicial Board's decision has been discovered.

iii. There existed a demonstrable bias by a member of the Judicial Board.

iv. The sanction imposed is disproportionate to the severity of the violation.

c) The college Judicial Appeals Officer shall issue a written decision within five (5) days of receiving the appeal. The Judicial Appeals Officer may accept, reject or modify the Judicial Board's decision or sanction.

d) The Judicial Appeals Officer's decision shall be final.

DRUG-FREE WORKPLACE POLICY (Policy 3.04)

Policy: It is the policy of Quincy College to maintain a drug-free and alcohol-free workplace and learning environment. Quincy College seeks to maintain an environment that is safe and secure and that promotes productivity for all students and employees. Since the inappropriate and/or illegal use of alcohol and other drugs on college property or at college activities may impair the health and safety of students and employees, inhibit the personal and academic growth of students, lower productivity and the quality of work performed by employees, and undermine the public's confidence in the College, a strong policy prohibiting such use has been established.

An employee of the College (including student employees) shall not unlawfully use, possess, manufacture, distribute, dispense, or sell illegal drugs or controlled substances (as defined in the Controlled Substance Act, 21 U.S.C. Section 812) or alcohol while on duty or on Quincy College's premises or while conducting company business off the premises. Such action is absolutely prohibited in accordance with the College policy, and state and federal law.

It is the policy of Quincy College to enforce all state and federal laws pertaining to controlled substances and to prosecute individuals who violate those laws on College property.

Procedures: Any employee who violates this policy will be subject to disciplinary action up to and including termination, and may have legal consequences. For unit employees, this disciplinary action will be in accordance with the relevant provisions of the applicable collective bargaining agreement. Disciplinary action may include suspension from employment, mandatory participation in an alcohol/drug abuse assistance or rehabilitation program as a condition of continuing employment, or termination of employment. Violations of criminal law will also be reported to the appropriate law enforcement agency.

Any employee who is convicted of a workplace violation of any criminal drug statute must notify the Vice President for Human Resources of that conviction in writing no later than five days after such conviction. If the employment of an employee so convicted is partially or fully federally funded, the College will notify the federal agency providing those funds of the conviction.

Quincy College recognizes drug and alcohol dependency as an illness and a major health problem. Drug abuse is also a potential health, safety, and security problem. Employees (including student employees) needing assistance in dealing with such problems are encouraged to find the appropriate help. Employees who are enrolled in any of the health insurance plans offered through the Quincy College Group Insurance Plan should consult their plan booklets or service offices to determine which programs may be paid through their health insurance. The Human Resources Department can provide information regarding Employee Assistance Programs (EAP). This matter will be held in the strictest confidence. All members of the College community are urged to carefully and seriously reflect on their personal responsibility to remain drug and alcohol free, and to demonstrate care and concern for others who may be experiencing a substance abuse problem through timely intervention and referral.

HAZING POLICY (Policy 6.12)

Hazing is prohibited at Quincy College.

Massachusetts General Laws, chapter 269, Section 17, makes it a crime to organize or participate in hazing.

Chapter 269: Section 17. "Whoever is a principal organizer in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in correction for not more than one year, or both such fine and imprisonment. The term "hazing", as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endanger the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation ... consent shall not be available as a defense to any prosecution under this section."

Massachusetts General Laws, Chapter 269, Section 18, makes it a crime to fail to report hazing.

Chapter 269: Section 18. "Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars."

Hazing as defined above and the failure to report hazing are also prohibited by Quincy College policy. Violations are subject to

the Disciplinary Process and may result in penalties up to and including expulsion from Quincy College, in addition to criminal penalties.

Chapter 269: Section 19. "Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution, an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The Board of Higher Education and, in the case of secondary institutions, the Board of Education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report."

As required by Massachusetts General Laws Chapter 269, section 19, the College shall annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student a copy of Massachusetts General Laws Chapter 269, Sections 17 - 19.

As required by Massachusetts General Laws Chapter 269, section 19, the College shall file, at least annually, a report with the Massachusetts Board of Higher Education certifying that the College has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of Massachusetts General Laws policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the College's policies to its students.

IDENTIFICATION CARD POLICY (Policy 6.10)

All students must have a Quincy College photo ID card. Dates and times for taking pictures for an ID are posted on the web and on bulletin boards on campus. Payment for photo ID must be made at the Registrar's Office. You need to show proof of this payment when you go to have your picture taken. This ID card serves as proof of identification on campus and is required to gain access to the Quincy College library and computer labs. Students are expected to carry a Quincy College photo identification card with them at all times while on campus.

There is a fee for replacement of Quincy College issued identification cards. Returning students may have their old identification card validated by receiving a current semester sticker. These required stickers are available through the Office of Student Records and Registrar.

Students may contact the Resource Office at 617-984-1698 if they have any questions regarding identification cards.

IMMUNIZATION POLICY (Mass. Public Health Requirement)

All full-time students (taking 12 credits or more), all Nursing, Natural and Health Sciences students, and all international students must submit proof of immunization by completing an Immunization Form within one month of admission to Quincy

College. To obtain a printable version of the Immunization Form, visit our website at www.quincycollege.edu or pick up this form in the Registrar's Office.

It is strongly recommended that this form be submitted at the time of registration. State law (M.G.L. c. 76 15, 105 CMR 220.000 and 603 CMR 18.05) requires the following immunization:

1. One (1) booster of Tetanus/Diphtheria/Pertussis vaccine within the last 10 years (Tdap)
2. Two (2) does of MMR > 28 days apart or documented laboratory-confirmed immunity to measles and mumps and rubella
3. Three (3) doses of Hepatitis B - series must be in process, with laboratory confirmation after 3rd vaccine
4. Two (2) doses of varicella or serologic evidence of immunity, or laboratory confirmation of disease

Nursing, Medical Laboratory Technician, and Physical Therapist Assistant Students must complete registration with CastleBranch and upload all requirements prior to obtaining a seat in the Nursing Division.

For students graduating from United States high schools, this report should be with the school nurse. In case the immunization report is not available, a serum report from your Primary Care Physician, showing immunity because of antibodies to MMR and Hepatitis B, is also accepted. Please read the Immunization Form for certain exceptions on medical or religious grounds. Nursing, Natural and Health Sciences students must submit an immunization form. This form is distributed during the mandatory orientation.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY (Policy 3.02)

To obtain information and/or report possible discrimination or harassment or retaliation, please contact one of the following people listed below:

Susan Bossa
Title IX Coordinator
Phone: (617) 984-1656
sbossa@quincycollege.edu

Jessica Cherry, Esq.
General Counsel
Phone: (617) 984-1734
jcherry@quincycollege.edu

All investigations will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Adherence to confidentiality is expected of all individuals directly and indirectly involved with the investigation process and its final determination.

I. Policy: Quincy College is committed in spirit as well as in action, to not only meet, but also to exceed all federal, state and local statutes governing equal opportunity and inclusion. The College is an academic community dedicated to openness, tolerance and respect. Our doors are open to all students and employees, and it is our policy to guarantee equal employment and educational opportunities without regard to age, race, creed, color, religion, gender, marital or parental status, national origin or ancestry, veteran status, sexual orientation, or disability, which can be reasonably accommodated.

The College is committed to maintaining and promoting a policy of non-discrimination and does not discriminate in its education programs or in admissions to, access to, treatment in its educational programs, or employment in its programs and activities. Furthermore, the College will act in good faith, to affirmatively recruit and consider for promotion individuals in protected categories. Age, race, creed, color, religion, gender, marital or parental status, national origin or ancestry, veteran status, sexual orientation, or disability are not factors in employment, promotion, transfer, compensation, lay-off, disciplining and terminations. All Quincy College employees have the right to equal opportunity in hiring, training, promotion, transfer, and reasonable accommodation to an individual's disability, in accordance with the Rehabilitation Act of 1973 and the Americans Disability Act of 1990. Employees have the right to work in an environment free of any form of discrimination. In addition to these rights under applicable laws, all College employees (including student employees) have the responsibility to:

- Ensure that his/her conduct does not discriminate against other employees, students, applicants for employment, applicants for admission or any other individuals in the workplace;
- confidentially and thoroughly cooperate in any investigation of alleged discrimination by providing any/all information they possess concerning the matter being investigated;

- not retaliate against any individual who puts forth a claim of discrimination or cooperates with an investigation of an allegation of discrimination; and
- actively participate in the College's efforts to prevent and eliminate discrimination in the workplace and learning environment.

This policy applies to all services, education programs, employment practices and employment programs sponsored by the College and incorporates by reference and where applicable, the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, as amended; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 and the Family and Medical Leave Act of 1993.

II. Procedures: The College shall review, investigate, and where necessary, initiate changes in its processes relative to facilities and programs accessible to the public including for the provision of reasonable accommodation for persons with disabilities. In keeping with these regulations, the same procedures as outlined under the Sexual Harassment Policy shall apply. The College's Director of Human Resources is responsible for implementing all elements of this Affirmative Action/Equal Employment Opportunity program. Quincy College is committed to a strong and effective Affirmative Action/Equal Employment Opportunity program.

All employee questions, concerns, or complaints regarding Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 or regarding the College's Affirmative Action policies should be forwarded to the Director for Human Resources, Presidents Place, 1250 Hancock Street, Quincy Center, MA 02169.

Inquiries regarding services for students with disabilities or student concerns or complaints regarding Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 should be forwarded to Susan Bossa, Associate Vice President for Student Development, Presidents Place, 1250 Hancock Street, Quincy Center, MA 02169 or by calling 617-984-1656 or at sbossa@quincycollege.edu.

Section I - Quincy College Policy and Campus Responsibility

These procedures are designed to implement Quincy College's policies which require equal opportunity for all members of the Quincy College community and prohibit harassment of any member of the Quincy College community. Quincy College is committed to enforcing the requirements of applicable federal and state laws, including but not limited to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Chapter 151B of the Massachusetts General Laws. Furthermore, it is the policy of Quincy College to promote a College community that is free of harassment of any type, including sexual harassment. Harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as race, color, religion, gender, gender identity or expression, age, sexual orientation, national origin, ancestry, disability, military status, or genetic information in employment, admission to and participation in academic programs, activities and services, and the selection of vendors who provide services or products to Quincy College. Quincy College will not tolerate harassing conduct that affects employment or educational condition or interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Harassment of employees or students occurring on campus, in connection with work-related travel, and/or at Quincy College sponsored events will not be tolerated. Furthermore, retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated. Quincy College takes allegations of harassment and violations of equal opportunity seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, Quincy College will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. Each campus is responsible for disseminating and enforcing the policy and procedures so that each member of the college community is aware of the policy and held responsible for his/her behavior.

Section II - Definitions

Equal Opportunity

"Equal opportunity" means the right to enjoy equal opportunity in employment, admission to, and participation in Quincy College's programs and activities, the provision of College services, and the selection of vendors who provide services or products to Quincy College, without regard to an individual's race, color, religion, sex, age, sexual orientation, national origin, disability, or veteran status.

Harassment

"Harassment" means unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law.

Harassment includes, but is not limited to:

1. display or circulation of written materials or pictures that are degrading to a person or group as previously described; and
2. verbal abuse or insults about, directed at, or made in the presence of an individual or group as previously described.

Sexual Harassment: For information regarding Sexual Harassment, please refer to the Quincy College Sexual Misconduct Policy and Procedures in Accordance with the Violence Against Women Act.

Unwelcome conduct may be considered harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness.

Retaliation

An individual who has engaged in a protected activity is protected against retaliation. A protected activity consists of the following: 1) opposing a practice made unlawful by one of the employment discrimination statutes; or 2) filing a charge, testifying, assisting, or participating in any manner in an investigation, proceeding, or hearing under the applicable statute. Any individual who believes they are the victim of retaliation as described above, may file an oral or written complaint of retaliation with the Title IX Coordinator(s) or designee. The complaint of retaliation will be addressed in accordance with the provisions of these Equal Opportunity and Anti-Harassment Complaint Procedures. The complaint of retaliation will be treated as a new and separate complaint.

Confidentiality

The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Adherence to confidentiality is expected of all individuals directly and indirectly involved with the investigation process and its final determination. If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students, including the victim. If the College honors the request for confidentiality, a victim must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the accused may be limited.

Section III - Complaint Procedures A. Responsible Persons and Covered Individuals**Complaint Procedures**

All members of the Quincy College community are responsible for abstaining from, discouraging and reporting any form of harassment or discrimination. The primary responsibility for ensuring that a proper investigation and resolution of discrimination or harassment or retaliation complaints rests with the Title IX Coordinator(s) or designee, who will administer the policy and procedures described herein.

The Title IX Coordinator(s) or designee will receive complaints, advise complainants and respondents about Quincy College's procedures and options for responding to complaints, conduct investigations, and determine its findings. The Vice Presidents, Associate Vice Presidents, and Deans (hereinafter, Vice Presidents/Deans), working with the Title IX Coordinator(s) or designee, will see that all supervisors on the Quincy and Plymouth campuses receive information and are offered training concerning discrimination and harassment. In addition, the Vice Presidents/Deans have other responsibilities as described herein.

These complaint procedures are available to any member of the Quincy College community who believes that he or she has been discriminated against or harassed. In addition, applicants; visitors; guest lecturers; contractors, their agents and employees may use these procedures where applicable to bring complaints against members of the Quincy College community whom they believe have engaged in discrimination or harassment or retaliation in the course of the educational, work or other official activities of Quincy College, such as sporting events or lectures. Members of the Quincy College community consist exclusively of students, faculty, and other full and part-time employees of Quincy College. These procedures are available regardless of whether the person alleging discrimination or harassment or retaliation (the "complainant") has filed a complaint with any outside agency or court.

The Provost will be notified whenever the person accused of discrimination or harassment or retaliation (the “respondent”) is a Quincy College student.

The Director of Human Resources will be notified whenever the person accused of discrimination or harassment or retaliation (the “respondent”) is a Quincy College faculty or staff member.

Those found to be in violation of Quincy College’s discrimination or harassment or retaliation policy will be subject to disciplinary sanctions. Disciplinary sanctions shall be based on the nature and severity of the offense as well as any record of prior disciplinary action imposed on the respondent. In general, sanctions may include, but are not limited to, one or more of the following: public apologies, public reprimands, written warnings, letters of reprimand, attendance at appropriate workshops, and, in the case of employees, suspension, denial of merit pay for a specified period of time, involuntary demotion, removal from administrative or supervisory duties, and/or termination of employment. Students may also be issued oral reprimands, put on disciplinary probation, suspended from Quincy College for a stated period of time, and/or expelled from Quincy College.

In investigating complaints under this procedure, Quincy College may impose discipline for inappropriate conduct without regard to whether the conduct constitutes a violation of the law and may take corrective action even if the conduct does not rise to the level of violating Quincy College’s equal opportunity and anti-harassment policies.

B. Initiating Complaints

Prompt reporting of discrimination or harassment or retaliation is in the best interest of the entire Quincy College community and is essential to a fair, timely and thorough investigation. Accordingly, all complaints must be filed within 90 calendar days of the action that prompts a complaint. (NOTE: this filing period may be extended for good cause.)

Notwithstanding any provision of this policy, Quincy College reserves the right to investigate and take action on its own initiative in response to behavior and conduct which may constitute discrimination or harassment or retaliation or otherwise be inappropriate, regardless of whether an actual complaint has been filed.

Attorneys are not permitted to be present or participate in the complaint process.

Initiating the Process: In order to initiate a proceeding under this policy, the complainant must first file an oral or written complaint with the Title IX Coordinator(s) or designee. The complainant initiates a filing process by meeting with the Title IX Coordinator(s) or designee who will explain the complaint procedures. When initiating the complaint process, the complainant should complete the “Quincy College Complaint Form” (See Appendix A). All relevant facts, including the date(s) of the occurrence(s), the identity of all parties, the location(s) and circumstances of the behavior at issue, and any other information the complainant feels is relevant; the specific nature of the discrimination or harassment or retaliation involved in the complaint; other individuals who might be aware of or have knowledge of the situation; what actions, if any, the complainant has taken as a result of the incident(s); and what remedy or relief is being sought (although the imposition of any particular remedy is in the discretion of Quincy College).

C. Complaint Investigation

1. After the complainant has provided the appropriate information, the Title IX Coordinator(s) or designee will conduct an investigation as appropriate to determine whether there has been a violation of Quincy College’s policy. Both the complainant and the respondent have the right to present witnesses. All individuals (i.e., employees, students, contractors, visitors) are expected to fully cooperate in the procedure. An unwillingness to cooperate by an individual may result in a sanction(s). The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. When the Title IX Coordinator(s) or designee has completed the investigation he/she will, to the extent appropriate, inform the person filing the complaint and the respondent of the results of that investigation. A complete investigation will be completed within sixty (60) days of the complaint with all appropriate information being filed. If it is determined that more than sixty (60) days is necessary to conduct a complete investigation, the complainant and the respondent will be notified.
2. If the Title IX Coordinator(s) or designee determines that inappropriate conduct has occurred, he/she will recommend corrective action to the Provost in the case of a student, or to the individual’s supervisor and the Director of Human Resources responsible for the appropriate work unit in the case of an employee. Disciplinary or other action will be approved by the appropriate Senior Vice President consistent with Section III, (A) (4) of these Equal Opportunity and Anti-Harassment Complaint Procedures.

3. Both a complainant and a respondent who is aggrieved by disciplinary action imposed as a result of an investigation may, within ten (10) working days of the imposition of the action by the appropriate Senior Vice President, file a written appeal to the President. The President or designee will review the results of the Title IX

Coordinator(s) or designee's investigation, the

decision of the Senior Vice President, and the discipline imposed and within ten (10) working days will make a final decision regarding the appeal. Nothing in these procedures is intended to interfere with the right of any member of the Quincy College community to utilize other applicable grievance or appeal procedures following the imposition of corrective action. An appeal must be in writing and must be based on a credible claim that:

- a. The investigation was not conducted in conformity with the prescribed procedures; or
- b. New information that was reasonably unknown at the time of the investigation, and which is sufficiently relevant that it could alter the College's decision had it been discovered.

4. Some complainants may wish to explore informal alternatives, which may involve, but are not limited to, one or more of the following:

- a. the Title IX Coordinator(s) or designee may counsel the complainant concerning options for responding to the problem on his/her own initiative, for example through oral or written communication with the respondent or the respondent's department head/supervisor (in the case of an employee) or an appropriate administrator (in the case of a student);
- b. the Title IX Coordinator(s) or designee may arrange for a meeting(s) and/or distribution of relevant policy statements and/or other forms of educational materials to the appropriate department,
- c. if both complainant and respondent agree, the Title IX Coordinator(s) or designee may arrange and facilitate a meeting between the parties in an attempt to reach a mutually acceptable resolution; or
- d. other options may be pursued which are consistent with applicable laws and/or Quincy College policies and procedures. Note: Although the informal options above are available, it is at the complainant's discretion as to whether or not to explore these informal alternatives. A complainant who wishes to explore these informal alternatives may, in the complainant's sole discretion, bypass an informal process for a formal process at any point.

5. It is the intention of Quincy College that the process described herein be the sole process for investigating complaints of discrimination or harassment or retaliation. Nothing in these procedures is intended to interfere with Quincy College's right to investigate and take appropriate action with respect to any other conduct or behavior.

6. Quincy College reserves the right to discipline members of the Quincy College community who bring false complaints of discrimination. No complaint will be considered "false" solely because it cannot be corroborated.

7. These procedures may be modified, revised or amended at the discretion of Quincy College.

Section IV - State and Federal Remedies

In addition to the above, reporting parties who believe they have been subjected to harassment may file a complaint with the respective state agency and/or the United States Equal Employment Opportunity Commission (EEOC). Using Quincy College's complaint process does not prohibit an employee from filing a complaint with these agencies. Each agency has a specific time period for filing a claim: the EEOC allows 300 days (maybe longer in some circumstances); and the Massachusetts Commission Against Discrimination (MCAD) allows 300 days from the alleged incident or when the complainant became aware of the incident.

U.S. Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone 1-800-669-4000
Fax 617-565-3196
TTY 1-800-669-6820

Massachusetts Commission Against Discrimination (MCAD)

Boston Office:
One Ashburton Place, Room 601
Boston, MA 02108
Phone 617-994-6000
TTY 617-994-6196

Students may also file complaints with the Massachusetts Commission Against Discrimination at the **address listed above or with the United States Department of Education's Office for Civil Rights (OCR). The OCR allows 180 days (maybe longer in some circumstances) from the alleged incident** or when the complainant became aware of the incident for filing a claim.

Office for Civil Rights (OCR)
U.S. Department of Education
33 Arch Street, Suite 1030
Boston, MA 02110-1490
Telephone: 617-289-0100
Fax: 617-289-0151

For the complete policy and related forms please view the Quincy College Policy Manual at quincycollege.edu/policy-manual

PARKING REGULATIONS (Policy 6.04)

Parking Lot Locations:

Quincy College has limited parking for students at Presidents Place. In order to park there, a student must buy a parking permit each semester from the Registrar's Office in Presidents Place. Parking permits are available for purchase two weeks before the start of the semester on a first come first serve basis. A parking permit, however, does not guarantee a space. Parking is on a first come, first served basis.

- Parking at Saville Hall is for staff and faculty.
- Handicap and visitor parking is available at Presidents Place and Saville Hall.
- Quincy College at Plymouth has free parking available at Cordage Park.

Violations for Saville Hall and Presidents Place:

1. Parking violations include:
 - a. Parking in a designated handicapped space without a handicapped license plate, an official handicapped permit from the Registry of Motor Vehicles or authorization from the Director for Administrative Services & Facilities. Able-bodied persons using handicapped plates are also subject to ticketing.
 - b. Student parking in the Saville Hall garage (except handicapped).
 - c. Illegal parking such as double parking, not parking within a lined space, parking in an unauthorized space, blocking an aisle or otherwise obstructing the flow of traffic.
2. Cars violating any of the above rules may be towed at the owner's expense.
3. Quincy College will have no responsibility in any litigation with the City of Quincy concerning the receipt of parking tickets or other violations.
4. Any student who shows a pattern of repeated violations of college parking policy or any student whose vehicular actions endanger the safety of other students or property may have his/her parking privileges revoked by the College.

PERSONA NON GRATA POLICY (Policy 3.06)

In matter of clear and present possible physical harm by any Quincy College student, employee or visitor toward another individual at the College, the College President has authority to declare an individual, or individuals, persona non grata at the College. Such individuals are immediately suspended from classes and from employment and, if on campus, will be escorted off campus, and shall not return to the campus without permission and escort unless and until such status is removed by the President or as a result of a special hearing board.

Each individual declared as persona non grata shall have such status communicated to him/her by the College President in writing. Such written communication shall state the reason for such actions and indicate that within five class or business days a special hearing board will be assembled to hear and review this matter. Each student, employee or visitor shall also be informed of his/her right to counsel at such hearing, to present information or evidence and to make written and/or verbal statements.

In all such cases the individual(s) will have the right to a special College hearing within five class days of the persona non grata notification. A special hearing board shall be appointed consisting of three members including one administrator, one contract faculty member appointed by the College President, and one student appointed by the College President, with two

members present being a quorum. By majority vote of a quorum the special hearing board will recommend to the President that the assigned persona non grata be removed or continued. If the persona non grata is removed and the individual is allowed to return, the individual may then be charged through the regular Administrative Disciplinary Procedure for any offenses committed. A student who has been declared persona non grata has no right to a refund as a result of their being placed on that status. The President of the College has the option of having any case heard by the Board of Governors in lieu of the special review (hearing) board cited above.

RACIAL HARASSMENT POLICY (Policy 3.02A)

I. Policy: Quincy College is dedicated not only to learning, but also to the development of ethnically sensitive and responsible programs and persons. Because the College prepares individuals for participation in an increasingly diverse world, the climate of college life must be one in which academic freedom prevails along with respect for and tolerance of cultural, ethnic, racial, and religious differences. The College seeks to achieve these goals through sound educational programs and conduct policies that encourage effective collaborations, productive individual contributions and professional responsibility. Racial harassment, clearly in conflict with the general mission of this College, is strictly prohibited.

II. Definition: Racial harassment includes, but is not limited to, verbal, physical, or written abuse directed towards an individual or group on the basis of race or racial affiliation. While some examples of racial harassment such as physical and verbal assaults are easily identified, more frequent and generalized instances such as blatant or subtle graffiti and insensitive use of language, including epithets and humor, often go unacknowledged. Both types, however, can be equally damaging and, depending on the circumstances, can be considered by definition to be a form of discrimination.

As a public institution, the College policies must be consistent with existing state and federal constitutions and civil rights laws. In keeping with the College's role as an educational institution, however, the College policy regarding racial harassment is stringent in defining unacceptable behavior.

Beyond state law and college regulations, Quincy College sees as part of its educational mission the responsibility for creating an open environment, which develops and nurtures respect for cultural and linguistic differences, and seeks to educate its members of the need for all types of diversity within its community.

III. Procedures: If an employee feels that he/she has been a victim of racial harassment he/she is encouraged to contact the Executive Staff Team Member of his/her program or department and the Director for Human Resources. In keeping with the applicable federal and state regulations, the same procedures as outlined under the Sexual Harassment Policy shall apply.

SEXUAL MISCONDUCT POLICY SEXUAL MISCONDUCT POLICY AND PROCEDURES IN ACCORDANCE WITH THE VIOLENCE AGAINST WOMEN ACT (VAWA) (Policy 3.03)

Sexual Misconduct Policy

Quincy College is committed to providing a productive learning environment in which students can pursue their educational goals. Sexual misconduct undermines this commitment and affects the ability of students to focus on their educational achievement. Therefore, Quincy College will not tolerate nor condone any form of sexual misconduct. Quincy College students are prohibited from engaging in sexual misconduct, as defined below. No one shall be retaliated against for participating in the College's complaint resolution procedure in good faith as a complainant, a witness, an investigator, or in any other capacity. The following sections detail the official policy of Quincy College in regard to acts of sexual misconduct.

Violence Against Women Act (VAWA)

The Violence Against Women Reauthorization Act (VAWA), which President Obama reauthorized and signed into law in 2013, imposes new obligations on colleges and universities under its Campus Sexual Violence Act (SaVE Act) provision. Quincy College is committed to following these provisions. Under VAWA, Quincy College is required to:

- 1) Report dating violence, domestic violence, sexual assault, and stalking, beyond crime categories the Clery Act already mandates;
- 2) Adopt certain student discipline procedures, such as for notifying purported victims of their rights; and
- 3) Adopt certain institutional policies to address and prevent campus sexual violence, such as to train in particular respects pertinent institutional personnel.

Reporting Obligations Under the Clery Act

In regard to sexual misconduct cases, the Clery Act requires Quincy College to:

- **Publish an Annual Security Report (ASR)** by October 1, documenting three calendar years of select campus crime statistics including security policies and procedures and information on the basic rights guaranteed victims of sexual assault. The law requires Quincy College to make the report available to all current students and employees, and prospective students and employees must be notified of its existence and given a copy upon request. Paper copies of the ASR should be available upon request. All crime statistics must be provided to the U.S. Department of Education. The Quincy College Annual Security Report is published by the Office of Institutional Research and Assessment in conjunction with Campus Services and Facilities and can be found at <http://quincycollege.edu/departments/institutional-research-assessment>

- **To have a public crime log.** Quincy College is required to maintain a public crime log documenting the “nature, date, time, and general location of each crime” and its disposition, if known. Incidents must be entered into the log within two business days. The log should be accessible to the public during normal business hours; remain open for 60 days and, subsequently, made available within two business days upon request. The Quincy College crime log is maintained by Campus Security and is available upon request.

- **Disclose crime statistics for incidents that occur on campus, in unobstructed public areas immediately adjacent to or running through the campus and at certain noncampus facilities including remote classrooms.** The statistics must be gathered from campus security, local law enforcement, and other school officials who have “significant responsibility for student and campus activities” (See Policy 11.02 – Reporting the Annual Disclosure of Crime Statistics).

- **Issue timely warnings about Clery Act crimes (to include forcible and non-forcible sex crimes) which pose a serious or ongoing threat to students and employees.** Please reference the Quincy College Emergency Response Plan for information regarding timely warning notifications (See also Policy 11.01 - Timely Warning Policy).

- **Devise an emergency response, notification and testing policy.** The Quincy College Emergency Response Plan which details the details of emergency response, immediate notification, timely warnings and testing procedures (See Policy 11.11 – Issuing an Emergency Notification and Policy 11.12 – Emergency Response).

Sexual Misconduct Definitions

Due to the sensitive and sometimes violent nature of incidents involving sexual misconduct, the following definitions are provided for informational use by students and for guidance in the investigation and processing of alleged violations. It is possible that a particular action may constitute sexual misconduct even if not specifically mentioned in these examples. Sexual misconduct is a broad term used to encompass a range of behaviors including:

- dating violence
- domestic violence
- nonconsensual sexual contact
- nonconsensual sexual penetration
- sexual assault
- sexual exploitation
- sexual harassment
- stalking

The included definitions of effective consent, dating violence, domestic violence, and stalking are in accordance with VAWA's required definitions for student conduct code policies. Some behaviors covered by these definitions might be referred to as rape, sexual assault, or sexual battery in criminal statutes. Terms that are also used culturally include date rape, acquaintance rape, or intimate partner violence. Sexual misconduct can occur between individuals who know each other, have an established relationship, have previously engaged in consensual sexual activity, and between individuals who do not know each other. Sexual misconduct can be committed by persons of any gender identity, and it can occur between people of the same or different sex.

Dating Violence

Dating violence is defined by:

- A reference to a violent crime
- Committed by

o A person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of the relationship shall be determined based on the victim's statement with consideration of the length of the relationship, the type of the relationship, and frequency of the relationship.

Domestic Violence

Domestic violence is defined by:

- A reference to a violent crime
- Committed by
 - o Current or former spouse or intimate partner
 - o Person sharing a child with the victim
 - o Person cohabitating with or has cohabitated with the victim as a spouse or intimate partner

Effective Consent

Quincy College students are expected to engage in sexual behavior of any kind only with the fully informed and effective consent of all parties involved. Effective consent must be obtained for each instance and each escalation of sexual activity. Obtaining effective consent is the responsibility of the party initiating sexual activity. Doing otherwise may constitute sexual misconduct and is a violation of Quincy College policy. As defined by VAWA and by Quincy College, effective consent is defined by:

- A voluntary and informed agreement to engage in sexual activity
- The agreement must be informed through mutually understandable words or actions
- Consent cannot be authorized by someone who is incapacitated
- Past consent does not imply future consent
- Silence or absence of resistance does not imply consent
- Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another
- Consent can be withdrawn at any time
- Coercion, force, or threat at any time invalidates consent

Furthermore:

- Initiators of sexual activity are responsible for obtaining effective consent
- Consent is not effective if obtained from an individual who is incapable of giving consent due to the following or other reasons:
 - o a mental, intellectual, or physical disability
 - o is under the legal age to give consent
 - o is asleep, unconscious, or physically helpless
 - o is incapacitated by alcohol or other drugs
- Consent to one type of sexual activity does not imply consent to any other or all types of sexual activity
- A person can withdraw consent at any time
- Refusal, lack of consent, or non-consent may be expressed in many ways, verbally or physically
- Physical resistance is not necessary to communicate a lack of consent

Individuals who initiate sexual activity assume responsibility for their behavior and must understand that the use of alcohol or other drugs does not reduce accountability for their actions. The question is whether or not the person who initiated the sexual activity knew or whether a sober and reasonable person in the same position should have known whether the other person gave effective consent.

Incapacitation is the physical and/or mental inability to make informed, rational judgments and decisions. States of incapacitation include sleep and blackouts. Where alcohol or other substances are involved, incapacitation is determined by how the substance impacts a person's decision-making capacity, awareness of consequences, and ability to make informed judgments.

Coercion is to force one to act based on fear of harm to self or others. Means of coercion may include, but are not limited to, pressure, threats, emotional intimidation, or the use of physical force.

Force

Force may include words, conduct or appearance. Force includes causing another's intoxication or impairment through the use of drugs or alcohol. Coercion, intimidation, and non-physical threats can be all forms of force.

Nonconsensual Sexual Contact

Nonconsensual sexual contact is defined as any physical contact with another person of a sexual nature without that person's effective consent. The touching of a person's intimate parts (such as genitalia, groin, breast, buttocks, mouth, or clothing covering same); touching a person with one's own intimate parts; or forcing a person to touch another's intimate parts would be violations of this policy if they occur without effective consent.

Nonconsensual Sexual Penetration

Nonconsensual sexual penetration is defined as the sexual penetration of any bodily opening with any object or body part without effective consent. This could be committed by force, threat, intimidation, coercion, or through exploitation of another's

mental or physical condition (such as lack of consciousness, incapacitation due to drugs or alcohol, age, or disability) of which the respondent was actually aware or which a reasonable person in the respondent's position should have been aware.

Sexual Assault

Sexual assault has been committed when an individual engages in sexual activity without the explicit consent of the other individual involved. Sexual activity is any touching of a sexual or other intimate part of a person for the purpose of gratifying sexual desire of either party. Sexual assault includes any forced act against one's will where sex is the weapon. This can include, but is not limited to:

- Sexual Battery: the unwanted touching of an intimate part of another person for the purpose of arousal by the actor
- Sodomy: forced anal intercourse
- Oral Copulation: forced oral-genital contact
- Rape by a Foreign Object: forced penetration by a foreign object including digits (fingers and toes)
- Rape: penile-vaginal intercourse against a person's will and without consent

Recent legislation also makes it a felony to engage in video voyeurism, secretly capturing images of another person in a private place without consent.

Whether or not specifically stated, it is an element of every sexual assault that the sexual act was committed without consent of the victim.

Sexual Harassment

Sexual Harassment is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing; or
- Submission to, or rejection of, such conduct is used as the basis for employment decisions (such as advancement, performance evaluation, or work schedule) or academic decisions (such as grading or letters of recommendation); or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's working conditions or academic experience, or of creating a hostile working or academic environment.

Even one instance of sexual harassment, if severe enough, may create a hostile environment. A non-exhaustive set of examples of conduct that might constitute sexual harassment are included below. One or more of these actions will only be considered sexual harassment when that conduct has the purpose or effect of unreasonably interfering with another individual's working conditions or academic experience, or of creating a hostile working or academic environment. Examples of verbal sexual harassment may include unwelcome conduct such as unwelcome sexual flirtation, advances or propositions or requests for sexual activity or dates; asking about someone else's sexual activities, fantasies, preferences, or history; discussing one's own sexual activities, fantasies, preferences, or history; verbal abuse of a sexual nature; suggestive comments; sexually explicit jokes; turning discussions at work or in the academic environment to sexual topics; and making offensive sounds such as smacking or licking lips, kissing sounds, or "wolf whistles." Examples of nonverbal sexual harassment include unwelcome conduct such as displaying sexual objects, pictures or other images; invading a person's personal body space, such as standing closer than appropriate or necessary or hovering; displaying or wearing objects or items of clothing which express sexually offensive comments; making sexual gestures with hands or body movements; looking at a person in a sexually suggestive or intimidating manner; or delivering unwanted letters, gifts, or other items of a sexual nature. In addition, nonconsensual sexual contact, sexual exploitation, and nonconsensual sexual penetration may constitute nonverbal instances of sexual harassment.

Sexual harassment does not include material or discussion that is appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or the College's educational mission.

Sexual Exploitation

Sexual exploitation means taking sexual advantage of another person and includes, without limitation: indecent exposure; causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over him or her; causing the prostitution of another person; recording, photographing, or transmitting images of private sexual activity and/or the intimate parts of another person without effective consent; allowing third parties to observe private sexual acts without effective consent; engaging in voyeurism without effective consent; and knowingly or recklessly exposing another person to a significant risk of sexually transmitted infection, including HIV.

Stalking

Stalking is defined by:

- Engaging in a course of conduct (at least two or more acts by which the accused directly, indirectly or through third

parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property)

- Directed at a specific person and
- Causes a reasonable person to fear for his or her safety of others or causes that person to suffer substantial emotional damage

Training for the College Community

The Vice Presidents, Associate Vice Presidents, and Deans (hereinafter, Vice Presidents/Deans), working with the Title IX Coordinator(s) or designee, will see that all supervisors on the Quincy and Plymouth campuses receive information and are offered training concerning sexual misconduct.

Incoming Students and New Employees

Under VAWA, new students and new employees will be offered primary prevention and awareness programs that promote awareness of rape, acquaintance rape, domestic violence, sexual assault, and stalking. In accordance with VAWA, these programs will be:

- Comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking;
- Culturally relevant, inclusive of diverse communities and identities, sustainable, responsible to community needs, and informed by research or assessed for value, effectiveness, or outcome;
- Consider environmental risk and protective factors as they occur on the individual, relationship institutional, community, and societal levels.

Training for new students will occur through material such as:

- Orientation training for new students
- Introductory email from President
- Reminders on television monitors throughout campus
- Flyers
- Policy handouts
- Sexual misconduct workshops – provided by Student Success Coaches

Training for new employees will occur through material such as:

- Initial mandated online training sessions through Safe Colleges, Inc.
- Reminders on television monitors throughout campus

Ongoing Training for Students and Employees

Ongoing training for students will occur through material such as:

- At target events
- Introductory email from President
- Reminders on television monitors throughout campus
- On the Quincy College webpage
- Student Success Coaching Office awareness workshops.

Ongoing training for employees will occur through material such as:

- Annual online retraining or updates through Safe Colleges, Inc.
- Reminders on television monitors throughout campus
- Student Success Coaching Office awareness workshops.

Employees Involved in the Investigative Process

VAWA mandates that all college employees involved in the investigative process of sexual misconduct cases receive at least annual training related to sexual crimes and the college's investigative procedures. Employees as Quincy College who will be involved in the investigative process will receive training annually.

Sexual Misconduct Policy Applicability

The Quincy College sexual misconduct policy shall apply to all members of the College community, whether the sexual crime takes place on campus or off campus. Students who engage in behavior that violate local, state and/or federal law may be subject to civil and/or criminal proceedings in addition to the college disciplinary/judicial procedures. The college reserves the right to take disciplinary action against a student for off campus conduct when such conduct poses a direct or indirect threat or adversely affects the college community, if the conduct poses a threat to another member of the college community or if the student is charged with a violation of local, state or federal law.

Bystander Intervention

Quincy College expects all members of the College community to take reasonable actions to prevent or stop an act of sexual misconduct. Bystanders can help in several different ways, including direct intervention, seeking assistance from an authority figure, notifying campus security, or calling State or local law enforcement.

If you see an act of sexual misconduct: It is important to understand that no individual has the right to be violent, regardless of whether people are in a relationship. Recognizing when acts of sexual misconduct are occurring is the first step to intervening. If you make the decision to intervene, do so safely—violence does not stop violence, and, if you cannot stop the act with your words, call campus security or local law enforcement. Do not be afraid to call on others for help.

If a victim confides in you: It is important to let the victim tell their story. Listen respectfully, and help them explain and identify what has happened to them. Do not contradict them or play “devil’s advocate” even if parts of the story don’t immediately make sense or even if you would have made other choices when presented with the same scenario or challenges. Help the victim identify others in their network who they can confide in. Ask the victim what they need to feel safe, encourage them to seek medical attention and counseling, and encourage them to report the act if they feel comfortable doing so. The first people that a victim talks to can have a significant impact on the person and their ability to report and get through an ordeal. Be a supportive, kind, understanding and nonjudgmental person and you can be a positive force for this victim in seeking the help they require to move forward.

Recognizing Signs of Abuse

Behavioral signs or changes may indicate sexual abuse and can include¹:

- Anxiety
- Depression
- Sleep disturbances including nightmares or night terrors
- Change in eating habits
- Unusual fear of certain people or places; reluctance to be alone with a certain person
- Changes in mood that could include anger, or aggressiveness towards others.
- Withdrawal; runaway behavior
- Change in attitude towards school or academic performance; lack of interest in friends, sports, or other activities
- Unexplained or frequent health problems like headaches or stomachaches
- Poor self-esteem; avoidance of relationships
- Self-mutilation or change in body perception like thinking of self or body as dirty or bad; suicidal thoughts

Rights of the Victim

Quincy College is committed to making accommodations for orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court or by the institution.

Sexual Misconduct Procedures

The following sections detail Quincy College’s procedures for reporting, investigating, and enforcing disciplinary actions related to sexual misconduct cases. These procedures may be modified, revised or amended at the discretion of Quincy College.

¹Darknesstolight.org - http://www.d2l.org/site/c.4dICIJOkgclSE/b.7938027/k.6B67/Signs_of_Sexual_Abuse.htm

Reporting Procedures

- 1) All members of the Quincy College community are responsible for reporting any form of sexual misconduct. The primary responsibility for ensuring that a proper investigation and resolution of sexual misconduct, sexual harassment, or retaliation complaints rests with the Title IX Coordinator(s) or designee, who will administer the policy and procedures described herein.
 - a. The Title IX Coordinator(s) or designee will receive complaints, advise complainants and respondents about Quincy College’s procedures and options for responding to complaints, conduct investigations, and determine its findings.
- 2) These complaint procedures are available to any member of the Quincy College community who believes that a violation of the sexual misconduct policy has been committed. In addition, applicants; visitors; guest lecturers; contractors, their agents and employees may use these procedures where applicable to bring complaints against members of the Quincy College community whom they believe have engaged in sexual misconduct, sexual harassment, or retaliation in the course of the educational, work or other official activities of Quincy College, such as sporting events or lectures. Members of the Quincy College community consist exclusively of students, faculty, and other full and part-time employees of Quincy College. These procedures are available regardless of whether the person alleging sexual misconduct, sexual harassment, or retaliation (the “complainant”) has filed a complaint with any outside agency or court.

3) The Vice President for Academic Affairs will be notified whenever the person accused of sexual misconduct, sexual harassment, or retaliation (the “respondent”) is a Quincy College student.

4) Notwithstanding any provision of this policy, Quincy College reserves the right to investigate and take action on its own initiative in response to behavior and conduct which may constitute sexual misconduct, sexual harassment, or retaliation, regardless of whether an actual complaint has been filed.

5) Prompt reporting of sexual misconduct, sexual harassment, or retaliation is in the best interest of the entire Quincy College community and is essential to a fair, timely and thorough investigation. Accordingly, all complaints should be filed within 90 calendar days of the action that prompts a complaint. (NOTE: this filing period may be extended for good cause.)

6) Those found to be in violation of Quincy College’ sexual misconduct or retaliation policy will be subject to disciplinary sanctions.

How to Report Sexual Misconduct to Quincy College

Students and staff are encouraged to report sexual misconduct that is perpetrated against them or other members of the Quincy College community. Individuals have numerous options for reporting the misconduct and obtaining support; which option an individual chooses depends upon the nature and severity of the misconduct, whether the student wishes the report to remain confidential, and whether the individual wishes to pursue a formal complaint. Upon a report of sexual misconduct, a victim will receive a written explanation of their rights and options in regards to the report. An individual may directly report an act of sexual misconduct directly to a Title IX Coordinator or designee.

Quincy College Title IX contact information:

- Jessica Cherry, General Counsel
Phone: (617) 984-1734 - Email: jcherry@QuincyCollege.edu
- Susan Bossa, Title IX Coordinator
Phone: (617) 984-1656 - Email: SBossa@QuincyCollege.edu

When reporting to a Title IX Coordinator, the individual(s) must first file an oral or written report with the Title IX Coordinator(s) or designee (See attached Quincy College Complaint Form). The individual(s) initiates a filing process by meeting with the Title IX Coordinator(s) or designee who will explain the reporting procedures. When initiating the report process, the individual(s) should provide the following information via a “confidential internal intake form” and or electronically on My QC Campus Portal by clicking on the “Submit an Incident Report” hyperlink:

- a) all relevant facts, including the date(s) of the occurrence(s), the identity of all parties, the location(s) and circumstances of the behavior at issue, and any other information the complainant feels is relevant;
- b) the specific nature of the sexual misconduct, sexual harassment, or retaliation involved in the complaint;
- c) other individuals who might be aware of or have knowledge of the situation;
- d) what actions, if any, the complainant has taken as a result of the incident(s); and
- e) what remedy or relief is being sought (although the imposition of any particular remedy is in the discretion of Quincy College).

Individuals may also choose to report to the General Counsel, Quincy College professor, staff member, or dean.

Jessica Cherry, General Counsel
Phone: 617-984-1734 - Email: Jcherry@QuincyCollege.edu

How to Respond to Reports of Sexual Misconduct Employees Responsibility to Report

When a student reports an act of sexual misconduct to an employee of Quincy College, the employee may be obligated to report disclosed information depending upon their position. The following details the responsibility of employees to report sexual misconduct dependent upon their position:

Professional Counselors – Quincy College does not have licensed counselors on staff. The College refers student needing counseling services to outside agencies. Outside licensed counselors who provide mental health counseling to members of the

campus community are not obligated to report any information to the College. These counselors are required to maintain near complete confidentiality; talking to them is sometimes called a “privileged communication”. Counselors are obligated to report behavior that may result in harm to self or others.

Student Success Coaches – Other individuals that work or volunteer in on-campus counseling centers may talk to a victim without revealing any personally identifying information to the College. However, those individuals must report the nature, date, time, and general location of the incident to their Title IX Coordinator. Disclosures to these employees will not trigger a College investigation into an incident against the victim’s wishes.

Responsible Employees – Responsible employees must report all relevant details to the Title IX Coordinator. If a student requests confidentiality, the College will consider the request, but cannot guarantee that it will be honored. A report to these employees (called “responsible employees”) constitutes a report to the College—and generally obligates the College to investigate the incident and take appropriate steps to address the situation.

Confidentiality

The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Adherence to confidentiality is expected of all individuals directly and indirectly involved with the investigation process and its final determination. If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College’s obligation to provide a safe, non-discriminatory environment for all students, including the victim.

If the College honors the request for confidentiality, a victim must understand that the College’s ability to meaningfully investigate the incident and pursue disciplinary action against the accused may be limited.

When weighing a victim’s request for confidentiality or that no investigation or discipline be pursued, factors to consider:

- The increased risk that the accused will commit additional acts of sexual or other violence, such as:
 - o history of sexual violence complaints about the same accused individual;
 - o history of arrests or records from a prior school indicating a history of violence;
 - o whether the accused has threatened further violence;
 - o whether the sexual violence was committed by multiple perpetrators;
 - o whether the sexual violence was perpetrated with a weapon;
 - o whether the victim is a minor;
 - o whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence); and
 - o whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

Statement Against Retaliation

An individual who has engaged in a protected activity is safeguarded against retaliation. A protected activity consists of the following: 1) opposing a practice made unlawful by one of the employment discrimination statutes; or 2) filing a charge, testifying, assisting, or participating in any manner in an investigation, proceeding, or hearing under the applicable statute. Any individual who believes they are the victim of retaliation as described above, may file an oral or written complaint of retaliation with the Title IX Coordinator(s) or designee. The complaint of retaliation will be addressed in accordance with the provisions of the Equal Opportunity and Non-Discrimination Policy (Policy 3.02), Sexual Harassment and Harassment Free Workplace Policy (3.03) and Student/Employee Grievance Procedures Policy (6.14/10/23). The complaint of retaliation will be treated as a new and separate complaint.

Investigative Process - Overview

Except in those cases where the student has contacted a strictly confidential resource, the College will conduct a prompt, thorough, and fair investigation and will take appropriate measures to terminate the misconduct, prevent its recurrence and address its effects. After the complainant has provided the appropriate information, the Title IX Coordinator(s) or designee will conduct an investigation as appropriate to determine whether there has been a violation of Quincy College’s policy. The Title IX coordinator will be qualified in accordance to annual training requirements and will not have a conflict of interest in regard to the investigation. In accordance with VAWA, the College will provide timely notice of meetings and decisions to the parties involved. The accused and victim(s) will be provided timely access to information found in the investigative process to be used in disciplinary proceedings. The investigation time frame is subject to extension with good cause and with written notice to the accused and victim(s).

Once a finding or decision is made by the College, the College will communicate and document the rationale of the decision. This response may include formal disciplinary action, which may be instituted by an individual complainant or the College itself. The sanctions of disciplinary suspension and disciplinary expulsion will be strongly considered when a student is found to have violated any part of the sexual misconduct provisions of this policy.

Both the complainant and the respondent have the right to present witnesses. All individuals (i.e., employees, students, contractors, visitors) are expected to fully cooperate in the procedure. An unwillingness to cooperate by an individual may result in a sanction(s). The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. When the Title IX Coordinator(s) or designee has completed the investigation he/she will, to the extent appropriate, inform the person filing the complaint and the respondent of the results of that investigation.

When possible, the investigation will be completed within sixty (60) days of the complaint with all appropriate information being filed. If it is determined that more than sixty (60) days is necessary to conduct a complete investigation, the complainant and the respondent will be notified.

If the Title IX Coordinator(s) or designee determines that inappropriate conduct has occurred, he/she will recommend corrective action to the Provost/Senior Vice President of Academic Affairs in the case of a student, or to the individual's supervisor and the Director of Human Resources responsible for the appropriate work unit in the case of an employee. Disciplinary or other action will be approved by the appropriate Senior Vice President consistent with disciplinary action procedures of this policy.

No complainant will be required to have direct interaction with an alleged perpetrator in any informal resolution or mediation involving a complaint of sexual assault.

It is the intention of Quincy College that the process described herein be the sole process for investigating complaints of sexual misconduct, sexual harassment, or retaliation. Nothing in these procedures is intended to interfere with Quincy College's right to investigate and take appropriate action with respect to any other conduct or behavior. Quincy College reserves the right to discipline members of the Quincy College community who bring false complaints of sexual misconduct. No complaint will be considered "false" solely because it cannot be corroborated.

Notification

All parties must be notified simultaneously and in writing of:

- a) the result of the disciplinary proceeding;
- b) any appellate procedures available (which will be available to both parties);
- c) any change to the result that may occur prior to the time that the result becomes final;
- d) when the results become final.

Hearings and Proceedings

In accordance with VAWA, the College will allow all parties to have advisors present during hearings and proceedings. The College cannot restrict the choice of an advisor(s), but may restrict the amount of their participation, so long as it is restricted equally between the parties involved. For example, if the College permits one party to submit third-party expert testimony, it must do so equally for both parties.

Submission of Evidence

Evidence to be presented by complainant(s) and respondent(s) during any hearing on the charges must be shared with the opposing party at least two (2) business days in advance of the scheduled hearing. The Quincy College official presiding at and/or hearing the case may exclude evidence that has not been shared or adjourn the hearing to afford all parties the opportunity to review evidence to be presented during the hearing. The Quincy College official presiding at and/or hearing the case will make the final decision relating to the admissibility of all evidence.

Interim Measures during an Investigation

While an investigation or grievance proceeding is pending, Quincy College will take interim measures as appropriate under the circumstances to assist or protect persons who were or may have been subjected to sexual misconduct. Interim measures may include, for example, changing the class schedule or work schedule of the person who was subject of the alleged misconduct and/or the person alleged to have committed the misconduct, issuing a no-contact order, or similar action. Such measures may also include connecting the persons who were or may have been subjected to sexual misconduct with counseling, health care, academic support, or other resources.

Standard of Evidence

The burden of proof in all cases is "the preponderance of the evidence" – whether it is "more likely than not" that the sex

discrimination, dating violence, domestic violence, sexual assault, or stalking occurred. If the evidence presented meets this standard, then the respondent must be found responsible.

Potential Disciplinary Outcomes

Those found to be in violation of Quincy College's discrimination or harassment or retaliation policy will be subject to disciplinary sanctions. Disciplinary sanctions shall be based on the nature and severity of the offense as well as any record of prior disciplinary action imposed on the respondent. In general, sanctions may include, but are not limited to, one or more of the following: public apologies, public reprimands, written warnings, letters of reprimand, attendance at appropriate workshops, suspensions, expulsion, and, in the case of employees, suspension, denial of merit pay for a specified period of time, involuntary demotion, removal from administrative or supervisory duties, and/or termination of employment. In investigating complaints under this procedure, Quincy College may impose discipline for inappropriate conduct without regard to whether the conduct constitutes a violation of the law and may take corrective action even if the conduct does not rise to the level of violating Quincy College's sexual misconduct or retaliation policies.

Appeal Process

Both a complainant and a respondent who is aggrieved by disciplinary action imposed as a result of an investigation may, within ten (10) working days of the imposition of the action by the appropriate Senior Vice President, file a written appeal to the President. The President or designee will review the results of the Title IX Coordinator(s) or designee's investigation, the decision of the Senior Vice President, and the discipline imposed and within ten (10) working days will make a final decision regarding the appeal. Nothing in these procedures is intended to interfere with the right of any member of the Quincy College community to utilize other applicable grievance or appeal procedures following the imposition of corrective action. An appeal must be in writing and must be based on a credible claim that:

- a) The investigation was not conducted in conformity with the prescribed procedures; or
- b) New information that was reasonably unknown at the time of the investigation, and which is sufficiently relevant that it could alter the College's decision had it been discovered.

Alternative Resolution Options

Some complainants may wish to explore informal alternatives, which may involve, but are not limited to, one or more of the following:

- a) the Title IX Coordinator(s) or designee may counsel the complainant concerning options for responding to the problem on his/her own initiative, for example through oral or written communication with the respondent or the respondent's department head/supervisor (in the case of an employee) or an appropriate administrator (in the case of a student);
- b) the Title IX Coordinator(s) or designee may arrange for a meeting(s) and/or distribution of relevant policy statements and/or other forms of educational materials to the appropriate department, etc.;
- c) if both complainant and respondent agree, the Title IX Coordinator(s) or designee may arrange and facilitate a meeting between the parties in an attempt to reach a mutually acceptable resolution; or
- d) other options may be pursued which are consistent with applicable laws and/or Quincy College policies and procedures.

Note: Although the informal options above are available, it is at the complainant's discretion as to whether or not to explore these informal alternatives. A complainant who wishes to explore these informal alternatives may, in the complainant's sole discretion, bypass an informal process for a formal process at any point.

Resources for Immediate and Ongoing Assistance

On Campus Resources: Any student or employee of Quincy College who reports an incident will be provided with a copy of the appropriate policies, instructions regarding options for moving forward and a list of resources available for assistance.

Susan Bossa, Title IX Coordinator
Phone: (617) 984-1656
Email: SBossa@QuincyCollege.edu
Office: President's Place, Room 325

Jessica Cherry, General Counsel
Phone: (617) 984-1734
Email: Jcherry@QuincyCollege.edu

Office: President's Place, Suite 706N

Community Resources

For immediate emergency and medical assistance call 911. The Crisis Hotline can also be called 800-656-HOPE (4673).

Go to an urgent care center (e.g., a hospital)

- Receive help for physical injuries.
- Screen for STDs/pregnancy.
- If possible, do not shower or clean up. Do not change clothes. Hospital staff can collect evidence using a rape kit.
- If you want to file a police report, you can call the police from the emergency room.
- Ask about the nearest rape crisis center.

If you are in an abusive relationship, it is important to create a safety plan. Domestic violence advocates and teen dating abuse advocates are people who are trained to help you create a safety plan. Advocates can:

- Figure out ways for you to leave an abuser
- Discuss how to deal with emergencies
- Suggest safe places to go, such as a shelter or the home of a friend or family member where your abuser might not look
- Help you learn about a court order of protection, which requires your abuser to stay away from you
- Suggest services and provide support

Additionally you can do any or all of the following:

- **Calling the police.** If you are in immediate danger, call 911.
- **Calling hotlines.** Learn more about different help hotlines. Hotlines provide support and resources. They also can help you create a safety plan for leaving an abuser.
- **Reaching out to people you trust.** People who care want to help. You can start with family, friends, or community organizations.
- **Talking to a health care professional.** Doctors, nurses, and counselors can offer physical aid, emotional support, and resources. Go to a hospital emergency room if you need immediate help for injuries.
- **Contacting an advocate.** Advocates are people who are trained to help someone who has lived through domestic violence, dating violence, or sexual assault. You can talk to an advocate on the phone or in person, confidentially and for free. Advocates can explain options and programs in your community that may include legal support, counseling, emergency services, and other resources. You can learn more by calling help hotlines such as the National Domestic Violence Hotline at 800-799-SAFE (7233) or the National Teen Dating Abuse Helpline at 866-331-9794.

Abuse and Assault Hotlines

- DOVE (Domestic Violence Ended) Crisis Hotline: 617-471-1234 or 888-314-3683
- Llamos y Hablamos: Spanish Language Sexual Abuse Hotline: 800-223-5001
- A New Day: Sexual and relationship abuse Hotline: 888-293-7373
- Parental Stress Hotline: 800-632-8188
- Safelink: Massachusetts 24/7 domestic violence Hotline: 877-758-2020
- South Shore Women's Resource Center: Domestic Violence Hotline: 888-746-2664
- Victim Assistance Program Hotline: 508-583-3306

Counseling Services

Please be advised that Quincy College does not endorse any of the organizations below. This guide serves merely as a resource to students, and the choice in providers and assistance is solely the responsibility of the student.

Aspire Health Alliance (formerly SSMH)

500 Victory Road, Quincy, 617-847-1950; www.aspirehealthalliance.org

Crisis Team: contact 617-774-6036

Accepts many insurances plans including MassHealth

Bay State Community Services

13 Temple Street, Quincy, MA 02169, 617-471-8400; www.Baystatecs.org

Accepts many insurances plans including MassHealth

Maria Droste Services

1354 Hancock Street, Quincy, 617-471-5686; www.mariadrosteservices.org

Sliding fee available

New Directions Counseling Center, at Interfaith Social Services
105 Adams Street, Quincy, MA 02169, 617-773-6203 x12, www.interfaithsocialservices.org
Accepts most insurance plans including MassHealth and a sliding fee

South Bay Community Services
1115 West Chestnut Street, Brockton, MA 02301 508-521-2200
www.southbaycommunityservices.com
Accepts many insurances plans including MassHealth

Volunteers of America Family Counseling Center
1419 Hancock Street, Quincy 617-770-9690 www.voamass.org
Accepts most insurance plans including MassHealth

State and Federal Reporting Remedies for Employees

Employees who believe they have been subjected to harassment may file a complaint with the respective state agency and/or the United States Equal Employment Opportunity Commission (EEOC). Using Quincy College's complaint process does not prohibit an employee from filing a complaint with these agencies. Each agency has a specific time period for filing a claim: the EEOC allows 300 days (maybe longer in some circumstances); and the Massachusetts Commission Against Discrimination (MCAD) allows 300 days from the alleged incident or when the complainant became aware of the incident.

U.S. Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone 1-800-669-4000
Fax 617-565-3196
TTY 1-800-669-6820

Massachusetts Commission Against Discrimination (MCAD)
Boston Office: Springfield Office:
One Ashburton Place, Room 601 436 Dwight Street, Room 220
Boston, MA 02108 Springfield, MA 01103
Phone 617-994-6000 Phone 413-739-2145
TTY 617-994-6196

Students may also file complaints with the Massachusetts Commission Against Discrimination at the address listed above or with the United States Department of Education's Office for Civil Rights (OCR). The OCR allows 180 days (maybe longer in some circumstances) from the alleged incident or when the complainant became aware of the incident for filing a claim.

Office for Civil Rights (OCR)
U.S. Department of Education
33 Arch Street, Suite 1030
Boston, MA 02110-1490
Telephone: 617-289-0100
Fax: 617-289-0151

Other Helpful Links

Massachusetts State Law on Rape and Sexual Assault
Massachusetts State Law about Sex
Massachusetts State Law on Sexual Harassment
Massachusetts Law About Domestic Violence
Womenshealth.gov
Notalone.gov
Bestcolleges.com - The Realities of Sexual Assault on Campus

For the complete policy and related forms please view the Quincy College Policy Manual at quincycollege.edu/policy-manual

SMOKING POLICY (Policy 3.05)

- I. Policy: Quincy College recognizes the medical evidence that indicates that smoking is a serious health hazard. In our effort to consider the needs and concerns of smokers and non-smokers, and to provide a healthful working environment, the College has adopted the following policy:
 - If an employee or student must smoke, he or she may do so only in those areas where smoking is permitted or marked appropriately. The College prohibits smoking within 25 feet of any College building or within the confines of any college building. Smoking in public buildings is a violation of state law and a hazard to the health of others as determined by the Surgeon General.
 - The sale of tobacco products on campus is prohibited.
 - The College will continue to emphasize the dangers of smoking to the College community through various programs.
 - Successful implementation of this policy requires a cooperative effort and all members of the College community are urged to assist in this regard.
- II. Procedures: If an employee or student is found to be acting in violation of the College Smoking Policy he/she will be subject to appropriate disciplinary action up to and including termination, depending upon the circumstances of the situation.

STUDENT GRIEVANCE PROCEDURE (Policy 6.14)

Procedure - The purpose of the grievance procedure is to provide students at the College a process for resolving any concerns relative to their student rights. The grievance procedure has a specific number of days in each phase, which is to be understood as the maximum time before the next phase is initiated. However, the time limits may be extended up to five (5) additional days by mutual agreement of the parties involved at each level of the grievance.

Note: The number of days in each step refers to class days not calendar days during fall and spring semesters only. Intersession and summer sessions are not considered class days for this purpose. During intersession and summer sessions, the term "days" shall mean business days (Monday through Friday, excluding holidays).

1. Informal Resolution Process
 - a. The student may first discuss his/her grievance with the individual against whom the grievance exists.
 - b. If the grievance is not resolved between the individuals involved, the student may begin step two. This action must be taken within thirty days of the original incident.
2. Initiation of Formal Academic or Social Grievance

Step One: If the grievance is not resolved informally within seven (7) days, the student shall formally and in writing present the grievance to the appropriate Dean.

- a. If the grievance is directed against a Dean, the grievance shall be presented to the Vice President responsible for that area directly.
- b. If the grievance is directed against a Vice President, the grievance shall be presented directly to the President.
- c. If the grievance is directed against the President, the grievance shall be presented directly to the Board of Governors.
- d. The student will receive a response to his/her grievance at Step One within seven days.

Step Two: If the grievance is not resolved by the Dean (or other level when applicable) within seven (7) days, the grievant shall formally and in writing present it to the Vice President for Academic Affairs for academic concerns and the Vice President for Administration and Finance for social issues. The Vice President must respond in writing within seven (7) days with his/her decision to the grievant.

Step Three: If the grievant is not satisfied with the resolution at Step Two, he/she may request formally and in writing to the President to convene a grievance appeal committee. The selection of the committee to hear a student grievance will be as needed. The College President will appoint neutral and objective individuals from the following representative groups:

Administrators	1 (acting as Director)
Faculty members	1
Students	1

Each committee member will receive a written report of the grievance with the supporting statements and evidence. Within seven days after receiving the written grievance, the committee will hold a hearing and both the grievant and the individual against whom the grievance is directed will be given the opportunity to present and be heard. Within seven days after the hearing, the committee will inform the Director of its decision and the reasons for the decision, in writing. The Director will inform both parties of the committee's decision in writing.

Step Four: Within seven days of the grievance committee's decision at Step Three, the grievant or the respondent may formally and in writing appeal the decision to the College President. That appeal is to be accompanied by the original grievance and copies of all subsequent written statements, evidence, and decisions. The President will make his/her decision known to all parties within seven (7) days after receiving the appeal.

Note: The grievant may withdraw his/her grievance at any phase of the process provided that all concerned parties are notified in writing.

STUDENT RECORDS (Policy 6.15)

Quincy College follows and enforces all federal and state laws protecting the confidentiality and security of student records. The Family Educational and Privacy Rights Act, also known as the "Buckley Amendment," is enforced by all departments on campus and applies to all academic, financial and other student records. Students age 18 or older may see their own records, but only in the presence of a College employee (viewing one's own records may require an appointment, which will be scheduled within 48 hours of the request). The College will not release information to individuals outside the College without the student's written permission, except in case parental requests involving students under the age of 18 or in cases in which the College is required to comply with a request from legal authorities.

This shall constitute public notice that, under both state and federal law, Quincy College may disclose certain information, commonly referred to as directory information, from the educational records of students at Quincy College upon the request of third parties.

Directory information shall include the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student.

The student has the right to refuse to allow Quincy College to designate any of the above types of information as directory information. The student must notify Quincy College in writing no later than October 1 in the fall semester or February 1 in the spring semester of any given year that he or she does not want any or all of those types of information designated as directory information. Said written objections should be filed with the Vice President for Administration and Finance. Where no written objection is submitted by the student within the time period stated above, the aforementioned directory information may be released without the student's consent.

Student Education Records (FERPA)

The regulations for the Family Educational Rights and Privacy Act of 1974, more commonly known as the "Buckley Amendments" are codified in Part 99 of Title 34 of the Code of Federal Regulations (34CFR 99). This act sets forth requirements for the privacy of student education records, and provides certain rights to students concerning these records, including the right to inspect and review these records; the right to have these records amended; and the right to have some control over the disclosure of information from the record.

Quincy College maintains records on each student who is attending or has attended the college. Maintenance of these records is necessary to support the College's educational requirements, as well as to serve educational goals of our students. The College recognizes that personally identifiable information must be kept private. It does not allow access by persons other than appropriate Quincy College employee, personnel working on behalf of Quincy College and the student in question, unless the student has specifically granted permission for such access, or disclosure otherwise allowed under the law.

Releasing information to Third Parties:

Under the conditions that allow an institution to release personally identifiable information from its record without a student's written consent, the College may disclose such information to:

- The U.S. Citizenship and Immigration Services;
- Immigration and Custom Enforcement for purpose of SEVIS;
- Military recruiters whom request "student recruiting information";
- Accreditation organizations carrying out accrediting functions;
- The parents of a student who is a dependent for income tax purposes;
- Persons providing written and signed permission from a student;
- Persons or organizations providing financial aid to students;

- Parents regarding the student's violation of any federal, state, or local law, or any institutional policy, including the use of alcohol or a controlled substance, if the student is under the age of 21;
- State and local officials to whom such information must be reported or disclosed;
- Officials of other institutions to which a student is seeking admission;
- Persons in compliance with a judicial order or lawfully issued subpoena. The College will make a sincere effort to notify the student before sending the records out.
- Appropriate persons in health or safety emergency where this information is necessary to protect the health of a student or other individuals.
- A victim of an alleged perpetrator of crime of violence or a non-forcible sex offense.
- Authorized representatives of federal or state supported educational programs; for the enforcement or compliance with federal legal requirement; Secretary of Education and U.S. Attorney General for law enforcement purpose only.
- Representatives of Veteran's Affairs for students who receive assistance.

A student who believes that his/her rights under FERPA have been violated may, file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Academic Record Changes (Policy 5.17)

Any student who suspects that an error with regard to the recording of information on the official record has been made, should file written notice of the error immediately with the Director of Student Records & Registrar. Records are assumed to be correct if a student does not report the error to the Director of Student Records & Registrar within one academic year of the completion of the course. At that time, the record becomes permanent and cannot be changed.

Note: Student contesting a grade should refer to Policy 5.14.

Retention And Disposal Of Records (Policy 6.15A)

All records are maintained and disposed in accordance with certain provisions. The MASS Department of Education, in keeping with the intent of 603 CMR 23.06, recommends that the time limit for destruction of records should be not less than 60 years for a transcript and not less than five years for a temporary record. This limit, however, does not apply to records of students enrolled before 1975.

The records are classified into two categories:

- Matriculating (degree/certificate seeking) students
- Non-matriculating (non-degree/certificate seeking) students.

A typical folder of a student contains some or all of the following items:

- | | | |
|------------------------------------|----------------------------------|-----------------------------|
| • Admission form | • Registration form | • Add/Drop form |
| • High school transcript | • College transcript | • Immunization data |
| • Change of address form | • Declaration of Major form | • CLEP results |
| • Experiential credits application | • Intent to Graduate Application | • Original audit for degree |
| • Copy of the transcript | • Transfer credit evaluation | |

Also stored in the office are:

- Class lists for each semester
- Grade sheets for each semester
- Parking permits for each semester
- Academic transcripts on the system

QC follows the following retention period of various records in the Registrar's Office:

- | | |
|--------------------------------------|--------------------------|
| • Admission folder | Temporary (six years) |
| • First class list | Temporary (one year) |
| • Second class list (after add/drop) | Permanent (on CD) |
| • Grade sheets | Permanent (on CD) |
| • Parking permits | Temporary (one semester) |

Academic folders will be destroyed after six years by shredding. Even before shredding, a committee of three persons may audit

the folders and certify the records before destroying. (No records should be destroyed so long as it pertains to any legal action or any state or federal subpoena).

VETERAN'S BENEFITS (Policy 6.06)

Quincy College is approved for the training of veterans and their dependents under post 9/11 G.I. Bill®, the Montgomery G.I. Bill, Veterans Educational Assistance, Dependents Educational Assistance or other V.A. Programs. Please call 1-800-827-1000 for Federal Veterans Benefits.

A signed, adjudicated application is needed to determine your eligibility. Please note that both the College and the Veteran's Administration must be informed if a veteran increases or decreases the number of credits being taken, or withdraws from a course. For eligibility and certification, please contact Director Military and Veterans Services.

A discount rate* is available to all veterans who have served the country on active duty and have received an honorable discharge. Please submit a copy of your DD214 at the time of registration.

*This rate does not apply to Computer Science, Science labs, or Nursing, Surgical Technology, Medical Laboratory Technician, Physical Therapist, Biotechnology Courses or Natural and Health Sciences classes.

PROPER ATTIRE IN SCIENCE LABORATORY COURSES (Policy 3.07)

- I. Policy: Safety in science laboratory courses is something that Quincy College takes very seriously, as science laboratory courses present a host of chemical and biological hazards not found in the typical classroom. Paramount to safety in laboratory courses is the use of proper attire each time a student attends class. For the purposes of this policy, a "science laboratory course" is defined as any course that meets in the one of the Saville Hall Science labs.

It is ultimately the student's responsibility to ensure that he/she is dressed in proper attire, which includes closed-toed shoes, long pants or a long skirt, and shirts or blouses that do not allow excessive exposure of the skin.

Examples of improper attire include, but are not limited to:

1. Shorts
 2. Short skirts or short dresses (above knee height)
 3. Sandals
 4. Open-toed or backless shoes
 5. Rubber clogs with holes (ex: Crocs™)
 6. Loose or baggy clothing
 7. Loose neckties
 8. Shirts or blouses that allow midriff or chest exposure
 9. Low-hanging jewelry such as long necklaces or long earrings
- II. Procedures: If a student attends a science laboratory course without wearing proper attire, he/she will be asked to leave and may only return when he/she has changed into proper attire. At the instructor's discretion and per the guidelines set forth in his/her syllabus, a violation of this policy may carry an academic penalty not to exceed the penalty for missing one class meeting.

SERVICE ANIMAL POLICY (Policy 3.08)

Quincy College generally permits service animals assisting individuals with disabilities in all facilities maintained by the College. Quincy College complies with the American Disabilities Act (ADA) regulations related to "service animals." Please note that "emotional support animals" do not provide a specific service and are not permitted on the campus. (See the ADA regulations for more information.)

Service Animals

As of March 15, 2010, The Americans with Disabilities Act (ADA) regulations defines "service animal" as any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a documented disability, including: physical, sensory, psychiatric, Traumatic Brain Injury (TBI), Post-Traumatic Stress Disorder (PTSD), intellectual, or other mental disabilities.

Type of Work a Service Animal May Provide

The work performed by a service animal must be directly related to its handler's disability. Examples of work performed by

service animals include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks.
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds.
- Providing non-violent protection or rescue work.
- Pulling a wheelchair.
- Assisting an individual during a seizure.
- Alerting individuals to the presence of allergens.
- Retrieving items such as medicine or the telephone.
- Providing physical support or assistance with balance and stability to individuals with mobility disabilities.
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Services that do not qualify as work or tasks performed by a service animal include:

- Crime deterrent effects
- The provision of emotional support, comfort, or companionship, often referred to as “therapy” or “companion” animals

Service Animal Documentation

Consistent with Massachusetts law, all service animals on campus shall possess a valid animal license. All service animals should be properly vaccinated and wear a current license and rabies vaccination tag.

It is recommended that a service animal wear some type of recognizable symbol identifying it as a service animal. However, there is no requirement for documentation to prove that the animal has had particular training or is a certified service animal.

Where Service Animals are Allowed

Under the ADA and state regulations, service animals are allowed to accompany people with disabilities in all areas of the college where students, faculty or members of the public are normally allowed to go. People who use service animals will not be segregated from or treated less favorably than other students.

However, it may be appropriate to exclude a service animal from certain sterile environments where the presence of a service animal may compromise the environment. For example, a service animal would be allowed in classrooms, administrative buildings, and dining areas. They may be excluded from research areas, labs, mechanical room/custodian closets, or where the animal's presence may constitute a danger or a fundamental alteration of the program or activity conducted in the area. In such circumstances, the person with the disability would be considered for all reasonable accommodations. Access to restricted areas may be granted on a case by case basis by contacting the Student Accessibility Services Coordinator at the designated campus.

This policy applies only to facilities owned by the College or under its control. Please be aware that there may be restrictions imposed on the use of service animals in non-college facilities, such as hospitals, science laboratories or other clinical locations. Such restrictions are established by the individual facilities according to their own policies and procedures and the College has no control over such restrictions.

Health, Hygiene, Cleanliness, Allergies & Fear

Service animals must be clean. Daily grooming and occasional baths should be utilized to keep the animal's odor to a minimum. Adequate flea prevention and control must be maintained. If a service animal's odor is offensive to other individuals, the handler will be requested to bathe the service animal prior to returning to the College. A service animal's handler must clean up after the animal. If due to the disability the handler is unable to do so, the handler shall make alternative arrangements to do so.

Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room, for example, in a school classroom or at a homeless shelter, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the college.

Public Etiquette Rules

There are only two questions that can be asked of a person with a service animal:

1. Is the animal required because of a disability?
2. What work or task has the animal been trained to perform?

However, these questions may not be asked if the tasks performed by the animal are obvious. For example, if a service animal is pulling a wheelchair or guiding a person who is blind. Additionally, the person with the service animal should not be asked if the animal has been certified, trained or licensed.

Members of the public should avoid:

- Petting a service animal, as it may distract the animal from its work.
- Feeding a service animal.
- Deliberately startling a service animal.
- Calling or attempting to attract the attention of a service animal.
- Attempting to separate a service animal from its handler.

Control of a Service Animal

The College is not responsible for the care or supervision of a service animal. A service animal must be under the control of its handlers at all times. A service animal shall have a leash or tether, unless the handler is unable because of a disability to use a leash or tether, or the use of such would interfere with the service animal's safe, effective performance of its work or tasks. Under those circumstances, where a service animal is not tethered, the service animal must be otherwise under the handler's control (i.e., voice control, signals, or other effective means).

Exclusion and Removal of a Service Animal from College Property

The College may direct an individual with a disability to remove a service animal from the premises if the animal:

- Is out of control and its handler does not take effective action to control the animal (including if/when the animal poses a direct threat to others on campus and/or exhibits behavior that interferes with the educational process).
- Is not housebroken, is ill, or presents a reoccurring offensive odor.
- Is not properly licensed and/or vaccinated.

If the College removes a service animal from its premises, it shall afford the individual with a disability the opportunity to participate in its programs or activity without having the service animal on the premises.

Questions

For questions regarding service animals, please speak with a Quincy College Student Accessibility Services Coordinator at (617) 405-5915 (Quincy campus) or (617) 984-1731 (Plymouth campus).

Complaints

Any person who believes that his/her right to use a service animal on College property has been violated may file a complaint with the Associate Vice President of Student Development, at 1250 Hancock St., Quincy, MA 02169; by calling (617) 984-1656; or by emailing sbossa@quincycollege.edu.

ASSOCIATED FACULTY (Policy 10.38)

From time to time the College may benefit from the use of qualified instructional personnel who are not employees of the College. Examples would include employees of the Quincy Public Schools (or other secondary schools) who teach in dual enrollment courses or employees of vendors providing specialized instruction to the College on a contractual basis. Such faculty members receive no compensation from the College and hold the title of "Associated Faculty." Such Associated Faculty members may be provided with a Quincy College identification card, access to College online teaching resources, and instructional duties under the supervision of a dean or the dean's designee.

STUDENT RIGHTS AND RESPONSIBILITIES (Policy 3.01)

As a microcosm of a democratic society, a college has many responsibilities to its community. Not the least of these should be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual, and the procedures whereby necessary changes are brought about through an orderly process.

The College itself is a community, and must abide by the rights and regulations of the community and the laws by which it is governed. All those who enjoy the rights of participation in that community must also accept the responsibilities of its membership. A basic responsibility of those who enjoy the rights of citizenship is to respect the rights and regulations of the community.

The faculty has the responsibility to maintain an intellectual, fair, and safe environment for learning, and the administration the responsibility for overseeing and facilitating education, social and public service programs. The President may suspend students for cause. The faculty may send a student to an appropriate college official for cause.

The student is encouraged to participate in some form of student government that provides all students a voice in college affairs. All students are eligible to participate, as well as hold office.

A. Students have a right to:

1. Write, publish, and disseminate their views, provided such forms of expression do not interfere with or disrupt the educational process or the rights of others.
2. Assemble and voice their views peacefully on college property with prior administrative approval. The use of slander and obscenity is prohibited. The expression of such opinions will not interfere with the rights of others, will not interfere with the freedom of others to express themselves, and will not interfere with the operations of the College.
3. Enjoy privacy and confidentiality as members of the college community. No information in the student's record will be released to any source without the student's written consent, other than directory information, as required by law.
4. Review their college record with reasonable notice in the presence of a faculty member or administrator.
5. Belong to or refuse to belong to any organized group within the college.
6. Have representation and voice on all committees of the college having to do with academic standards, student affairs, and curriculum matters.
7. Obtain an education of the highest available quality.
8. Participate in all financial aid programs available at the college, providing eligibility requirements are met.
9. Receive fair and equal treatment by faculty, staff, and the administration in all college matters such as instruction, evaluation, and services.
10. Receive due process in any grievance or disciplinary procedure.

B. Students have the responsibility to:

1. Be knowledgeable of and comply with the policies and procedures of the College and the Student Government.
2. Be knowledgeable of and comply with the regulations and laws of duly constituted civil agencies within the community of which the College is a part.
3. Meet course requirements. Students are free to take reasoned exception to views expressed.
4. Dress and behave in an appropriate manner that does not present safety hazards or cause disruptions.
5. Carry and be prepared to show official identification card at all times on college grounds.
6. Conduct themselves in a responsible fashion at off-campus events/learning activities.
7. Obey lawful instructions of college personnel.

The Student Code of Conduct and additional student related policies and procedures can be viewed in the Student Handbook. Download a copy of the Student Handbook via <https://quincycollege.edu/student-handbook>

ADDRESS/NAME CHANGE PROCEDURE

If you have recently moved or your name has changed, please fill out a Change of Name/Address Form and return this completed form to Registrar's Office.

You can pick up a copy of the Name/Address Form at Registrar's Office or print one from our website, www.quincycollege.edu. You may return this completed form one of three ways:

1. For address changes, simply drop off the form at the front desk of the Registrar's Office.
2. For name changes, proper court documents are required.

3. Fax the completed form to 617-984-1794.
4. Mail your form to Registrar's Office, Quincy College, Presidents Place, 1250 Hancock Street, Quincy, MA 02169, or to the Plymouth Campus at 36 Cordage Park Circle Plymouth, MA 02360.

International Students

1. For address changes, simply drop off the form at the International Student Services Office.
2. For name changes, proper court documents are required.
3. Fax the completed form to the International Student Services Office at 617-984-1616 or email international@quincycollege.edu.
4. Mail your form to International Student Services Office, Quincy College, Presidents Place, 1250 Hancock Street, Quincy, MA 02169

It is in your own interest to update your address. All mail, such as news about upcoming events, is sent to your address on file. Please be sure to include your apartment number, new telephone number and e-mail address when completing the Change of Name/Address Form.

International students must fill out this form at the International Student Services Office. The change must be reported to the Office within 10 days of moving so that the change can be recorded in SEVIS.

VERIFICATION LETTER FOR INSURANCE AND APARTMENT RENTALS PROCEDURE

Our institution has authorized the National Student Clearinghouse to act as our agent for verifications of current student enrollment. Please visit the Clearinghouse online at www.studentclearinghouse.org or call them at 703-742-4200. If you have further questions, please contact Registrar's Office at 617-984-1650. If you need written Enrollment Verification letter, you may submit an Enrollment Verification Form to the Registrar's Office with a government issued ID. Request made before the start of the semester are Pre-Enrollment Verification, only after the add/drop period students may request the Official Verification Letter.

VERIFY A DEGREE OR ENROLLMENT PROCEDURE

Quincy College has authorized the National Student Clearinghouse to act as our agent for verifications of student enrollment for those students who have graduated from 2000 - present. Please visit the Clearinghouse online at www.studentclearinghouse.org or call them at 703-742-4200.

Students who graduated prior to 2000 may contact Registrar's Office to receive degree and enrollment status by calling 617-984-1650/1651, faxing the request to 617-984-1794 or writing to "Verification" Registrar's Office, Quincy College, Presidents Place, 1250 Hancock Street, Quincy, MA 02169.

Information regarding a graduate or current student may be obtained through Registrar's Office. You can contact Registrar's Office to receive degree and enrollment status by calling 617-984-1650/1651, faxing your request to 617-984-1794 or writing to: "Verification," Registrar's Office, Quincy College, Presidents Place, 1250 Hancock Street, Quincy, MA 02169. Any other types of verification must be submitted in writing or the appropriate form with student's consent through the Registrar's Office.

LOST & FOUND

Students may check for missing valuables or personal belongings at the following locations:

Quincy Campus :

- Presidents Place, 3rd Floor Resource Office
- Saville Hall, Room 101

Plymouth Campus

- Front Desk

Quincy College will not return or refund missing or lost items. Please do not leave valuables or personal belongings unattended.

CAREER DEVELOPMENT AND INTERNSHIPS

Mission

The Office of Career Development at Quincy College supports and empowers students and alumni to be active participants in the career development process. We prepare students to make informed decisions regarding their future by providing comprehensive resources, advising, programs, and access to internships, employment, and four-year university opportunities.

Vision

Through strategic partnerships with the campus community and employers, the Office of Career Development will be the center for student professional development and career placement at Quincy College.

Resources & Support Include:

The Office of Career Development at Quincy College provides a comprehensive approach to career counseling and advisement with a wide array of services, resources, and programs including: educational and career planning, job searches and placement, resume writing and interviewing techniques, and more.

For additional information or questions, please contact the Director of Career Services & Placement at 617 984-1662 or e-mail careerservices@quincycollege.edu.

Walk in services is available if needed.

Locations Included:

Quincy Campus, 1250 Hancock Street- Room 203N, (617) 984-1662
Plymouth Campus 36 Cordage Park Circle, (617) 405-5923

Online Resources included:

Quincy College Student Career Center Web Page: quincycollege.edu/studentcareer

Career Cruising and Self Assessments

Career Cruising is a self-exploration and planning program that helps people of all ages achieve their potential in school, career and life. Please visit www.careercruising.com for more information.

Career Kit powered by Purple Briefcase

Career Kit is an online career network that allows Quincy College students and alumni access to job listings, career search tools, tips and more.

Please visit <https://app.purplebriefcase.com/pb/account/login?s=Quincy> for more information.

WORKFORCE DEVELOPMENT

Workforce Development Mission Statement

To serve as a catalyst and to foster collaboration between Quincy College and individual businesses or public sector, local agencies, associations and governmental agencies with the purpose of using the combined resources of all partners to create alternative educational program opportunities for non-traditional students in need of skills, education upgrades and training that is linked to regional economic development and labor force needs.

Vision

To provide high quality, affordable, Workforce Development and training educational opportunities and to equip low-income, underserved and unemployed individuals, families and youth, in South Shore region with the tools and knowledge that helps to prepare them for economic opportunities and career advancement.

Workforce Development fulfills its mission by providing:

- Excellent contextualized career programs that prepare students for workforce entry and postsecondary education advancement.
- South Shore businesses with customizing courses with innovative instructional models for specific employee training needs that lead to career advancement.
- Long-lasting career pathway opportunities to further education into Associate Degree programs at Quincy College, that promote the social and economic development of the region.

- High quality online non-credit course options for those who need flexibility in scheduling their training to better fit within their busy schedules.
- Community education courses for personal, professional, and lifelong learning.

Services provided:

Through the Workforce Training Fund, eligible employers can cover the cost of training their workforce. As a state training provider, the Workforce Development at Quincy College has the responsibility to provide low-cost, high-quality training for employees within our South Shore service area.

- *Industry-specific workforce trainings*

Workforce training is designed to provide customized affordable, innovative, quality training and educational solutions to the underemployed, low income residents, in South Shore region. Quincy College partners with area businesses to help meet identified training needs, by providing contextualized classroom content and work based learning experiences. Often, these needs require customized training design and delivery approaches that align with these distinct needs and budgetary circumstances.

- The Workforce Development department can help employers by

- Identifying the most immediate and critical training needs for your company
- Determining if you meet the eligibility requirements for funding
- Providing assistance with the grant writing process

- *Non Credit Courses*

To provide quality and relevant short-term, non-credit training programs to those who are seeking quick entry into specific career fields. Training allows members of the community to develop new skills or enhance skills to become more productive on the job.

For additional information visit, <http://quincycollege.edu/workforce-development/> or contact the Director of Workforce Development and Community Engagement.

ALUMNI AFFAIRS

The mission of the Quincy College Alumni Association is to connect and engage alumni with the Quincy College Community. The Alumni Association strives to strengthen alumni support for the College by recognizing individual alumnae in their career and service achievements, while also coordinating networking events, student internships and employment opportunities. The Alumni Association also aims to increase overall communication with alumni through traditional and social media outlets.

Stay connected:     

Alumni can update contact information at <http://info.quincycollege.edu/qcalumni-update>

For additional information, contact Director of Institutional Advancement at Tcahill@quincycollege.edu or call 617-405-5942.

SERVICE LEARNING AND VOLUNTEERISM

Service learning and volunteer activities at Quincy College are designed to facilitate the engagement of students in activities where some service or good work is performed; address or meet a college or community need; allow students to learn about how their service makes a difference in themselves and in the lives of the service recipients; and/or connect service activities to academic learning. Activities presently include, but are not limited to: Father Bill's Essential Needs Drive, Quincy College Health and Wellness Expo, Quincy Medical Center Cancer Walk, Blood Drives, DOVE, My Brother's Keeper, and service-learning options in selected academic courses.

STUDENT ACTIVITIES

Quincy College is committed to providing students with personal development opportunities outside the classroom that foster leadership skills, critical and creative thinking, cultural appreciation, and community involvement. An ever-evolving array of student activities includes Student Government, honor societies, performing and creative arts, an international student organization, and opportunities for participation in college governance. For general information regarding student activities, or to access the student activities calendar which is also posted on the Quincy College website, contact the Director of Student Life, 617-405-5967.

POLICY ON STUDENT ORGANIZATION (Policy 6.03)

Student organizations provide students with an opportunity to learn leadership skills, supplement formal academic experience, and pursue diverse interests. Quincy College encourages students to assemble, form and belong to organizations that promote and develop their common interests.

Quincy College will recognize student organizations whose purposes are consistent with our mission and are open to all students regardless of age, race, color, sex, religion, national origin, disability or sexual orientation. There shall be a nondiscriminatory clause in the constitution and by-laws of all student organizations.

Types of Organizations

A recognized student organization shall be defined as a group of Quincy College students joined together in the pursuit of a common purpose. Quincy College has identified the following types of organizations that may seek recognition:

Academic: organizations that select members on the basis of achievement or interest in a particular discipline.

Cultural: membership centered on a particular cultural interest.

Service: membership geared towards volunteer/service projects.

Hobby/Special Interest: membership centered on a particular hobby or special interest.

Arts: membership centered on the production and/or viewing of fine and performing arts

The following nationally recognized organizations are in existence on campus and are being subsidized:

- Gamma Beta Phi Honor and Service Society
- Phi Theta Kappa Honor Society

Requirements for Student Organizations

1. New organizations are required to complete a Club Formation Packet and submit it to Student Life for club recognition. Existing clubs must complete a Club Activation Packet each year in order to keep their club recognition.
2. Organizations must identify a faculty or staff member who will act as an advisor, and ask that individual to submit, in writing, notice that he/she agrees to oversee the organization.
3. Membership is limited to Quincy College students only. Clubs may have affiliate members such as faculty or staff; however, affiliate members do not count towards the number of students required to form a club.
4. Organizations must have a minimum of 5 students.
5. Only degree or certificate seeking students in good judicial, academic, and financial standing with Quincy College are eligible for leadership roles within the organization.
6. Organizations and their members have a responsibility to adhere to Quincy College policies while on campus or at any college/club sponsored event.

7. All meetings are to be arranged at a time and place that least disturbs the academic environment. Organizations must make those events and meetings open to the Quincy College community.
8. Organizations must disclose any external affiliation (e.g. National Honor Societies) and provide their constitution and by-laws to the Director of Student Life.
9. Dues may be required only for organizations that are affiliated with a national, international, state or regional chapter that require dues as part of chapter recognition. All record of dues must be maintained by the organization and a copy must be given to Student Life for the club file. If the chapter must have a bank account for dues, the Club Advisor must be on the account as the signature authority.
10. Organizations may not enter into agreements to use the Quincy College seal, name, or official reference without first obtaining written permission from the appropriate College authority.

Starting a Club/Organization

A club/organization may be recognized by the College to use College name, facilities, equipment and other services according to policies and procedures and to sponsor programs and activities which are consistent with the organization's purpose.

A club/organization can apply for recognition by completing a "Club Formation Packet" which can be obtained from the Student Life Office. This paperwork will require the club's purpose, membership roster, advisor contract and a constitution. Please submit completed paperwork to the Director of Student Life.

The club/organization will be required to maintain a record of their meetings and any financial transactions, if applicable, and must submit these records when asked. Clubs/organizations may not fundraise without prior approval from the College.

Honor Societies

Gamma Beta Phi Honor and Service Society (All Disciplines)

Gamma Beta Phi is a service organization for honor students at two-year and four-year colleges and universities. Eligibility is limited to students who have earned 12 or more credits toward a degree with a grade point average of 3.0 or higher.

Phi Theta Kappa Honor Society (All Disciplines)

Phi Theta Kappa is an honor society that recognizes and encourages the academic achievement of students at two-year colleges. To be eligible for membership, a student must have completed a minimum of 12 hours of coursework with an overall grade point average of 3.5 or higher, and maintain a 3.5 GPA throughout their enrollment at Quincy College.

The Alpha Pi Psi Chapter of Phi Theta Kappa is the Quincy College chapter of the International Honor Society for Two Year Colleges that recognizes and encourages academic achievement. To be eligible for membership, a student must have completed a minimum of 12 credits of college level work at Quincy College and have a grade point average of 3.5 or higher. Members must maintain a 3.5 or higher grade point average throughout their enrollment at Quincy College to sustain their membership. ptk@qc.quincycollege.edu

Clubs/Organizations

For the current list of clubs and organizations please visit the <https://quincycollege.edu/clubs-organizations>

Student Lockers

Student Lockers are offered on the Quincy Campus only. Locker rentals are \$50 per semester; rental rates will not be prorated no matter the date of rental. Students must provide their own lock. Quincy College will not accept responsibility for damage or loss of contents in any locker. Quincy College reserves the right to terminate this agreement and open a locker, with or without the consent of the renter, at any time, for security violations, student misconduct and/or cases of emergency. If interested in renting a locker, stop by the Office of Student Life or contact studentlife@qc.quincycollege.edu.

Student Lounge

There is a student lounge on both the Quincy Campus and the Plymouth Campus for students to relax between classes. The lounges have microwaves available for students to heat food. There are also computers and copiers available for use. Students must follow the Student Lounge Expectations when in the student lounge.

Other co-curricular and extracurricular activities that the college has offered recently include: Alcohol Prevention Seminar,

Domestic Violence Panel, and International Education Week.

For a list of active clubs and a monthly calendar of events, please stop by the Student Life Office located in Presidents Place or check the college website.

Other Activities

Student Involvement in College Governance

Student involvement in the governance of Quincy College is available and encouraged in several ways. The Quincy College Senate includes representation of the various constituencies of the College, including students. Additionally, the committees of the Senate also call for student membership. These committees are: Academic Policies and Procedures, Curriculum, and Educational and Student Services. The Program Review Committee, which twice a year undertakes comprehensive reviews of the College's various academic programs, also provides for student membership and participation. Any student who wishes to learn more about opportunities to actively participate in the Senate and committees should contact the Associate Vice President for Student Development at 617-984-1656.

Academic Recognition

Quincy College is committed to providing activities that support the academic goals of the institution. Whether it is a celebration of academic achievement or a school sponsored workshop, these activities offer the opportunity for both academic and personal development.

Honors Convivium

Honors Convivium is held annually in the spring in recognition of those students who have achieved superior cumulative grade point average prior to their last semester at the College. In addition to the Magna Cum Laude (3.50 – 3.74 cumulative GPA) and Summa Cum Laude (3.75 – 4.0 cumulative GPA) academic honors, numerous memorial scholarships are awarded to students.

Professional Recognition Ceremonies

Three times a year (January, May and June), Professional Recognition Ceremonies are held for Nursing and Health Science students who have successfully completed their respective Nursing and Health Sciences programs. Students in the Associate Degree Program in Nursing, and the Practical Nurse Program are awarded a pin or certificate indicating their entrance into their professional community.

Athletics | Home of the Granite

Athletics Mission Statement

The mission of the Quincy College Athletic program is to provide our student athletes with the opportunity to enhance their overall educational experience through participation in intercollegiate or intramural athletics. It is our belief that student athletes gain worthwhile experience in teamwork and leadership, while also developing character and integrity. The Athletic Department's goal is that each student athlete will be dedicated to success both in the classroom and on the playing fields. Finally, student athletes will act morally and socially responsible in their role as a representative of the Quincy College community.

NJCAA: Quincy College Granite participates in the National Junior College Athletic Association (NJCAA) in Men's Soccer and Men's Basketball.

Eligibility for NJCAA Athletics

Eligibility to participate in a NJCAA sport in accordance to the by-laws of the NJCAA is as followed. The student athlete must be in good academic standing in accordance with the rules and by-laws of the NJCAA, Region 21, and Quincy College. The student-athlete must be an amateur, who has not exhausted their eligibility.

APPENDIX A		
NJCAA ACADEMIC PROGRESS REQUIREMENTS		
Season of Participation		
First Season of Participation		Second Season of Participation
# Of Previous Full-Time	Zero (0) Previous terms of full-time enrollment.	High school graduate and current enrollment of 12 or more credits. *
	One (1) Previous term of Full-time enrollment.	Accumulation of 12 or more credits with an associated GPA of 1.75 or better. *
	Two (2) or more previous terms of full-time enrollment.	<ol style="list-style-type: none"> 1) Earn 12 credits with a 2.0 GPA or better in the previous full-time term. OR 2) Accumulation of credits equal to or greater than the number of full-time terms attempted multiplied by 12. * OR 3) Accumulation of 24 semester credits with an associated GPA of 2.0 or better for the initial term of participation. * OR 4) Accumulation of 36 semester credits for a fall sport or 48 semester credits for a spring sport with an associated GPA of 2.0 or better. This provision can only be used one time. Once used the student must meet #1 or #2 above to maintain eligibility. *
		Accumulation of 24 or more semester credits with an associated GPA of 2.0 or better. * Accumulation of 24 or more semester credits with an associated GPA of 2.0 or better. * <ol style="list-style-type: none"> 1) Earn 12 credits with a 2.0 GPA or better in the previous term. * OR 2) Accumulation of credits equal to or greater than the number of full-time terms attempted multiplied by 12. * OR 3) Accumulation of 36 semester credits for a fall sport or 48 semester credits for a spring sport with an associated GPA of 2.0 or better. This provision can only be used one time. Once used the student must meet #1 or #2 above to maintain eligibility. * <p>as well as: Accumulation of 24 or more semester credits with an associated GPA of 2.0 or better. *</p>
* Must meet all NJCAA academic and athletic requirements for eligibility and participation in addition to the stated requirements.		

General Academic Requirements:

In order to participate, a student-athlete must meet entrance eligibility requirements, enrollment requirements, and accumulation requirements, or meet qualifications for limited exceptions.

Student-athletes must be making satisfactory progress within an approved college program or course as listed in the college catalog.

Classes utilized for any academic eligibility portion must be:

- Credit or credit equivalent bearing
- Approved by the College Governance Structure
- Listed in the college course archives system
- Listed on official college transcript

Entrance Eligibility:

A Student-Athlete must be a graduate of a high school with a state department of education approved standard academic diploma, state department approved general education diploma or a state department of education approved High School.

Enrollment Eligibility:

Full-time Enrollment is defined by the NJCAA as 12 or more credit hours. Full-time enrollment must be established on the 15th calendar day of the beginning of the regular term as listed on the college academic calendar and maintained. Student-Athletes must be enrolled full-time at Quincy College in order to participate in a NJCAA sport.

International Students:

Foreign Transcripts: Interpretation of Foreign Transcripts: Where translation of foreign transcripts is required, translation for the purposes of NJCAA eligibility is the responsibility of the student-athlete.

Foreign transcripts of student-athletes who attended a foreign high school and whose high school credentials confirming graduation or completion of secondary education which is in a language other than English must be translated.

Foreign transcripts of student-athletes who previously attended a foreign college or university and participated in intercollegiate or club athletics must be translated.

Learn more about Quincy College NJCAA Sports at quincycollege.edu/granite

Club Teams

Quincy College Athletics offers our students' participation in a competitive men's and women's cross country club team. Club team membership does not require the eligibility rules of the NJCAA as you need only to be enrolled in Quincy College to participate. All skill levels are encouraged to come out and run. The team will be competing in Division 3 College cross country meets and local 5K road races.

Intramurals

QC Athletics sponsors intramural leagues in mens and womens soccer and basketball to promote wellness and encourage physical fitness. Leagues are formed depending on participation. All skill levels are encouraged to come out and play. All participants must be Quincy College students and show their student ID to participate.

Contact the Athletic Director for more information.

Athletics Quincy College | 617-405-5935 | www.quincycollege.edu/athletics

THE QUINCY COLLEGE TRUST

The Quincy College Trust is a non-profit 501c(3) foundation which was established to receive endowment funds, charitable donation, and gifts in support of Quincy College and its mission to provide an affordable and accessible post-secondary education to its students. The Quincy College Trust Board is responsible for assuring that donations are used for intended purposes, scholarships are awarded, and special funding requests are granted in order to meet donor criteria and enhance the overall mission of Quincy College.

Quincy College Trust Fund

Annual giving donations to the Quincy College Trust Fund are unrestricted. Unrestricted funds are allocated by the Trust to Quincy College in support of financial aid, student success, academic programs, and facility upgrades. This flexibility of unrestricted gifts allows Quincy College Trust the ability to support the College's greatest need.

Scholarships

Establishing a scholarship ensures that Quincy College meets its commitment of offering an affordable education to qualified and deserving students.

Matching Gifts

Many employers match charitable donations made by their employees. Participating employers match donations one for one and often double, or even triple, the amount of your gift.

Planned Giving

A planned gift is a charitable donation funded either during the donor's life or as a bequest. There are many financial vehicles available to a donor that allows them to meet their long-term financial goals.

Securities

A charitable donation of long term appreciated stocks, bonds or mutual fund shares made to Quincy College often provides donors the benefit of avoiding capital gains tax and may also result in a reduction of income tax. Fair market value of donated securities is determined on the date of transfer.

Quincy College Trust Members 2019

Tina Cahill, **Chair**
Scott Campbell, **Treasurer**
Gary Wallrapp, **Secretary**
Susan Bossa
Melissa Juarez
Matt McGowan
Dr. Richard Pitts' 67
Gail Samaha
Megan Shaughnessy
Servet Yatin, Ph.D.
Sean Kenealy

Board of Governor's Representatives

Barbara Clarke

Donations to the Quincy College Trust are Tax-Deductible.

If you have questions about how to make a donation to the Quincy College Trust contact: Tina Cahill via (617) 405-5942 or tcahill@quincycollege.edu.

LIBERAL ARTS	NATURAL & HEALTH SCIENCES	NURSING	PROFESSIONAL PROGRAMS
ASSOCIATE DEGREE	ASSOCIATE DEGREE	ASSOCIATE DEGREE	ASSOCIATE DEGREE
Behavioral Science	Biology	Nursing*	Accounting
English	Biotechnology & Good Manufacturing Practice(Q)		Business
Fine Arts: Drama (Q)	Exercise Science & Personal Training (Q)		Business Management
Fine Arts: Music (Q)	Mathematics		Computer Science: Cyber Security (Q)
Fine Arts: Visual Arts	Medical Laboratory Technician*		Computer Science: Networking
General Studies	Natural Science		Computer Science: Programming
History/Government	Natural Science: Engineering		Criminal Justice
Humanities	Physical Therapist Assistant†*(P)		Criminal Justice: Law Enforcement
Psychology			Early Childhood Education
Social Sciences			Elementary Education
Sociology			Engineering Technology (Q)
			Healthcare Administration
			Healthcare Admin.: Medical Billing & Coding
			Human Services
			Paralegal Studies
			Security Management

(Q) = Program is offered only on the Quincy Campus
(P) = Program is offered only on the Plymouth Campus

†The PTA Program at Quincy College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

*Nursing and Natural & Health Sciences Admissions—Students who are interested in earning an associate degree or certificate in Health Sciences may contact the Admissions Office to learn more about the special admissions requirements.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data.

"The mission of the core curriculum at Quincy College is to provide students with a foundation of cognitive, communicative, and technical skills within an ethical framework essential for succeeding in both professional and educational endeavors in an increasingly diverse society."

At the completion of the core, students will be able to:

1. Articulate thoughts in English in a coherent, unified, well-structured manner.
2. Demonstrate a mastery of fundamental skills in using computer technology.
3. Draw logical conclusions from qualitative and quantitative data presented in both graphic and narrative form.
4. Access, process, and assess information efficiently
5. Demonstrate the relationship of one's self to society, both locally and globally.
6. Demonstrate an understanding of the interaction between nations in a global society, both in the present and in a historical context.

Courses that fulfill the College Core Requirements and Electives (3 credits)

- | | | |
|---|---------|------------------------|
| I | ENG 101 | English Composition I |
| | ENG 102 | English Composition II |
| | IDS 167 | First Year Seminar |

II Computer Science Core

- | | |
|---------|---------------------------|
| CSI 101 | Introduction to Computers |
| CSA 213 | Database Management |
| CSA 227 | Website Design |

*** Computer Science credits expire after 7 years for ALL PROGRAMS***

II Social Science/ Psychology Core (3 credits)

- | | |
|---------|-------------------------------------|
| PSY 101 | General Psychology |
| PSY 216 | Growth & Development |
| SOC 101 | General Sociology |
| SOC 102 | Contemporary Social Problems |
| SOC 155 | Race, Class, Gender, Social Justice |
| ECO 201 | Economics I |
| ECO 202 | Economics II |

III History/ Government Core (3 credits)

- | | |
|---------|------------------------------|
| HIS 101 | US History I |
| HIS 102 | US History II |
| HIS 290 | Special Topics in History |
| GOV 201 | American Government |
| GOV 211 | State & Local Government |
| GOV 290 | Special Topics in Government |

IV Natural Science Core (4 or 5 credits)

Natural Science Elective (4 or 5 credits)

- | | |
|---------|---|
| HSC 149 | Applied Anatomy and Physiology for Healthcare Professions |
| BIO 106 | Nutrition with Lab |
| ENV 101 | Introduction to Environmental Studies with lab |
| BIO 111 | General Biology I with lab |
| BIO 112 | General Biology II with lab |
| BIO 131 | Anatomy & Physiology I with lab |
| BIO 132 | Anatomy & Physiology II with lab |
| BIO 251 | Microbiology with lab |
| CHE 103 | Introduction to Forensic Science with lab |
| CHE 121 | General Chemistry I with lab |
| CHE 122 | General Chemistry II with lab |
| CHE 141 | Introduction to Chemistry with lab |
| CHE 213 | Organic Chemistry I with lab |
| CHE 214 | Organic Chemistry II with lab |
| PHY 111 | General Physics I with lab |
| PHY 112 | General Physics II with lab |

Note:

- Natural Science course credits expire after 10 years for liberal arts programs and expire after 5 years for Health Science and Nursing Programs.
- For sciences with a lab - students must take the lecture and the lab together - no exceptions
- If a student has passed the lecture and not the lab (or vice versa) they must retake the credits they did not pass before graduation

V **Math Core/Electives** (3 or 4 credits)

MAT 100	College Math
MAT 103	College Algebra
MAT 106	Quantitative Reasoning
MAT 107	Statistics (Formerly MAT 207)
MAT 113	PreCalculus
MAT 201	Calculus I
MAT 202	Calculus II
MAT 203	Multivariate Calculus
MAT 204	Calculus I B
MAT 205	Linear Algebra
MAT 206	Calculus II B
MAT 208	Multivariate Calculus B
MAT 209	Finite Math
MAT 210	Discrete Math
MAT 225	Differential Equations

VI **Humanities Electives** (3 credits)

ARA 101	Arabic I
ARA 102	Arabic II
ART 100	Fundamentals of Visual Art
ART 101	Basic Drawing
ART 102	Advanced Drawing
ART 103	Line, Color, Design
ART 110	Theatre Arts I
ART 111	Theatre Arts II
ART 112	Acting Workshop
ART 114	Improvisation
ART 115	Basic Painting
ART 116	Advanced Painting
ART 119	Photography I
ART 120	Photography II-Photojournalism
ART 150	Modern Drama
ART 155	Theatre Production
ART 201	Survey of Fine Arts I
ART 202	Survey of Fine Arts II
ART 230	Arts and Society
CHN 101	Chinese I
CHN 102	Chinese II
ENG 103	Non-Fiction Writing
ENG 111	Speech Communication
ENG 151	Shakespeare
ENG 201	English Literature I
ENG 202	English Literature II
ENG 204	Poetry
ENG 205	World Mythology
ENG 211	American Literature I
ENG 212	American Literature II
ENG 221	World Literature I
ENG 222	World Literature II
ENG 225	Creative Writing Workshop I
ENG 226	Creative Writing Workshop II
ENG 230	Journalism
ENG 231	Modern Novel

ENG 233	Crime & Detective Fiction
ENG 235	Survey of Women Writers
ENG 237	Introduction to Science Fiction
ENG 238	Literature of the Supernatural
ENG 239	Baseball Literature
ENG 250	World Languages and Linguistics
ENG 251	Introduction to Drama
ENG 252	International Film
FRN 101	French I
FRN 102	French II
IDS 155	Critical Thinking
ITA 101	Italian I
ITA 102	Italian II
MUS 101	Fundamentals of Music
MUS 103	Music Theory I
MUS 104	Music Theory II
MUS 107	Music Appreciation
MUS 108	Development of American Jazz
MUS 109	History of Rock
MUS 110	Music Across Cultures
PHL 101	Introduction to Philosophy
PHL 102	20th Century Philosophy
PHL 103	Medical Ethics
PHL 105	Introduction to Logic
PHL 108	Ethics
PHL 110	Religions of the World
PHL 113	Death and Dying
SPN 101	Spanish I
SPN 102	Spanish II
SPN 201	Spanish III

VII **Liberal Arts Concentration Electives (in addition to above)**

Literature Electives (3 credits)

ENG 151	Shakespeare
ENG 201	English Literature I
ENG 202	English Literature II
ENG 204	Poetry
ENG 211	American Literature I
ENG 212	American Literature II
ENG 221	World Literature I
ENG 222	World Literature II
ENG 231	Modern Novel
ENG 233	Crime and Detective Fiction
ENG 235	Survey of Women Writers
ENG 237	Introduction to Science Fiction
ENG 238	Literature of the Supernatural
ENG 239	Baseball Literature

VIII **Social Science Electives** (3 credits)

ECO 201	Microeconomics
ECO202	Macroeconomics
GOV 105	Introduction to Political Science
GOV 201	American Government
GOV 211	State & Local Government
GOV 212	The American Presidency
GOV 217	Comparative Government
GOV 290	Special Topics in Government
HIS 101	United States History I

HIS 102	United States History II
HIS 107	Colonial America
HIS 111	History of Western Civilization I
HIS 112	History of Western Civilization II
HIS 201	History of the Middle East
HIS 221	Late Imperial China
HIS 222	China in the 20th Century
HIS 230	The French Revolution and Napoleon
HIS 240	History of the Cold War
HIS 260	The Civil War and Reconstruction
HIS 280	History of Plymouth
HIS 290	Special Topics in History
SOC 102	Contemporary Social Issues
SOC 105	Sociology of Deviance
SOC 112	Interpersonal Communication
SOC 116	Intercultural Communication
SOC 120	Sociology of Medicine, Illness, & Health
SOC 140	Aging in America
SOC 150	Women in Society
SOC 155	Race, Class, Gender, Social Justice
SOC 156	Media in Social Perspective
SOC 201	Cultural Anthropology
SOC 203	Sociology of the Family

IX Behavioral Science Electives (3 credits)

PSY 101	General Psychology
PSY 103	Child Development
PSY 201	Child Psychology
PSY 203	Adolescent Psychology
PSY 205	Psychology of Change
PSY 210	Psychology of Learning
PSY 212	Group Dynamics
PSY 215	Abnormal Psychology
PSY 216	Growth & Development
PSY 221	Health Psychology
PSY 280	Research Design & Methodology
PSY 230	Sport Psychology
PSY 231	Psychology of Gender & Culture
PSY 290	Introduction to Social Psychology
SOC 101	General Sociology
SOC 102	Contemporary Social Problems
SOC 105	Sociology of Deviance
SOC 112	Interpersonal Communication
SOC 116	Intercultural Communication
SOC 120	Sociology of Medicine, Illness, and Health
SOC 140	Aging in America
SOC 150	Women in Society
SOC 155	Race, Class, Gender, Social Justice
SOC 156	Media in Social Perspective
SOC 201	Cultural Anthropology
SOC 203	Sociology of the Family

ACCOUNTING

Associate in Science Degree

Program Description

The Accounting Program is a major within the Division of Professional Programs that is designed to prepare students for entry level accounting positions, or to provide further advancement for those already employed in the accounting profession. The program design includes the core curriculum, a general business core, skills courses, and courses specific to the accounting profession.

Program Outcomes

At the completion of the program the student should be able to:

- Communicate effectively about accounting information
- Perform basic mathematical calculations in accounting, finance, and general business
- Discuss the role of accounting managers
- Apply the fundamental principles and methods of financial accounting in analyzing business transactions
- Identify the impact of business transactions upon financial statements
- Use accounting information to support business decision making
- Apply principles of cost accounting to analyze a firm's costs
- Discuss Generally Accepted Accounting Principles (GAAP)
- Identify the impact micro and macroeconomic variables have upon businesses and their financial statements
- Perform computerized financial analysis
- Discuss the ethical issues faced by accounting majors

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

ACC 101 Accounting I	3 credits
ACC 102 Accounting II	3 credits
ACC 201 Accounting III	3 credits
ACC 205 Managerial Accounting	3 credits
ACC 209 Federal Taxation	3 credits
BUS 101 Introduction to Business	
or	
MGT 201 Principles of Management	3 credits
BUS 220 Business Ethics	3 credits
ECO 201 Microeconomics	3 credits
ECO 202 Macroeconomics	3 credits
ENG 111 Speech	3 credits
ENG 224 Writing for Professionals	3 credits
LAW 201 Business Law or	3 credits
LAW 235 Law of Business Organizations	3 credits
Program Elective	3 credits

Total credits required for graduation 64 credits

Program Electives

ACC 103 Forensic Accounting	3 credits
ACC 120 Introduction to Bookkeeping	3 credits
ACC 202 Accounting IV	3 credits
ACC 207 Municipal Accounting & Finance	3 credits
ACC 297 Accounting Internship	3 credits
CSA 217 Spreadsheet Design	3 credits
CSA 220 Computerized Accounting	3 credits
FIN 202 Health Care Finance	3 credits
FIN 205 Investments	3 credits
FIN 220 Principles of Finance	3 credits
MAT 107 Statistics	3 credits
MGT 235 Financing a Small Business	3 credits

BIOLOGY

Associate in Science Degree

Program Description

This program is for students who seek a career in biological sciences. Students will attain a solid foundation in science after taking introductory biology, chemistry, and math courses. Students will have the opportunity to hone their writing and critical-thinking skills while taking courses from the liberal arts department. In the second year, students will take more advanced program electives to be better prepared to enter a bachelor's program. By the end of their studies, students should be prepared to continue their education in a four-year biology, biotechnology, or medically-related program or to enter the workforce in an entry-level position in biology.

Program Outcomes

At the completion of this program, the student should be able to:

- Apply knowledge of biological facts and concepts
- Collect accurate and meaningful data and derive reasonable conclusions from its analysis
- Apply analytical thinking and scientific method in designing experiments and problem solving
- Analyze and apply fundamental concepts and techniques to scientific issues as part of team based tasks
- Synthesize information and show effective written, verbal, and graphical communication skills

The College Core Requirements

BIO 111	General Biology w/lab	4 credits
	Computer Science Core	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II*	3 credits
	History/Government Core	3 credits
IDS 167	First Year Seminar	3 credits
MAT 113	Precalculus* or higher level math course	3 credits
	Social Science/Psychology Core	3 credits

Program Requirements

BIO 112	General Biology II w/lab*	4 credits
BIO 204	Genetics w/lab*	5 credits
BTC 210	Biochemistry w/lab*	4 credits
BTC 240	Seminar in Biotechnology*	1 credit
CHE 121	Chemistry I w/lab*	4 credits
CHE 122	Chemistry II w/lab*	4 credits
MAT 107	Statistics	3 credits
	Program Electives	8 credits
	General Elective***	3 credits

***one of the below courses is highly recommended

Minimum credits required for graduation 61 credits

Program Electives

BIO 131	Anatomy & Physiology I w/lab*	4 credits
BIO 132	Anatomy & Physiology II w/lab*	4 credits
BIO 251	Microbiology w/lab*	4 credits
BIO 160	Marine Ecology w/lab*	4 credits
BIO 2XX	Advanced Topics in Biology (in development)	3 credits
BIO 297	Natural Science Internship*	3 credits
CHE 213	Organic Chemistry I w/lab*	5 credits
CHE 214	Organic Chemistry II w/lab*	5 credits
ENV 101	Intro. Environmental Studies w/lab	4 credits
PHY 111	General Physics I w/lab*	4 credits
PHY 112	General Physics II w/lab*	4 credits
PHY 211	College Physics I w/lab*	4 credits
PHY 212	College Physics II w/lab*	4 credits

Additional Information

*MAT 103 College Algebra is a pre-requisite for MAT 113.

BIOTECHNOLOGY & GOOD MANUFACTURING PRACTICE

Associate in Science Degree

Program Description

The Biotechnology Program is designed to prepare students for entry-level positions in the biomanufacturing industry. Students will develop a broad laboratory science-based background through courses focused in the life and chemical sciences, and will obtain industry-specific knowledge in the areas of quality control (QC), process development (PD), and upstream and downstream processing, while following current, good manufacturing practices (cGMP). In addition, students will learn valuable laboratory techniques and instrumentation, and develop critical thinking skills. Upon successful completion of the program, students may enter the workforce directly as entry-level laboratory technicians or research assistants, or may transfer to a four-year university to continue their studies at the baccalaureate level.

Program Outcomes

At the completion of this program, the student should be able to:

- Practice ethical standards of integrity, honesty, and fairness in scientific practices and professional conduct
- Apply appropriate computer software and hardware skills to accomplish biotechnology lab tasks
- Demonstrate technical knowledge of specialized techniques and instrumentation relating to biomanufacturing
- Communicate thoughts, orally and in writing, in a clear well-organized manner that effectively informs scientific principles and lab techniques
- Perform basic molecular biology & biochemical techniques
- Apply GMP documentation to biomanufacturing
- Perform all aspects of upstream and downstream processing in biomanufacturing
- Develop critical thinking skills to solve complex scientific problems

The College Core Requirements

BIO 111	Biology	4 credits
Computers Science Core		3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
History/Government Core		3 credits
IDS 167	First Year Seminar	3 credits
MAT 103	College Algebra	3 credits
Social Science/Psychology Core		3 credits

Program Requirements

BIO 151	Microbiology w/Lab	4 credits
BTC 101	Introduction to Biotechnology w/Lab ¹	4 credits
BTC 220	Biomanufacturing I ¹	4 credits
BTC 230	Biomanufacturing II ¹	4 credits
BTC 250	Biomanufacturing III	2 credits
BTC 210	Biochemistry w/Lab	4 credits
BTC 240	Seminar in Biotechnology	1 credit
CHE 121	General Chemistry I w/Lab ¹	4 credits
CHE 122	General Chemistry II w/Lab	4 credits
MAT 106	Quantitative Reasoning or	
MAT 107	Statistics	3 credits
PHL 103	Medical Ethics	3 credits
Program Electives		3-4 credits

Program Electives

BTC 260	Chromatography	4 credits
BTC 270	Chromatography II	4 credits
BTC 297	Biotechnology and Compliance Internship ¹	3 credits
CHE 213	Organic Chemistry I w/Lab	4 credits
ENV 101	Introduction to Environmental w/Lab	4 credits
PHY111	General Physics I w/Lab	4 credits

Total credits required for graduation 65-66 credits

Additional Information

1. All Biotech courses should be taken sequentially and any changes should be approved by the Chair of Biotechnology & Good Manufacturing Practices Program. The Chair can be reached via phone (617) 984-1669.

Please note that some courses in the curriculum for the degree may require prior completion of a prerequisite course that is not specifically required for the degree. In such cases, the prerequisite course must be completed even though it is not part of the degree requirement.

BUSINESS

Associate in Science Degree

Program Description

The Business Program is designed to assist students who anticipate transferring to Baccalaureate Degree-granting institutions. The purpose of the Program is to make possible transfer into such institutions and enhance students' success in those programs. The Business Program is a program which allows the student greater flexibility in selecting courses that will match the program requirements of the school to which the student intends to transfer. Quincy College has a number of transfer/articulation agreements in place to facilitate easy mobility from Quincy College to the transferring institution.

Program Outcomes

At the completion of this program, the student should be able to:

- Communicate effectively about management issues
- Perform basic mathematical calculations in general business and accounting
- Explain the role of the business manager
- Identify the impact of business transactions upon financial statements
- Discuss the principles of marketing and the distribution of goods and services
- Discuss the practical and legal issues involved in hiring, training, compensating, and evaluating employees
- Discuss the ethical issues faced by business managers
- Discuss the economic principles underlying the behavior of firms and the performance of microeconomics
- Identify the impact of macroeconomic variables upon businesses
- Prepare students for acceptance into and success in business programs at Baccalaureate Degree-granting institutions
- Permit students to transfer to such Baccalaureate Degree-granting institutions with no loss of credits or minimal loss of credits

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

ACC 101 Accounting I	3 credits
ACC 102 Accounting II	3 credits
BUS 101 Introduction to Business	3 credits
ECO 201 Microeconomics	3 credits
ECO 202 Macroeconomics	3 credits
Humanities Elective	3 credits
Literature Elective	6 credits
Math Elective	3 credits
Program Electives	9 credits

Total credits required for graduation 61 credits

Program Electives

ACC 205 Managerial Accounting	3 credits
BUS 297 Business Internship	3 credits
BUS 211 Introduction to International Business	3 credits
BUS 220 Business Ethics (<i>strongly recommended</i>)	3 credits
BUS 230 Organizational Communication	3 credits
CJS 215 White-Collar Crime	3 credits
MGT 201 Principles of Management	3 credits
MGT 203 Human Resource Management	3 credits
MKT 201 Principles of Advertising	3 credits
MKT 202 Principles of Marketing	3 credits

BUSINESS MANAGEMENT

Associate in Science Degree

Program Description

The Business Management Program is designed to prepare students for entry level positions in business management, and to provide additional skills and knowledge to those already employed in business professions. The program includes the core curriculum, a general business core, skills courses, and courses specific to the management profession.

Program Outcomes

At the completion of this program, the student should be able to:

- Communicate effectively about management issues
Perform basic mathematical calculations in general business and accounting
- Explain the role of the business manager
Identify the impact of business transactions upon financial statements
- Discuss the principles of marketing and the distribution of goods and services
- Explain price policy and channels of distribution
- Identify the role of customer service in a business strategy
- Discuss the practical and legal issues involved in hiring, training, compensating, and evaluating employees
- Discuss the ethical issues faced by business managers
- Discuss the economic principles underlying the behavior of firms and the performance of microeconomics
- Identify the impact of macroeconomic variables upon businesses
- Perform computerized business analysis

The College Core Curriculum

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core	4 credits
Social Science/Psychology	3 credits

Program Requirements

ACC 101	Accounting I	3 credits
ACC 102	Accounting II	3 credits
BUS 101	Introduction to Business	3 credits
BUS 220	Business Ethics	3 credits
	Communications Elective ¹	3 credits
	Computer Elective	3 credits
ECO 201	Microeconomics	3 credits
ECO 202	Macroeconomics	3 credits
	Math Elective	3 credits
	Program Electives	12 credits

Total credits required for graduation

64 credits

Program Electives

ACC 103	Forensic Accounting	3 credits
ACC 120	Introduction to Bookkeeping	3 credits
ACC 201	Accounting III	3 credits
ACC 202	Accounting IV	3 credits
ACC 205	Managerial Accounting	3 credits
ACC 209	Federal Taxation	3 credits
BUS 202	Principles of Customer Service	3 credits
BUS 204	Human Relation in Org.	3 credits
BUS 211	Intro. to International Business	3 credits
BUS 230	Organizational Communication	3 credits
BUS 297	Business Management Internship	3 credits
CJS 215	White-Collar Crime	3 credits
FIN 202	Healthcare Finance	3 credits
FIN 203	Credit Management	3 credits
FIN 215	Investments	3 credits
FIN 220	Principles of Finance	3 credits
INS 100	Risk Management & Insurance	3 credits
LBR 150	Labor Law & Legislation	3 credits
LBR 152	Employee Benefit Law & Admin.	3 credits
MGT 201	Principles of Management	3 credits
MGT 202	Sales Management	3 credits
MGT 203	Human Resources Management	3 credits
MGT 206	Managing a Nonprofit	3 credits
MGT 230	Entrepreneurship & Small Business Mgmt.	3 credits
MGT 235	Financing a Small Business	3 credits
MGT 240	Project Management	3 credits
MKT 201	Principles of Advertising	3 credits
MKT 202	Principles of Marketing	3 credits
LAW 201	Business Law I	3 credits
LAW 235	Law of Business Organizations	3 credits

Additional Information

1. Communications Elective must be one of the following: ENG 111, SOC 112, or SOC 116

COMPUTER SCIENCE: MEDIA ARTS

Associate in Science Degree

Program Description

The Computer Science Program is a program that is designed to prepare students for a variety of entry level positions in a networked environment within the computer science industry, and to provide additional training or further advancement to those already employed in the computer science profession. The program design includes the core curriculum, a general computer science core, skills courses, and courses specific to the computer science areas. Students may choose to concentrate their studies in Computer Science Programming, Networking, or Media Arts.

Program Outcomes

At the completion of this program, the student should be able to:

- Develop a concept into a message and communicate that message effectively
- Create a method, or treatment, to deliver the message through sound, motion, graphics and editing
- Write an audio/video script and construct a story board
- Manage a production timeline and create a shoot list for production
- Analyze equipment and time to budget production needs
- Make custom music tracks, apply filters for effect and refine the edit process
- Identify, assemble, and insert editing methods
- Apply digital effects to create scene-to-scene transitions
- Create text graphics in roll, crawl and superimpose applications
- Manage and store digital assets and final programs
- Create basic animation for video and animated text to complement video programs
- Construct special effects for multimedia presentations
- Create animation with moving video frames and build 3D objects
- Use imported layers and devise effects for Web and DVD formats
- Set-up and operate a video camera, and organize and manage digital assets
- Use supplementary microphones to capture audio files
- Assemble a video program using non-linear editing software

The College Core Curriculum

IDS 167	First Year Seminar	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
CSI 101	Intro to Computer Science	3 credits
	Social Science/Psychology Core	3 credits
	History/Government Core	3 credits
	Math Core	3 credits
	Natural Science Core w/Lab	4 credits

Program Requirements

ART 119	Photography I	3 credits
IDS 120	History of TV	3 credits
CSA 225	Desktop Publishing	3 credits <i>or</i>
CSA227	Website Design	
CSA 150	Introduction to Digital Video	3 credits
CSA 151	Project Development	3 credits
CSA 152	Video Editing	3 credits
CSA 154	Video Animation	3 credits
CSA 156	Final Cut Pro	3 credits
CSA 201	Capstone Project	3 credits
	Program Concentration Courses	12 credits

Total credits required for graduation 64 credits

Program Concentration Courses

ART 120	Photojournalism	3 credits
ART 103	Line, Color & Design	3 credits
ART 229	American Film	3 credits
ART 230	Art & Society	3 credits
CSA 225	Desktop Publishing	3 credits
CSA 227	Website Design	3 credits
CSA 228	Computer Graphic Application	3 credits
CSA 229	Website Development	3 credits
ENG 111	Speech	3 credits
SOC 112	Interpersonal Communication	3 credits
SOC 156	Media in Social Perspective	3 credits

This program is not accepting new students.

COMPUTER SCIENCE: NETWORKING

Associate in Science Degree

Program Description

The Computer Science Program is a program that is designed to prepare students for a variety of entry level positions in a networked environment within the computer science industry, and to provide additional training or further advancement to those already employed in the computer science profession. The program design includes the core curriculum, a general computer science core, skills courses, and courses specific to the computer science areas. Students may choose to concentrate their studies in Computer Science Programming or Networking.

Program Outcomes

At the completion of this program, the student should be able to:

- Discuss how computers, data processing, networking and telecommunications have changed practices in medicine, science and business
- Demonstrate a mastery of fundamental skills in mathematics, written communication, and keyboarding
- Identify the major hardware and software components of a computer system
- Utilize a computer and the systems approach to solve algorithmic problems
- Describe CPU structure and function and discuss computer design trends
- explain fundamental programming aspects such as conditional branching and looping, and use flowcharts and pseudo code for solving problems
- Demonstrate how to organize directory and file manipulation commands, and create shell enhancements
- Explain terminology used in the information processing environment
- Discuss the concepts of interconnected structures and digital logic
- Demonstrate the use of screen editors, flowcharting, coding and debugging using several structured programming languages
- Describe the issues of software development, software piracy, and viruses
- Demonstrate the use of application software packages in word processing, creating spreadsheets, database management and graphic presentations
- Explain the impact computers have on the "Global Village" and discuss the impact of computer technology on issues of individual privacy
- Describe the issues involved in business information systems including networking, system design and system implementation

- Demonstrate a mastery of modern information communications issues including Internet, Intranet and Local Area

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core ¹	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

BUS 202 Principles of Customer Service or	
BUS 220 Business Ethics	3 credits
CSI 111 Digital Computer Hardware	3 credits
CSI 116 Introduction to Programming	3 credits
CSI 217 Operating Systems	3 credits
CSI 226 UNIX with Linux	3 credits
CSI 242 Computer Systems Security	3 credits
CSI 244 Networking I	3 credits
CSI 245 Networking II	3 credits
CSI 246 Networking III (Capstone)	3 credits
Program Elective Courses	6 credits
SOC 112 Interpersonal Communication	3 credits

Total credits required for graduation 61 credits

Program Electives

CSA 213 Database Management	3 credits
CSI 235 Computer Architecture	3 credits
CSI 243 Server Based Operating Systems	3 credits
CSI 247 Fundamentals of Structured Query Language	3 credits
CSI 265 Linux System Administration	3 credits
CSI 297 Internship	3 credits
MAT Math Elective (higher than MAT 103)	3 credits

Additional Information

1. PHY 111 General Physics w/Lab recommended for Natural Science Core

COMPUTER SCIENCE: PROGRAMMING

Associate in Science Degree

Program Description

The Computer Science Program is a program that is designed to prepare students for a variety of entry level positions in a networked environment within the computer science industry, and to provide additional training or further advancement to those already employed in the computer science profession. The program design includes the core curriculum, a general computer science core, skills courses, and courses specific to the computer science areas. Students may choose to concentrate their studies in Computer Science Programming or Networking.

Program Outcomes

At the completion of this program, the student should be able to:

- Summarize how computers, data processing, and networking have changed practices in society, business, science and medicine.
- Describe the role of major hardware and software components of a computer.
- Apply structured methodologies to design, implement, document, test, and debug computer programs.
- Differentiate between procedural and object-oriented programming.
- Evaluate and implement various data structures to solve coding problems.
- Design a relational database with queries, forms, and reports.
- Describe the technologies used in computer networks.

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II*	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
MAT 103 College Algebra	3 credits
PHY 111 General Physics I w/Lab*	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

CSA 213 Database Management	3 credits
CSI 107 C++ Programming*	3 credits
CSI 108 Advanced C++*	3 credits
CSI 116 Introduction to Programming	3 credits
CSI 218 Data Structures*	3 credits
CSI 226 UNIX with Linux	3 credits
CSI 244 Networking I	3 credits
Program Electives	15 credits

Total credits required for graduation 61 credits

Program Electives

ACC 101 Accounting I	3 credits
CSA 217 Spreadsheet Design for Business Solutions*	3 credits
CSA 227 Website Design	3 credits
CSA 229 Web and Mobile Development with JavaScript*	3 credits
CSI 150 Introduction to Game Development with Unity	3 credits
CSI 207 System Design and Analysis	3 credits
CSI 217 Operating Systems*	3 credits
CSI 229 Visual Basic*	3 credits
CSI 233 Java Programming*	3 credits
CSI 235 Computer Architecture*	3 credits
CSI 237 Advanced Java*	3 credits
CSI 247 Advanced Database Management*	3 credits
CSI 248 Building Web Applications with Ruby on Rails*	3 credits
CSI 249 Advanced Game Development*	3 credits
CSI 255 C# Programming*	3 credits
CSI 257 Android Development*	3 credits
CSI 261 Robotics Programming*	3 credits
CSI 262 Advanced Robotics Programming*	3 credits
CSI 265 Linux System Administration*	3 credits
CSI 297 Computer Science Internship*	3 credits
MAT 113 Precalculus*	3 credits
MAT 204 Calculus I B*	4 credits

*Indicates course requires the completion of a prerequisite.

CRIMINAL JUSTICE

Associate in Science Degree

The Quincy College Criminal Justice Program is designed to prepare individuals for the various aspects of Criminal Justice in the region. The program options available to students offer several routes of preparation. In any Criminal Justice course, students may find themselves in classrooms with police officers, private security professionals, government agency staff, and prospective social scientists. Students are encouraged to carefully review each Criminal Justice track, and the options available within each, in order to more effectively identify the program best suited for their career and personal goals.

Program Description

The Criminal Justice Program is designed to assist students who anticipate transferring to Criminal Justice programs at Baccalaureate Degree-granting institutions. The purpose of the Program is to make possible transfer into such institutions and enhance the likelihood of students' success in those programs. The Criminal Justice Program allows the student greater flexibility in selecting courses that will match the program requirements of the school to which the student intends to transfer.

Program Outcomes

At the completion of this program, the student should be able to:

- Demonstrate knowledge of the structure and functions of the police, courts, and corrections
- Analyze how theories of criminal behavior explain such behavior, and how those theories relate to the criminal justice system
- Describe major court decisions related to crime and criminal procedure and how those decisions influence the behavior of those working in or involved with the criminal justice system
- Describe the Constitutional rights in the United States of those accused of a crime, and explain why those rights exist
- Analyze the criminal justice process from initial contact with the police to appeals
- Explain the substance, purpose, and function of criminal law
- Distinguish between the features and purposes of the adult court system and the juvenile court system

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core	4 credits
PSY 101 General Psychology	3 credits

Program Requirements

CJS 101 Introduction to Criminal Justice	3 credits
CJS 103 Criminology	3 credits
CJS 107 Juvenile Delinquency	3 credits
CJS 109 Criminal Law	3 credits
CJS 121 Criminal Procedure	3 credits
General Elective	3 credits
Humanities Elective	3 credits
Program Electives	15 credits
SOC 101 General Sociology	3 credits

Total credits required for graduation 64 credits

Program Electives

CJS 104 Law Enforcement & Society	3 credits
CJS 105 Criminal Evidence & Investigation	3 credits
CJS 108 Criminal Justice Ethics	3 credits
CJS 111 Criminal Justice Administration	3 credits
CJS 113 Drugs and Society	3 credits
CJS 122 Conflict & Dispute Resolution	3 credits
CJS 202 Introduction to Corrections	3 credits
CJS 204 Probation, Parole & Community Corrections	3 credits
CJS 211 Introduction to Security Procedures	3 credits
CJS 213 Security Administration	3 credits
CJS 215 White-Collar Crime	3 credits
CJS 221 Domestic Violence	3 credits
CJS 224 Unequal Justice	3 credits
CJS 297 Internship	3 credits
HSV 200 Human Behavior in the Social Environment	3 credits
HSV 205 Substance Abuse Studies	3 credits
HSV 260 Diverse Populations	3 credits
LAW 207 United States Judicial Systems	3 credits
LAW 210 American Constitutional Law	3 credits
SOC 102 Contemporary Social Problems	3 credits

CRIMINAL JUSTICE: LAW ENFORCEMENT

Associate in Science Degree

The Quincy College Criminal Justice Program is designed to prepare individuals for the various aspects of Criminal Justice in the region. The program options available to students offer several routes of preparation. In any Criminal Justice course, students may find themselves in classrooms with police officers, private security professionals, government agency staff, and prospective social scientists. Students are encouraged to carefully review each Criminal Justice track, and the options available within each, in order to more effectively identify the program best suited for their career and personal goals.

Program Description

The Criminal Justice/Law Enforcement Program is designed to prepare student for entry level positions in the criminal justice profession or to provide additional training or further advancement for those already employed in the criminal justice field by emphasizing courses in the theory and practice of Criminal Justice and closely related topics.

Program Outcomes

At the completion of this program, the student should be able to:

- Demonstrate knowledge of the structure and functions of the police, courts, and corrections
- Analyze how theories of criminal behavior explain such behavior, and how those theories relate to the criminal justice system
- Describe major court decisions related to crime and criminal procedure and how those decisions influence the behavior of those working in or involved with the criminal justice system
- Describe the Constitutional rights in the United States of those accused of a crime, and explain why those rights exist
- Analyze the criminal justice process from initial contact with the police to appeals
- Explain the substance, purpose, and function of criminal law
- Distinguish between the features and purposes of the adult court system and the juvenile court system

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core ¹	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

CJS 101 Introduction to Criminal Justice	3 credits
CJS 103 Criminology	3 credits
CJS 107 Juvenile Delinquency	3 credits
CJS 109 Criminal Law	3 credits
CJS 121 Criminal Procedure	3 credits
CJS 108 Criminal Justice Ethics	3 credits
Humanities Elective	6 credits
Program Electives	15 credits

Total credits required for graduation 64 credits

Program Electives

CJS 104 Law Enforcement & Society	3 credits
CJS 105 Criminal Evidence & Investigation	3 credits
CJS 111 Criminal Justice Administration	3 credits
CJS 113 Drugs and Society	3 credits
CJS 117 Crisis Intervention	3 credits
CJS 122 Conflict & Dispute Resolution	3 credits
CJS 131 Introduction to Homeland Security	3 credits
CJS 132 Weapons of Mass Destruction	3 credits
CJS 215 White-Collar Crime	3 credits
CJS 221 Domestic Violence	3 credits
CJS 224 Unequal Justice	3 credits
CJS 225 Victimology	3 credits
CJS 297 Internship	3 credits
LAW 210 American Constitutional Law	3 credits
SOC 102 Contemporary Social Problems	3 credits
SOC 105 Sociology of Deviance	3 credits
SOC 112 Interpersonal Communication	3 credits
SOC 203 Sociology of the Family	3 credits

Additional Information

1. CHE 103 Intro to Forensic Sci. w/Lab recommended for Natural Science Core

EARLY CHILDHOOD EDUCATION

Associate in Science Degree

Program Description

Increasingly, American families find the need for safe, certified day care for children. Essential to the success of any day care operation is the availability of qualified professionals. The Quincy College program in Early Childhood Education is designed to assist students in meeting requirements of the Department of Early Education and Care (EEC) and the needs of employers. Students receive a broad based exposure to Early Childhood Education.

Please Note:

All ECE and EDU students must complete a CORI and a SORI (including finger printing), prior to their acceptance into the ECE/EDU program. It is the responsibility of the student to complete this so that they will be able to do field observations during the program. Most local police stations will perform SORIs/fingerprinting for a fee. CORIs will be performed at the site chosen to complete your observation/field experience hours.

Students who plan to complete a field placement must contact the faculty coordinator by May for a fall semester placement and by December for a spring semester placement.

Program Outcomes

At the completion of this program, the student should be able to:

- Describe young children's diverse characteristics and their educational and holistic needs, from birth through age eight.
- Evaluate the goals, benefits, and uses of assessment and use systematic observation, documentation and other effective assessment strategies to positively influence the development of all children.
- Design, implement and evaluate developmentally appropriate curriculum that positively influence each child's individual development and learning, taking into account age, characteristics, and culture.
- Use social, economic, and cultural issues facing schools and families to create respectful, reciprocal relationships with families and communities.
- Integrate knowledge from a variety of sources including ethical guidelines and professional standards toward becoming reflective, life-long learners within the education community.
- Apply respectful approaches to provide young children with skills to self-direct/self-regulate and to resolve conflicts/challenges.

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II*	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core	4 credits
PSY 101 General Psychology	3 credits

Program Requirements

EDU 101 Intro to Early Childhood Education ¹	3 credits
EDU 105 Curriculum for the Preschool Child ¹	3 credits
EDU 107 Health and Nutrition for Preschoolers	3 credits
EDU 117 Positive Guidance Young Child ¹	3 credits
EDU 210 ECE Seminar*	3 credits
EDU 222 Children with Special Needs ¹	3 credits
EDU 320 ECE Field Experience* ²	6 credits
Humanities Electives	3 credits
PSY 103 Child Development ¹	3 credits
Program Elective	6 credits
SOC 101 General Sociology	3 credits

Total credits required for graduation 64 credits

Program Electives

EDU 110 Observation & Participation*	3 credits
EDU 115 Children's Literature	3 credits
EDU 118 Math in Early Childhood*	3 credits
EDU 216 Dynamics of Play	3 credits
EDU 218 Infant/Toddler Development & Curriculum	3 credits
EDU 250 Management & Supervision in ECE Centers*	3 credits
EDU 317 Financial Management for Day Care Administrators	3 credits
PSY 201 Child Psychology	3 credits

Additional Information

1. Students must complete the following college level courses with a grade of "C" (73%) or higher: EDU 101, EDU 105, EDU 117, PSY 103, and EDU 222 and receive written permission from the faculty who coordinate the Early Childhood Program to be eligible for a field placement.
2. Admission to the program does not guarantee a field replacement. An overall GPA of 2.0, or higher, is required in order to be placed in a field experience.

*Indicates course requires completion of a prerequisite.

ELEMENTARY EDUCATION

Associate in Science Degree

Program Description

Many students at Quincy College have long range goals to continue their education and pursue a Bachelor's Degree. The Elementary Education Program is designed to prepare students who wish to become elementary teachers. It seeks to attract students who are interested in working in public/private school settings with children in grades 1-6. A solid foundation in Liberal Arts will allow students flexibility in selecting courses that will match program requirements of the schools that the students would like to attend. The general education courses will enable the students to continue their studies beyond the Associate's Degree.

Note: Students enrolled in the program will be required to have a Criminal Offender Record Information (CORI) check completed as required by elementary schools.

Program Outcomes

At the completion of this program, the student should be able to:

- Explain in writing and orally the responsibilities of the teaching profession
- Demonstrate in writing and orally the major principles of learning namely, behavioral, cognitive, and constructivist
- Articulate thoughts in English in a coherent, unified, well-structured manner
- Efficiently access, process, and assess information
- Demonstrate an appreciation of the variety of expression and ethical issues in diverse fields
- Draw logical conclusions from qualitative and quantitative data presented in both graphic and narrative form
- Demonstrate a mastery of the fundamental skills in using computer technology
- Explain the nature and societal implications of global relationships among diverse cultures

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/lab	4 credits
Social Science/Psychology Core ¹	3 credits

Program Requirements

EDU 120 Int. to Education	3 credits
Humanities Electives	6 credits
Literature Electives	6 credits
PSY 103 Child Development	3 credits
PSY 210 Psychology of Learning	3 credits
SOC 101 General Sociology	3 credits
General Electives	12 credits

Total credits required for graduation 61 credits

Additional Information

All ECE and EDU students must complete a CORI and a SORI (including finger printing), prior to their acceptance into the ECE/EDU program. It is the responsibility of the student to complete this so that they will be able to do field observations during the program. Most local police stations will perform SORIs/fingerprinting for a fee. CORIs will be performed at the site chosen to complete your observation/field experience hours.

1. PSY101 General Psychology recommended for Social Science/Psychology Core.

ENGINEERING TECHNOLOGY

Associate in Science Degree

Program Description

The Engineering Technology Associate Degree provides students with the knowledgebase required to become Engineering Technicians in the areas of electrical and electronic systems. Additional coursework in electromechanical principles and robotics will aid in pursuing employment opportunities in the emerging 3D printing and robotics engineering fields. Upon successful completion of the program students will be able to provide the technical knowledge and know how to assist and support design engineers that develop new products in a variety of different fields. Although the curriculum is designed to facilitate those students wishing to develop a career in Engineering Technology some students may find opportunity in continuing their education at institutions offering a Bachelor of Science degree in engineering. Additional college courses in science and mathematics may be required to build sufficient credits to transfer into a baccalaureate program.

Program Outcomes

At the completion of this program, the student should be able to:

- Identify a wide variety of electrical and/or electronic circuit elements
- Read and evaluate electronic component specifications and schematics
- Knowledge of test instruments and use in measuring electronic subsystem and component performance
- Apply AC/DC circuit theory to design, analyze, troubleshoot and correct electronic circuits consisting of analog and digital circuits
- Record and effectively communicate observed test data
- Skill in the assembly and integration of electronic subsystems
- Write and use software for command and control of electronic subassemblies
- Knowledge of electrical, electronic and mechanical component interaction as they pertain to robotic assemblies
- Possess computer skills in the preparation of technical documents, analysis of observed data, project management, implementing simple software programs and the creation of presentation materials

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
MAT 103 College Algebra	3 credits
Social Science/Psychology Core	3 credits

Program Requirements

CSI 107 C++ Programming	3 credits
CSI 116 Introduction to Programming	3 credits
CSI 261 Robotics Programming	3 credits
EGR 101 Electrical Fundamentals	3 credits
EGR 105 Digital Electronic Circuits	3 credits
EGR 201 Electronics I	3 credits
EGR 202 Electronics II	3 credits
EGR 210 Microprocessors I	3 credits
EGR 211 Microprocessors II	3 credits
EGR 220 Computer Aided Design w/Lab	4 credits
EGR 230 Robotics Engineering (Capstone)	3 credits
MAT 113 Pre-Calculus	3 credits
PHY 111 General Physics I w/Lab	4 credits
PHY 112 General Physics II w/Lab	4 credits
Program Electives	3-4 credits

Total credits required for graduation 69-70 credits

Program Electives

CSI 111 Digital Computer Hardware	3 credits
CSI 263 Advanced Robotics Programming	3 credits
EGR 297 Internship	3 credits
MAT 204 Calculus 1 B	4 credits
MGT 240 Project Management	3 credits

EXERCISE SCIENCE & PERSONAL TRAINING

Associate in Science Degree

The Exercise Science & Personal Training program is designed for students who wish to continue their education in the field of exercise and fitness. Whether one chooses to train clients, work for a non-profit health related organization, or participate in health and fitness research, this program will allow students the opportunity to hone their skills as fitness professionals; develop their interpersonal communication and critical thinking skills; and become familiar with basic management principles that will aid them in forging a career in the fitness industry.

The Exercise Science/Personal Training Program is designed for students who wish to work toward American Council on Exercise (ACE) certification as well as those who anticipate transferring to a Baccalaureate Degree-granting institution. The course of study is interdisciplinary and includes the College core curriculum; courses specific to exercise, fitness, health care, business administration, as well as general liberal arts. The academic offerings of this program range from advanced fitness training courses that offer valuable, practical field experience to foundation courses and electives that will create the framework for further academic study.

Program Outcomes

At the completion of this program, the student should be able to:

- Name basic medical terms as they relate to clients' past medical history
- Summarize the basic anatomy and physiology of the human body
- Demonstrate the ability to write professionally
- Demonstrate the ability to verbally communicate the principles and benefits of exercise and physical fitness effectively
- Discuss the role and functions of personal trainers/exercise professionals
- Discuss the ethical issues related to the field of personal training/physical fitness
- Compare the traditional biomedical model of health care with a preventative/wellness model
- Analyze fitness regimens
- Design personalized training protocols for all ages (youth to adult); fitness levels (novice to advanced); and levels of health
- Implement personalized training protocols for all ages (youth to adult); fitness levels (novice to advanced); and levels of health

The College Core Requirements

BIO 111	General Biology w/Lab	4 credits
	Computer Science Core	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
	History/Government Core	3 credits
IDS 167	First Year Seminar	3 credits
	Math Core (MAT 100 or higher)	3 credits
SOC 112	Interpersonal Communication	3 credits

Program Requirements

BIO 131	Anatomy & Physiology I w/Lab	4 credits
EXS 101	Health Appraisal & Fitness Assessment	3 credits
EXS 102	Muscular & Cardiovascular Fitness	3 credits
EXS 115	Injury Prevention, Flexibility & Functional Training	3 credits
EXS 116	Strength Training & Endurance Exercise	3 credits
EXS 119	Bioenergetics & Biomechanics	3 credits
EXS 150	Nutrition for Fitness	3 credits
EXS 201	Youth & Senior Fitness	3 credits
EXS 202	Exercise Program Design	3 credits
EXS 204	Advanced Training Programs	3 credits
EXS 206	Fitness Facility Management	3 credits
	Program Elective	3 credits

Program Electives

BUS 101	Introduction to Business	3 credits
BUS 202	Principles of Customer Service	3 credits
EXS 297	Exercise Science Internship	3 credits
MGT 230	Entrepreneurship Small Bus Mgmt	3 credits
MKT 202	Principles of Marketing	3 credits
PSY 230	Sports Psychology	3 credits

Total credits required for graduation 62 credits

Additional Information

CPR Certification

Health Sciences students must be certified in CPR for the Health Care Provider. Documentation is required and must be provided to the Program Chair and must be effective throughout the program.

Drug Testing

Clinical partners may require drug screening of students placed at their facilities. These providers reserve the right to refuse and/or reject any student whose drug test fails to meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete the clinical practicum are ineligible for graduation.

The passing grade for all courses is "C" (73%). Students may not continue in the program if they receive less than a "C" in any course. Science courses must have been completed within the past five (5) years at the college level.

FINE ARTS DRAMA CONCENTRATION

Associate of Arts in Fine Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Think critically
- Think quantitatively
- Communicate effectively
- Use logic to acquire, assess, and integrate new information
- Explain the nature and societal implications of global relationships among diverse cultures
- Apply ethical criteria to a variety of intellectual, social, and personal situations
- Apply aesthetic criteria to a variety of intellectual, natural, artistic, and social phenomena
- Demonstrate a broad theoretical and practical knowledge of one field of study from among the liberal arts and science concentrations

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
Social Science/Psychology Core	3 credits

Fine Arts Program Requirements

ART 110 Theatre Arts I	3 credits
ART 230 Art & Society	3 credits
Drama Electives	18 credits
General Electives	12 credits
SOC 101 General Sociology	3 credits

Drama Concentration

ART 111 Theatre Arts II	3 credits
ART 112 Acting Workshop	3 credits
ART 114 Improvisation	3 credits
ART 150 Modern Drama	3 credits
ART 155 Theatre Production	3 credits
ART 297 Drama (Theatre) Internship	3 credits
ENG 151 Shakespeare	3 credits
ENG 252 International Film	3 credits

Total credits required for graduation 64 credits

FINE ARTS MUSIC CONCENTRATION

Associate of Arts in Fine Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Think critically
- Think quantitatively
- Communicate effectively
- Use logic to acquire, assess, and integrate new information
- Explain the nature and societal implications of global relationships among diverse cultures
- Apply ethical criteria to a variety of intellectual, social, and personal situations
- Apply aesthetic criteria to a variety of intellectual, natural, artistic, and social phenomena
- Demonstrate a broad theoretical and practical knowledge of one field of study from among the liberal arts and science concentrations

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
Social Science/Psychology Core	3 credits

Fine Arts Program Requirements

General Electives	12 credits
Music Elective	12 credits
MUS 101 Fundamentals of Music	3 credits
MUS 102 Class Keyboard	3 credits
MUS 103 Music Theory I	3 credits
MUS 104 Music Theory II	3 credits
SOC 101 General Sociology	3 credits

Music Concentration Electives

ART 201	Survey of Fine Arts I	3 credits
ART 230	Art & Society	3 credits
ENG 204	Poetry	3 credits
MUS 107	Music Appreciation	3 credits
MUS 108	Development of American Jazz	3 credits
MUS 109	History of Rock	3 credits
MUS 110	Music Across Cultures	3 credits
MUS 220	Band Management and the Music Business	3 credits

Total credits required for graduation 64 credits

FINE ARTS VISUAL ARTS CONCENTRATION

Associate of Arts in Fine Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Think critically
- Think quantitatively
- Communicate effectively
- Use logic to acquire, assess, and integrate new information
- Explain the nature and societal implications of global relationships among diverse cultures
- Apply ethical criteria to a variety of intellectual, social, and personal situations
- Apply aesthetic criteria to a variety of intellectual, natural, artistic, and social phenomena
- Demonstrate a broad theoretical and practical knowledge of one field of study from among the liberal arts and science concentrations

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
Social Science/Psychology Core	3 credits

Fine Arts Program Requirements

ART 100 Fundamentals of Visual Art	3 credits
ART 230 Art & Society	3 credits
General Electives	12 credits
SOC 101 General Sociology	3 credits
Visual Arts Electives	18 credits

Visual Arts Concentration Electives

ART 101 Basic Drawing	3 credits
ART 102 Advanced Drawing	3 credits
ART 103 Line, Color, & Design	3 credits
ART 115 Basic Painting	3 credits
ART 119 Photography I	3 credits
ART 120 Photography II	3 credits
ART 201 Survey of Fine Arts I	3 credits
ART 202 Survey of Fine Arts II	3 credits
CSA 228 Computer Graphics Applications	3 credits
ENG 252 International Film	3 credits

Total credits required for graduation 64 credits

GENERAL STUDIES CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Think critically
- Think quantitatively
- Communicate effectively
- Use logic to acquire, assess, and integrate new information
- Explain the nature and societal implications of global relationships among diverse cultures
- Apply ethical criteria to a variety of intellectual, social, and personal situations
- Apply aesthetic criteria to a variety of intellectual, natural, artistic, and social phenomena
- Demonstrate a broad theoretical and practical knowledge of one field of study from among the liberal arts and science concentrations

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
Social Science/Psychology Core	3 credits

General Studies Concentration Requirements

Behavioral Science Electives	9 credits
General Electives	6 credits
Humanities Electives	9 credits
Math/Natural Science Electives	6-8 credits
Social Science Electives	9 credits

Total credits required for graduation 64-66 credits

HEALTHCARE ADMINISTRATION

Associate in Science Degree

Program Description

The Health Care Administration Program is mainly designed for students who anticipate transferring to a baccalaureate degree-granting institution. The course of study is interdisciplinary and includes the college core curriculum and courses specific to administration and health care as well as general liberal arts. Within this program students may choose the Medical Billing and Coding option.

Program Outcomes

At the completion of this program, the student should be able to:

- Communicate effectively about administrative principles
- Discuss the ethical issues related to health care and administration
- Discuss the role and functions of a database
- Perform basic mathematical calculations in general business
- Compare US health care organizations to other countries
- Summarize basic human body systems
- Name basic medical terminology prefixes, suffixes and root words
- Analyze health care finance issues and structures
- Identify the role of customer service as a business strategy in health care
- Demonstrate the ability to write professionally
- Demonstrate the ability to communicate verbally.
- Transfer credits to a Baccalaureate Degree-granting institution

The College Core Curriculum

CSI 101	Introduction to Computer Science	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
	History/Government Core	3 credits
IDS 167	First Year Seminar	3 credits
	Math Core	3 credits
	Natural Science Core ¹	4 credits
PSY 101	General Psychology	3 credits

Program Requirements

BUS 101	Introduction to Business	3 credits
BUS 202	Principles of Customer Service	3 credits
CSA 213	Database Management	3 credits
ENG 224	Writing for Professionals	3 credits
FIN 202	Healthcare Finance	3 credits
HCA 104	Healthcare Delivery Systems	3 credits
HSC 107	Orientation to Healthcare	1 credit
HSC 140	Medical Terminology	3 credits
IDS 155	Critical Thinking & Writing	3 credits
PHL 103	Medical Ethics	3 credits
	Program Electives	6 credits
SOC 112	Interpersonal Communication	3 credits

Total credits required for graduation **62 credits**

Program Electives

ACC 101	Accounting I	3 credits
ARA 101	Arabic I	3 credits
BUS 211	Intro to International Business	3 credits
BUS 220	Business Ethics	3 credits
CHN 101	Chinese I	3 credits
ENG 111	Speech Communication	3 credits
FRN 101	French I	3 credits
HCA 103	Information Systems in Healthcare Management	3 credits
HCA 108	Electronic Health Care Records	3 credits
ITA 101	Italian I	3 credits
MGT 201	Principles of Management	3 credits
MGT 203	Human Resource Management	3 credits
MGT 206	Managing a Nonprofit	3 credits
MKT 202	Principles of Marketing	3 credits
SPN 108	Spanish for Healthcare Providers	3 credits

Additional Information

1. HSC 149 Applied A&P for Healthcare Professions recommended for Natural Science Core.

HEALTHCARE ADMINISTRATION: MEDICAL BILLING & CODING

Associate in Science Degree

Program Description

The Health Care Administration Program is mainly designed for students who anticipate transferring to a baccalaureate degree-granting institution. The course of study is interdisciplinary and includes the college core curriculum and courses specific to administration and health care as well as general liberal arts. Within this program students may choose the Medical Billing and Coding option.

Program Outcomes

At the completion of this program, the student should be able to:

- Demonstrate proficiency in coding using: International Classification of Diseases, Ninth Revision (ICD-g) coding book; Current Procedural Terminology (CPT) coding book; Healthcare Common Procedure System (HCPCS)
- Recognize the essential duties and responsibilities of medical insurance billing
- Demonstrate proficiency in English language and grammar in the medical environment
- Interpret a patient medical report
- Describe the reimbursement procedures for different types of medical records, settings, and procedures
- Evaluate the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards
- Validate the data collected for appropriate reimbursement;
- Outline the ethical considerations that impinge on the fields of healthcare
- Define medical terms and abbreviations
- Demonstrate an understanding of the anatomy and physiology of the human body from the cellular level to the system level
- Describe the origins, history, structure, and functions of the U.S. healthcare system

The College Core Curriculum

CSI 101	Introduction to Computer Science	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
History/Government Core		3 credits
IDS 167	First Year Seminar	3 credits
Math Core ¹		3 credits
Natural Science Core ²		4 credits
PSY 101	General Psychology	3 credits

Program requirement

BUS 101	Introduction to Business	3 credits
CSA 213	Database Management	3 credits
ENG 224	Writing for Professionals	3 credits
HCA 104	Health Care Delivery Systems	3 credits
HSC 107	Orientation to Healthcare	1 credit
HSC 140	Medical Terminology	3 credits
MBC 101	Intro to Medical Billing and Coding	3 credits
MBC 125	Medical Administration and Coding: Certification Prep	6 credits
SOC 112	Interpersonal Communication	3 credits
PHL 103	Medical Ethics	3 credits
Program Electives		6 credits

Total credits required for graduation 62 credits

Program Electives

ACC 101	Accounting I	3 credits
BUS 211	Intro to International Business	3 credits
BUS 230	Organizational Communication	3 credits
CSA 220	Computerized Accounting/Quick Books	3 credits
HCA 108	Electronic Healthcare Records	3 credits
MBC 102	English for Health Claims	3 credits
MBC 297	MBC Internship	3 credits
MGT 201	Principles of Customer Service	3 credits
SPN 101	Spanish I	3 credits
SPN 108	Spanish for Healthcare	3 Credits

Additional Information

1. MAT107 Statistics recommended for Math Core.
2. HSC 149 Applied A&P for Healthcare Professions recommended for Natural Science Core.

HUMAN SERVICES

Associate in Science Degree

Program Description

Human services involve the art and science of working with people and helping others. Within the broad category of human services is the subspecialty of social work. The essential aim of the social work profession is to enhance social functioning of people within social and cultural frameworks. This program prepares graduates to engage in the helping professions at entry levels in their communities. This concentration focuses upon helping students develop the knowledge, skills, experience, and values that will assist them in working effectively with people in a variety of community settings.

Program Outcomes

At the completion of this program, the student should be able to:

- Interview applicants for services to obtain data and to provide information on available resources;
- Assist individuals or groups with difficult day to day problems such as finding employment, locating sources of assistance, and addressing other specific problems;
- Provide assistance in helping people utilize specific resources and agencies;
- Assess client needs while working as a member of a team of helping professionals;
- Be aware of and familiar with services available in the community and how those services relate to client needs.

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
IDS 167 First Year Seminar	3 credits
History/Government Core	3 credits
Math Core ¹	3 credits
Natural Science Core ²	4 credits
PSY 101 General Psychology	3 credits

Program Requirements

General Electives	6 credits
HSV 103 Introduction to Social Work	3 credits
HSV 200 Human Behavior and the Social Environment	3 credits
HSV 201 Helping Skills	3 credits
HSV 205 Substance Abuse Counseling	3 credits
HSV 260 Diverse Populations	3 credits
Program Electives	12 credits
PSY 215 Abnormal Psychology	3 credits
PSY 216 Growth and Development	3 credits

Total credits required for graduation 64 credits

Program Electives

CJS 107 Juvenile Delinquency	3 credits
CJS 113 Drugs and Society	3 credits
CJS 122 Conflict and Dispute Resolution	3 credits
CJS 221 Domestic Violence	3 credits
HSV 112 Intro to Gerontology	3 credits
HSV 114 Substance Abuse and Older Adults	3 credits
HSV 297 Human Services Internship	3 credits
PSY 103 Child Development	3 credits
PSY 201 Child Psychology	3 credits
PSY 205 Psychology of Change	3 credits
PSY 212 Group Dynamics	3 credits
PSY 221 Health Psychology	3 credits
PSY 231 Psychology of Gender and Culture	3 credits
SOC 101 General Sociology	3 credits
SOC 102 Contemporary Social Problems	3 credits
SOC 105 Sociology of Deviance	3 credits
SOC 116 Intercultural Communications	3 credits
SOC 140 Aging in America	3 credits
SOC 150 Women in Society	3 credits
SOC 203 Sociology of the Family	3 credits

Additional Information

1. MAT 107 Statistics recommended for Math Core.
2. BIO 111 General Biology I w/lab recommended for Natural Science Core.

BEHAVIORAL SCIENCE CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Compose well-structured, unified and coherent expository assignments;
- Demonstrate information literacy through research assignments;
- Apply the principles of critical thinking to assess required readings and points of discussion;
- Describe the social, political and philosophical contexts that inform a Liberal Arts concentration;
- Describe the diverse cultural and behavioral influences on a Liberal Arts concentration;
- Apply a theoretical understanding to practical problems in a Liberal Arts field (Behavioral Science, English, History/Government, Humanities, Psychology, Social Science, Sociology).

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
PSY 101 General Psychology	3 credits

Liberal Arts Program Requirements

Behavioral Science Electives	18 Credits
General Electives	9 credits
Literature Electives	6 credits
SOC 101 General Sociology	3 credits
Social Science Elective	3 credits

Behavioral Science Concentration Electives

PSY 103	Child Development	3 credits
PSY 201	Child Psychology	3 credits
PSY 203	Adolescent Psychology	3 credits
PSY 205	Psychology of Change	3 credits
PSY 210	Psychology of Learning	3 credits
PSY 212	Group Dynamics	3 credits
PSY 215	Abnormal Psychology	3 credits
PSY 216	Growth & Development	3 credits
PSY 221	Health Psychology	3 credits
PSY 230	Sport Psychology	3 credits
PSY 231	Psychology of Gender & Culture	3 credits
PSY 280	Research Design & Methodology	3 credits
PSY 290	Introduction to Social Psychology	3 credits
SOC 102	Contemporary Social Problems	3 credits
SOC 105	Sociology of Deviance	3 credits
SOC 112	Interpersonal Communication	3 credits
SOC 116	Intercultural Communication	3 credits
SOC 120	Sociology of Medicine, Illness, & Health	3 credits
SOC 140	Aging in America	3 credits
SOC 150	Women in Society	3 credits
SOC 155	Race, Class, Gender, Social Justice	3 credits
SOC 156	Media in Social Perspective	3 credits
SOC 201	Cultural Anthropology	3 credits
SOC 203	Sociology of the Family	3 credits

Total credits required for graduation 64 credits

ENGLISH CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Compose well-structured, unified and coherent expository assignments;
- Demonstrate information literacy through research assignments;
- Apply the principles of critical thinking to assess required readings and points of discussion;
- Describe the social, political and philosophical contexts that inform a Liberal Arts concentration;
- Describe the diverse cultural and behavioral influences on a Liberal Arts concentration;
- Apply a theoretical understanding to practical problems in a Liberal Arts field (Behavioral Science, English, History/Government, Humanities, Psychology, Social Science, Sociology).

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
Social Science/Psychology Core	3 credits

Liberal Arts Program Requirements

English Electives	18 credits
General Electives	9 credits
Literature Electives	6 credits
SOC 101 General Sociology	3 credits
Social Science Elective	3 credits

English Concentration Electives

ENG 103 Non-Fiction Writing	3 credits
ENG 111 Speech Communication	3 credits
ENG 151 Shakespeare	3 credits
ENG 201 English Literature I	3 credits
ENG 202 English Literature II	3 credits
ENG 204 Poetry	3 credits
ENG 205 World Mythology	3 credits
ENG 211 American Literature I	3 credits
ENG 212 American Literature II	3 credits
ENG 221 World Literature I	3 credits
ENG 222 World Literature II	3 credits
ENG 224 Writing for Professionals	3 credits
ENG 225 Creative Writing Workshop I	3 credits
ENG 226 Creative Writing Workshop II	3 credits
ENG 230 Journalism	3 credits
ENG 231 Modern Novel	3 credits
ENG 233 Crime and Detective Fiction	3 credits
ENG 235 Survey of Women Writers	3 credits
ENG 237 Introduction to Science Fiction	3 credits
ENG 238 Literature of the Supernatural	3 credits
ENG 239 Baseball Literature	3 credits
ENG 250 World Languages and Linguistics	3 credits
ENG 251 Introduction to Drama	3 credits
ENG 252 International Film	3 credits
ENG 297 Writing Internship	3 credits

Total credits required for graduation 64 credits

HISTORY/GOVERNMENT CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Compose well-structured, unified and coherent expository assignments;
- Demonstrate information literacy through research assignments;
- Apply the principles of critical thinking to assess required readings and points of discussion;
- Describe the social, political and philosophical contexts that inform a Liberal Arts concentration;
- Describe the diverse cultural and behavioral influences on a Liberal Arts concentration;
- Apply a theoretical understanding to practical problems in a Liberal Arts field (Behavioral Science, English, History/Government, Humanities, Psychology, Social Science, Sociology).

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
Social Science/Psychology Core	3 credits

Liberal Arts Program Requirements

General Electives	9 credits
History/Government Electives	18 credits
Literature Electives	6 credits
SOC 101 General Sociology	3 credits
Social Science Elective	3 credits

History/Government Concentration Electives

GOV 105	Introduction to Political Science	3 credits
GOV 201	American Government	3 credits
GOV 211	State & Local Government	3 credits
GOV 212	International Relations	3 credits
GOV 213	The American Presidency	3 credits
GOV 290	Special Topics in Government	3 credits
GOV 297	Political Science Internship	3 credits
HIS 101	United States History I	3 credits
HIS 102	United States History II	3 credits
HIS 107	Colonial America	3 credits
HIS 111	History of Western Civilization I	3 credits
HIS 112	History of Western Civilization II	3 credits
HIS 201	History of the Middle East	3 credits
HIS 221	Late Imperial China	3 credits
HIS 222	China in the 20 th Century	3 credits
HIS 230	French Revolution and Napoleon	3 credits
HIS 240	History of the Cold War	3 credits
HIS 260	The Civil War and Reconstruction	3 credits
HIS 280	History of Plymouth	3 credits
LAW 207	U.S. Judicial Systems	3 credits
LAW 210	American Constitutional Law	3 credits

Total credits required for graduation

64 credits

HUMANITIES CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Compose well-structured, unified and coherent expository assignments;
- Demonstrate information literacy through research assignments;
- Apply the principles of critical thinking to assess required readings and points of discussion;
- Describe the social, political and philosophical contexts that inform a Liberal Arts concentration;
- Describe the diverse cultural and behavioral influences on a Liberal Arts concentration;
- Apply a theoretical understanding to practical problems in a Liberal Arts field (Behavioral Science, English, History/Government, Humanities, Psychology, Social Science, Sociology).

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
Social Science/Psychology Core	3 credits

Liberal Arts Program Requirements

General Electives	9 credits
Humanities Electives	18 credits
Literature Electives	6 credits
Social Science Elective	3 credits
SOC 101 General Sociology	3 credits

Humanities Concentration Electives

ARA 101 Arabic I	3 credits
ARA 102 Arabic II	3 credits
ART 100 Fundamentals of Visual Art	3 credits
ART 101 Basic Drawing	3 credits
ART 102 Advanced Drawing	3 credits
ART 103 Line, Color, Design	3 credits
ART 110 Theatre Arts I	3 credits
ART 111 Theatre Arts II	3 credits
ART 112 Acting Workshop	3 credits
ART 114 Improvisation	3 credits
ART 115 Basic Painting	3 credits

ART 116	Advanced Painting	3 credits
ART 119	Photography I	3 credits
ART 120	Photography II	3 credits
ART 150	Modern Drama	3 credits
ART 155	Theatre Production	3 credits
ART 201	Survey of Fine Arts I	3 credits
ART 202	Survey of Fine Arts II	3 credits
ART 230	Arts and Society	3 credits
CHN 101	Chinese I	3 credits
CHN 102	Chinese II	3 credits
ENG 103	Non-Fiction Writing	3 credits
ENG 111	Speech Communication	3 credits
ENG 151	Shakespeare	3 credits
ENG 201	English Literature I	3 credits
ENG 202	English Literature II	3 credits
ENG 204	Poetry	3 credits
ENG 205	World Mythology	3 credits
ENG 211	American Literature I	3 credits
ENG 212	American Literature II	3 credits
ENG 221	World Literature I	3 credits
ENG 222	World Literature II	3 credits
ENG 225	Creative Writing Workshop I	3 credits
ENG 226	Creative Writing Workshop II	3 credits
ENG 230	Journalism	3 credits
ENG 231	Modern Novel	3 credits
ENG 233	Crime & Detective Fiction	3 credits
ENG 235	Survey of Women Writers	3 credits
ENG 237	Introduction to Science Fiction	3 credits
ENG 238	Literature of the Supernatural	3 credits
ENG 239	Baseball Literature	3 credits
ENG 250	World Languages and Linguistics	3 credits
ENG 251	Introduction to Drama	3 credits
ENG 252	International Film	3 credits
FRN 101	French I	3 credits
FRN 102	French II	3 credits
IDS 155	Critical Thinking	3 credits
ITA 101	Italian I	3 credits
ITA 102	Italian II	3 credits
MUS 101	Fundamentals of Music	3 credits
MUS 103	Music Theory I	3 credits
MUS 104	Music Theory II	3 credits
MUS 107	Music Appreciation	3 credits
MUS 108	Development of American Jazz	3 credits
MUS 109	History of Rock	3 credits
MUS 110	Music Across Cultures	3 credits
PHL 101	Introduction to Philosophy	3 credits
PHL 102	20 th Century Philosophy	3 credits
PHL 103	Medical Ethics	3 credits
PHL 105	Introduction to Logic	3 credits
PHL 108	Ethics	3 credits
PHL 110	Religions of the World	3 credits
PHL 113	Death and Dying	3 credits
SPN 101	Spanish I	3 credits
SPN 102	Spanish II	3 credits
SPN 201	Spanish III	3 credits

Total credits required for graduation 64 credits

PSYCHOLOGY CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Compose well-structured, unified and coherent expository assignments;
- Demonstrate information literacy through research assignments;
- Apply the principles of critical thinking to assess required readings and points of discussion;
- Describe the social, political and philosophical contexts that inform a Liberal Arts concentration;
- Describe the diverse cultural and behavioral influences on a Liberal Arts concentration;
- Apply a theoretical understanding to practical problems in a Liberal Arts field (Behavioral Science, English, History/Government, Humanities, Psychology, Social Science, Sociology).

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
IDS 167 First Year Seminar	3 credits
History/Government Core	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
PSY 101 General Psychology	3 credits

Liberal Arts Program Requirements

Behavioral Science Electives	18 credits
General Electives	9 credits
Literature Electives	6 credits
SOC 101 General Sociology	3 credits
Social Science Elective	3 credits

Behavioral Science Concentration Electives

PSY 103	Child Development	3 credits
PSY 201	Child Psychology	3 credits
PSY 203	Adolescent Psychology	3 credits
PSY 205	Psychology of Change	3 credits
PSY 210	Psychology of Learning	3 credits
PSY 212	Group Dynamics	3 credits
PSY 215	Abnormal Psychology	3 credits
PSY 216	Growth & Development	3 credits
PSY 221	Health Psychology	3 credits
PSY 230	Sport Psychology	3 credits
PSY 231	Psychology of Gender & Culture	3 credits
PSY 280	Research Design & Methodology	3 credits
PSY 290	Introduction to Social Psychology	3 credits

Total credits required for graduation

64 credits

SOCIAL SCIENCES CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Compose well-structured, unified and coherent expository assignments;
- Demonstrate information literacy through research assignments;
- Apply the principles of critical thinking to assess required readings and points of discussion;
- Describe the social, political and philosophical contexts that inform a Liberal Arts concentration;
- Describe the diverse cultural and behavioral influences on a Liberal Arts concentration;
- Apply a theoretical understanding to practical problems in a Liberal Arts field (Behavioral Science, English, History/Government, Humanities, Psychology, Social Science, Sociology).

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
IDS 167 First Year Seminar	3 credits
History/Government Core	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
PSY 101 General Psychology	3 credits

Liberal Arts Program Requirements

General Electives	9 credits
Literature Electives	6 credits
SOC 101 General Sociology	3 credits
Social Science Electives	21 credits

Social Sciences Concentration Electives

ECO 201 Microeconomics	3 credits
ECO 202 Macroeconomics	3 credits
GOV 105 Introduction to Political Science	3 credits
GOV 201 American Government	3 credits
GOV 211 State & Local Government	3 credits
GOV 212 International Relations	3 credits
GOV 213 The American Presidency	3 credits
GOV 217 Comparative Government	3 credits
GOV 290 Special Topics in Government	3 credits
HIS 101 United States History I	3 credits
HIS 102 United States History II	3 credits
HIS 107 Colonial America	3 credits
HIS 111 History of Western Civilization I	3 credits
HIS 112 History of Western Civilization II	3 credits
HIS 201 History of the Middle East	3 credits
HIS 221 Late Imperial China	3 credits
HIS 222 China in the 20 th Century	3 credits
HIS 230 French Revolution and Napoleon	3 credits
HIS 240 History of the Cold War	3 credits
HIS 260 The Civil War and Reconstruction	3 credits
HIS 280 History of Plymouth	3 credits
HIS 290 Special Topics in History	3 credits
SOC 102 Contemporary Social Problems	3 credits
SOC 105 Sociology of Deviance	3 credits
SOC 112 Interpersonal Communication	3 credits
SOC 116 Intercultural Communication	3 credits
SOC 120 Sociology of Medicine, Illness, & Health	3 credits
SOC 140 Aging in America	3 credits
SOC 150 Women in Society	3 credits
SOC 155 Race, Class, Gender, Social Justice	3 credits
SOC 156 Media in Social Perspective	3 credits
SOC 201 Cultural Anthropology	3 credits
SOC 203 Sociology of the Family	3 credits

Total credits required for graduation 64 credits

SOCIOLOGY CONCENTRATION

Associate of Arts in Liberal Arts Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the program the student should be able to:

- Compose well-structured, unified and coherent expository assignments;
- Demonstrate information literacy through research assignments;
- Apply the principles of critical thinking to assess required readings and points of discussion;
- Describe the social, political and philosophical contexts that inform a Liberal Arts concentration;
- Describe the diverse cultural and behavioral influences on a Liberal Arts concentration;
- Apply a theoretical understanding to practical problems in a Liberal Arts field (Behavioral Science, English, History/Government, Humanities, Psychology, Social Science, Sociology).

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab	4 credits
PSY 101 General Psychology	3 credits

Liberal Arts Program Requirements

Behavioral Science Electives	18 credits
General Electives	9 credits
Literature Electives	6 credits
SOC 101 General Sociology	3 credits
Social Science Elective	3 credits

Behavioral Science Concentration Electives

SOC 102 Contemporary Social Problems	3 credits
SOC 105 Sociology of Deviance	3 credits
SOC 112 Interpersonal Communication	3 credits
SOC 116 Intercultural Communication	3 credits
SOC 120 Sociology of Medicine, Illness, & Health	3 credits
SOC 140 Aging in America	3 credits
SOC 150 Women in Society	3 credits
SOC 155 Race, Class, Gender, Social Justice	3 credits
SOC 156 Media in Social Perspective	3 credits
SOC 201 Cultural Anthropology	3 credits
SOC 203 Sociology of the Family	3 credits
PSY 212 Group Dynamics	3 credits

Total credits required for graduation 64 credits

MATHEMATICS

Associate in Science Degree

Program Description

Mathematics is a powerful language that enables one to understand the physical world and to contribute to developments in our technological society. Mathematicians are in high demand in all sectors of the economy. High-tech industry and biomedical research institutions seek graduates who are skilled in programming, computation, and signal processing. Financial firms need graduates who are accomplished in mathematical modeling, risk analysis, and statistics. The field of education is open to graduates who can clearly communicate mathematical ideas orally and in writing.

The mission of the mathematics program is to provide a comprehensive course curriculum that equips students with advanced analytical and problem-solving skills. Mathematics majors are generally expected to enter the program having already completed MAT 103 College Algebra (or the equivalent) with a grade of B or higher. Students lacking the prerequisite may take College Algebra and count it as a general elective when they are accepted into the program.

Program Outcomes

At the completion of the program the student should be able to:

- Demonstrate mastery of basic manipulative skills pertaining to algebra, geometry, trigonometry, differential calculus, and integral calculus.
- Articulate clear and precise definitions utilizing consistent mathematical notation.
- Understand fundamental structures of mathematics such as sets, relations, functions, and logical statements.
- Present mathematical arguments using various methods of mathematical proof.
- Understand the historical and contemporary significance of mathematics in the context of other intellectual achievements.
- Understand concepts that are used to ground and prove the basic theorems of algebra, calculus and discrete mathematics.
- Utilize linear algebra and the concept of vector spaces as it applies to the physical sciences and industry.
- Utilize differential equations to model phenomena in physics, engineering and applied sciences.
- Create mathematical models to investigate unfamiliar scenarios in a variety of fields.
- Use various technologies to analyze data and make accurate calculations.

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History / Government Core	3 credits
IDS 167 First Year Seminar	3 credits
MAT 113 Pre-calculus	3 credits
Natural Science Core	4 credits
Social Science / Psychology Core	3 credits

Program Requirements

MAT 204 Calculus I B	4 credits
MAT 205 Linear Algebra	3 credits
MAT 206 Calculus II B	4 credits
MAT 208 Multivariate Calculus	3 credits
MAT 211 Introduction to Mathematical Proofs	4 credits
MAT 217 Advanced Statistics	3 credits
MAT 225 Differential Equations	4 credits
General Electives	9 credits
Program Electives	3 credits

Minimum credits required for graduation 62 credits

Program Electives

MAT 103 College Algebra*	3 credits
MAT 209 Finite Mathematics	3 credits
MAT 210 Discrete Mathematics	4 credits

Additional Information

*MAT 103 College Algebra (with a B or higher) is a pre-requisite for MAT 113. Upon completion it can be counted as a general elective.

MEDICAL LABORATORY TECHNICIAN

Associate in Science Degree

Program Description

The Medical Laboratory Technician program consists of didactic and campus laboratory courses designed to provide the student with entry-level knowledge and skills to perform clinical laboratory procedures in chemistry, hematology, microbiology, immunohematology, immunology, and phlebotomy. This training is enriched when the students will have the opportunity to apply previously acquired knowledge and skills in a supervised working environment. Clinical affiliate laboratories in and surrounding Quincy within an approximate 60-mile radius will be utilized for the clinical experience.

Upon successful completion of the program, an Associate of Science Degree in Medical Laboratory Technology is awarded. Graduates are eligible to take the national certification examination for Medical Laboratory Technology offered by the American Society of Clinical Pathologists (ASCP) Board of Registry.

Program Outcomes

At the completion of this program, the student will be able to:

- Collect, process and preserve blood and other body fluid samples.
- Perform and report laboratory tests in a variety of laboratory settings.
- Operate laboratory equipment and instruments, performing preventive and corrective maintenance as required.
- Identify pre-analytical, analytical, and post-analytical variables that affect procedures, instruments and results, and take appropriate corrective action.
- Perform mathematical functions as required by laboratory procedures.
- Perform and monitor quality assurance and quality control techniques.
- Practice laboratory safety and regulatory compliance.
- Perform information processing functions in the clinical laboratory.
- Apply laboratory results to diagnosis and treatment of clinical conditions and/or diseases.
- Communicate with colleagues and patients in a professional manner.
- Model professional behaviors, ethics, and appearance.
- Work effectively as a team member recognizing the comprehensive impact this has on health care.

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Social Science/Psychology core	3 credits
BIO 111 General Biology	4 credits

Program Requirements

MLT 101 Introduction to Clinical Lab	3 credits
MLT 102 Urinalysis and Body Fluids	3 credits
MLT 103 Medical Microbiology I w/lab	4 credits
MLT 104 Hematology & Coagulation w/lab	4 credits
MLT 105 Immunology	3 credits
MLT 202 Clinical Chemistry w/lab	4 credits
MLT 203 Medical Microbiology II w/lab	4 credits
MLT 204 Immunohematology	4 credits
MLT 211 Chemistry Clinical Practicum	2 credits
MLT 212 Urinalysis Clinical Practicum	1 credit
MLT 213 Microbiology Clinical Practicum	2 credits
MLT 214 Immunology Clinical Practicum	1 credit
MLT 215 Immunohematology Clinical Practicum	1 credit
MLT 216 Phlebotomy Clinical Practicum	1 credit
MLT 217 Hematology Clinical Practicum	2 credits
MLT 221 Clinical Lab Seminar	1 credit
PHB 115 Phlebotomy	2 credits
PHB 125 Phlebotomy Lab	1 credit
SOC 112 Interpersonal Communications	3 credits

Total credits required for graduation

71 credits

Additional Information

Potential Delays in Clinical Practicum Training: Clinical practicums are completed in hospital laboratory settings. Placement depends on availability of space in area hospitals which is often limited. Significant delays of up to twelve months may occur during this phase of training. Students must pass all MLT courses with a grade of 'C' or higher. Students who fail any MLT course with a grade of 'C-' or lower must retake that course. Students who fail and/or withdraw from two or more MLT course will be dis-enrolled from the program. Essential Functions are the non-academic standards that a student must be able to master to participate successfully in the MLT program and become employable. Information is found in the student MLT Handbook: <https://quincycollege.edu/mlt>

Note: PHB 115/125 may be waived with proof of certification as a phlebotomist and a satisfactory skills assessment administered by a Quincy College faculty member

Prerequisites: The courses listed below are required prior to application for admission to the MLT Program.

CHE 121 General Chemistry with Lab	4 credits
HSC 107 Orientation to Healthcare	1 credit
HSC 140 Medical Terminology	3 credits
HSC 149 Applied Anatomy and Physiology	4 credits

After completion of prerequisite course, students must successfully pass the HSAT exam. The HSAT Exam can be waived if a student has completed English Composition I and College Algebra with a C or better. Please refer to MLT handbook for complete admission requirements: <https://quincycollege.edu/mlt>

NATURAL SCIENCE

Associate in Science Degree

Program Description

This program is for students who desire a broad study in the natural science disciplines that include biology, chemistry, physics, and the health sciences. The natural science curriculum is designed to prepare students for careers in a variety of fields in science and industry including the life sciences, education, conservation, and as technicians in laboratory research. The program includes a three semester math component to prepare students for the computation rigors required to be successful in the sciences. The skills acquired by natural science majors contribute greatly to their ability to work in teams and think critically. This program provides the foundation for students who plan to attend a four-year institution and major in a science area.

Program Outcomes

At the completion of this program, the student should be able to:

- Think critically using the scientific method and scientific reasoning
- Communicate scientific information (orally and in writing) and work as part of a team to carry out project-based activities
- Use laboratory investigations and appropriate procedures to generate accurate and meaningful quantitative and qualitative data and derive reasonable conclusions from them
- Demonstrate technical, equipment, and measurement skills essential to basic scientific inquiry

The College Core Requirements

Computers Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
MAT 103 College Algebra	3 credits
Natural Science Core w/Lab ¹	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

Program Electives*	20 credits
Math Electives*	6-8 credits
General Electives	9-12 credits

Minimum credits required for graduation

60 credits

Program Electives

BIO 106 Nutrition w/lab	4 credits
BIO 111 General Biology I w/lab	4 credits
BIO 112 General Biology II w/lab*	4 credits
BIO 131 Anatomy & Physiology I w/lab*	4 credits
BIO 132 Anatomy & Physiology II w/lab*	4 credits
BIO 251 Microbiology w/lab*	4 credits
BIO 204 Genetics w/lab*	5 credits
CHE 103 Intro to Forensic Science w/lab	4 credits
CHE 121 General Chemistry I w/lab*	4 credits
CHE 122 General Chemistry II w/lab*	4 credits
CHE 141 Introduction to Chemistry w/lab	4 credits
CHE 213 Organic Chemistry I w/lab*	5 credits
CHE 214 Organic Chemistry II w/lab*	5 credits
ENV 101 Intro to Environmental Studies w/lab	4 credits
PHY 111 General Physics I w/lab*	4 credits
PHY 112 General Physics II w/lab*	4 credits
PHY 211 College Physics I w/lab*	4 credits
PHY 212 College Physics II w/lab*	4 credits

Math Electives

MAT 100 Quantitative Reasoning	3 credits
MAT 107 Statistics	3 credits
MAT 113 Precalculus*	3 credits
MAT 204 Calculus I B*	3 credits
MAT 205 Linear Algebra*	3 credits
MAT 206 Calculus II B*	3 credits
MAT 208 Multivariate Calculus B*	4 credits
MAT 209 Finite Mathematics*	3 credits
MAT 210 Discrete Mathematics*	4 credits
MAT 211 Introduction to Mathematical Proofs*	3 credits
MAT 217 Advanced Statistics*	3 credits
MAT 225 Differential Equations*	4 credits

Additional Information

1. Natural Science Core: Recommended to complete BIO 111.

*Indicates course requires the completion of a prerequisite.

NATURAL SCIENCE- Engineering Concentration

Associate in Science Degree

Program Description

This program provides a foundation in mathematics and physical sciences to prepare a student for transfer to a four-year program in electrical engineering, computer science, or robotics. The sequence provides the opportunity to take three engineering electives, allowing a student to select an emphasis track in a particular engineering discipline. The theoretical and laboratory skills acquired by this program will contribute greatly to the ability to work in teams and think critically. A student entering this program must be ready to take Calculus I and Chemistry.

Program Outcomes

At the completion of this program, the student should be able to:

- Think critically using the scientific method and scientific reasoning
- Communicate scientific information (orally and in writing) and work as part of a team to carry out project-based activities
- Use laboratory investigations and appropriate procedures to generate accurate/meaningful quantitative and qualitative data and derive reasonable conclusions from them
- Develop technical and measurement skills essential to basic scientific and engineering inquiry.
- Utilize computer technology to analyze/synthesize data.
- Analyze data to define a problem and implement a solution.

The College Core Requirements

CHE 121	General Chemistry w/Lab	4 credits
	Computer Science Core	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
	History/Government Core	3 credits
IDS 167	First Year Seminar	3 credits
MAT 204	Calculus I B	4 credits
	Social Sciences	3 credits

Program Requirements

CSI 116	Introduction to Programming	3 credits
EGR 101	Fundamentals of Electricity	3 credits
	Engineering Electives	9-12 credits
MAT 206	Calculus II B	4 credits
MAT 208	Multivariate Calculus B	4 credits
MAT 225	Differential Equations	4 credits
PHY 211	College Physics I	4 credits
PHY 2xx	College Physics II (in development)	4 credits

Program Electives

Computer Science Programming Emphasis

CSI 107	C++ Programming	3 credits
CSI 108	Advanced C++	3 credits
CSI 233	Java Programming	3 credits
CSI 237	Advanced Java	3 credits

Computer Science: Networking

CSI 226	UNIX with Linux	3 credits
CSI 235	Computer Architecture	3 credits
CSI 244	Networking I	3 credits
CSI 245	Networking II	3 credits

Robotics

CSI 107	C++ Programming	3 credits
CSI 261	Robotics Programming	3 credits
CSI 262	Advanced Robotics Programming	3 credits

Electrical Engineering Emphasis

EGR 105	Digital Electronic Circuits	3 credits
EGR 210	Electronics I	3 credits
EGR 202	Electronics II	3 credits
EGR 220	Computer Aided Design	3 credits

Math Electives

MAT 205	Linear Algebra	3 credits
MAT 209	Finite Math	3 credits
MAT 210	Discrete Math	4 credits
MAT 217	Advanced Statistics	3 credits

Minimum credits required for graduation 61-64 credits

Additional Information

Prerequisites

- MAT 103 College Algebra is a prerequisite for CHE 121 General Chemistry I.
- MAT 113 Pre-Calculus is a prerequisite for MAT 204 Calculus 1.
- MAT 204 Calculus I is a prerequisite for PHY211 College Physics I.
- CSI 116 Introduction to Programming is a prerequisite for most engineering electives.
- Fulfillment of MAT 103 and MAT 113 prerequisite may be shown by satisfactory completion of equivalent math courses in a secondary institution with a grade C or higher.

NURSING

Associate in Science Degree

Program Description

Quincy College offers the Associate Degree in Nursing as a two year full-time program and as a two and one-half year part-time program. Both the full-time and the part-time programs are offered on both the Quincy and the Plymouth campuses.

Students who successfully complete the program are eligible to take the NCLEX Registered Nurse examination for licensure as a Registered Nurse (RN). Applicants for licensure in Massachusetts must be of good moral character as determined by the Board of Registration in Nursing. Please note that a student who has been convicted of either a misdemeanor or a felony may be denied entrance to the licensure examination.

Quincy College Associate Degree Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Commonwealth of Massachusetts Board of Registration in Nursing (BORN). You may contact the ACEN for more information on the web at <http://www.acenursing.org/> or at 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326, by telephone at 404-975-5000 or 800-669-1656, or by faxing 404-975-5020. Quincy College Division of Nursing PN and ADN programs have been placed on "Approval with Warning" Status by the Massachusetts Board of Registration in Nursing (BORN). It is important for you to know that as a graduate of Quincy College Division of Nursing, you will remain eligible to write the NCLEX RN. For more information about this status please visit quincycollege.edu/program/nursing. You may contact BORN for more information on the web at <http://www.mass.gov/dph/boards/rn> or at 239 Causeway Street, Suite 200, 2nd Floor, Boston, MA 02114, or by phone at (617) 973-0800 or (800) 414-0168. To view student achievement outcomes please visit quincycollege.edu/program/nursing.

Program Outcomes

At the completion of this program, the student should be able to:

- Apply critical thinking skills through the nursing process in meeting health care needs of assigned clients within culturally diverse settings
- Communicate appropriately in verbal, non-verbal, and written modes
- Implement nursing practices of primary health care to foster health maintenance
- Manage nursing care in a safe manner for clients in primary, secondary, and tertiary care settings
- Collaborate with the health care team to provide for the biopsychosocial needs of clients
- Assume responsibility for dynamic professional development

The College Core Requirements

BIO 131	Anatomy & Physiology I w/lab*	4 credits
	Computer Science Core	3 credits
ENG 101	English Comp I	3 credits
ENG 102	English Comp II	3 credits
	History/Government Core	3 credits
MAT 103	College Algebra	
	or MAT 107 Statistics, preferred*	3 credits
PSY 101	General Psychology	3 credits

Program Requirements

BIO 132	Anatomy & Physiology II*	4 credits
BIO 151	Microbiology	4 credits
RNU 108	Fundamentals of Client Care	7 credits
RNU 109	Advanced Concepts of Client Care I	10 credits
RNU 206	Advanced Concepts of Client Care II	10 credits
RNU 208	Advanced Concepts of Client Care III	10 credits

Total degree credits required for graduation 67 credits

Additional Information

*Course is required prior to application process. *Please note BIO 132 Anatomy & Physiology II w/Lab may be in process for application*

The passing grade for all courses is "C+" (77%). Students may not continue in the program if they earn less than a "C+" in a course.

Science courses must have been completed within the past five (5) years at the college level and a grade of C or better awarded.

ATI TEAS is a requirement for application to the program.

Nursing students are required to meet specific physical requirements

All students enrolled in the Nursing Division are required to be current with their health immunizations, physical exam and CPR for the healthcare provider. Items are tracked via Castle Branch.

All nursing courses require students to have scheduled clinical nursing practice within a variety of health care settings under the supervision of qualified nursing faculty. Please note, acceptance to the program does not guarantee a clinical nursing placement. Clinical facilities require specific health requirements and satisfactory criminal offender record information (CORI) check on all students before he/she can be allowed in the clinical setting. A positive CORI check may mean that a student is not allowed within a clinical facility for his/her clinical nursing practice. A misdemeanor or a felony can result in a positive CORI. If this happens, then the student may not be able to complete the nursing program. Please note that some clinical settings may require drug screening. Any student with a positive drug screen for any drug that does not have a legitimate prescription will be dismissed from the program.

PARALEGAL STUDIES

Associate in Science Degree

Program Description

The Paralegal Studies Program is a program within the Division of Professional Programs. The program design includes the core curriculum and required paralegal courses and electives specific to the paralegal profession.

Program Outcomes

At the completion of this program, the student should be able to:

- Analyze a legal problem by identifying and evaluating alternative arguments in support of specific positions.
- Use standard legal resources to identify and locate applicable primary and secondary legal reference materials and appropriately apply them to specific legal problems.
- Conduct effective interviews of clients and witnesses and produce accurate and appropriate statements.
- Use oral and written communication to effectively inform and persuade.
- Apply principles of professional ethics to specific situations.
- Demonstrate knowledge and understanding of the structure and operation of the U.S. and Massachusetts legal systems
- Depending on the elective chosen, demonstrate knowledge and skills in specific substantive areas of law.

The College Core Requirements

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core ¹	3 credits
Natural Science Core	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

ENG 102 English Composition II	3 credits
General Elective	3 credits
LAW 101 Introduction to Paralegal Studies	3 credits
LAW 123 Interviewing & Investigation	3 credits
LAW 201 Business Law I	3 credits
LAW 215 Legal Research & Writing	6 credits
LAW 220 Litigation & Procedure	3 credits
LAW 255 Legal Ethics	3 credits
Program Electives	9 credits

Total credits required for graduation

61 credits

Program Electives

CJS 109 Criminal Law	3 credits
CJS 122 Conflict & Dispute Resolution	3 credits
CJS 224 Unequal Justice	3 credits
LAW 203 Cyber Law	3 credits
LAW 207 U.S. Judicial Systems	3 credits
LAW 209 Real Estate Law	3 credits
LAW 210 American Constitutional Law	3 credits
LAW 221 Comparative Legal Systems	3 credits
LAW 225 Family Law	3 credits
LAW 230 Estate Administration	3 credits
LAW 235 Law of Business Organizations	3 credits
LAW 245 Administrative Law	3 credits
LAW 250 Bankruptcy Law	3 credits
LAW 260 Environmental Law	3 credits
LAW 297 Paralegal Studies Internship	3 credits
LBR 150 Labor Law and Legislation	3 credits
LBR 152 Employee Benefit Law and Administration	3 credits

Additional Information

1. MAT 107 Statistics recommended for Math Core.

PHYSICAL THERAPIST ASSISTANT

Associate in Science Degree

Program Description

The PTA program is a five (5) semester, integrated program of rigorous academic curriculum. The curriculum consists of foundational content, physical therapy technical courses, and a clinical education component. The program values and promotes excellence in education and includes evidence-based knowledge and clinical skills essential to the physical therapist assistant. The physical therapist assistant curriculum includes the necessary information to allow the student to gain the didactic knowledge, motor skills, and professional behaviors required to meet entry-level expectations of the physical therapist assistant working under the direction and supervision of a physical therapist. The clinical education component is designed to integrate knowledge and professional behavior with patient care. Under the direction and supervision of the clinical instructors, students learn patient care skills as well as the value of lifelong learning.

The Physical Therapist Assistant Program at Quincy College prepares students for licensure and employment as Physical Therapist Assistants. Graduates will possess exemplary technical competence, be critical thinkers and practice ethically in various healthcare settings. The program is dedicated to the industry of Physical Therapy, lifelong learning and values a commitment to the community.

Program Outcomes

At the completion of this program, the student should be able to:

- Demonstrate professional clinical behavior including cultural awareness, adaptability, time management skills and dependability
- Describe the structure and function of normal and abnormal human anatomy
- Adhere to legal and ethical standards
- Demonstrate entry-level motor skill and competence in the implementation of a comprehensive treatment plan for patients across the lifespan with various medical conditions
- Demonstrate entry-level competence with data collection skills
- Demonstrate effective/professional written and verbal communication and a commitment to patient education
- Formulate a plan and demonstrate commitment to lifelong learning
- Compose concise, accurate, and timely documentation to support provided intervention
- Incorporate evidenced-based practice with critical thinking skills in order to make sound decisions regarding patient care
- Obtain employment as a Physical Therapy Assistant

The College Core Requirements

BIO 131 Anatomy and Physiology I w/lab**1	4 credits
BIO 132 Anatomy & Physiology II w/lab*1	4 credits
Computer Science Core ¹	3 credits
ENG 101 English Composition I ¹	3 credits
ENG 102 English Composition II* ¹ History/	3 credits
Government Core ¹	3 credits
MAT 107 Statistics ¹	3 credits

Program Requirements

PSY 216 Growth & Development ¹	3 credits
PTA 100 Introduction to the PTA* ²	3 credits
PTA 110 PTA Interventions I* ²	4 credits
PTA 112 PTA Intervention II* ²	5 credits
PTA 113 Critical Application Skills I* ²	1 credit
PTA 115 Medical Terminology for the PTA* ²	1 credits
PTA 120 Musculoskeletal Anatomy & Function* ²	4 credits
PTA 125 Manual Therapy for the PTA* ²	2 credits
PTA 210 PTA Interventions III* ²	4 credits
PTA 213 Critical Application Skills II* ²	1 credit
PTA 220 PTA Interventions IV* ²	5 credits
PTA 224 Career Capstone* ²	1 credit
PTA 240 Pathology for the PTA* ²	3 credits
PTA 260 Critical Application Skills III* ²	1 credit
PTA 270 Clinical Education I* ²	3 credits
PTA 280 Clinical Education II* ²	3 credits
PTA 290 Clinical Education III* ²	4 credits

Total credits required for graduation 71 credits

Please Note

Completion of the ATI TEAS Exam is required prior to admission (visit atitesting.com to register).

The PTA program has specific academic requirements that must be completed to be eligible to apply for admissions. Please refer to the Admissions section of the Catalog for details.

** BIO 111 General Biology I w/lab is a pre-requisite for BIO 131 Anatomy and Physiology I w/lab.

Additional Information

1. Core courses must be completed with a grade of "C" or better.
2. PTA courses must be completed with a grade of "B-" or better.

*Indicates courses require the completion of a prerequisite.

The PTA Program at Quincy College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 617-405-5939 or email crodday@quincycollege.edu.

SECURITY MANAGEMENT

Associate in Science Degree

Program Description

This program prepares graduates to engage in the practice of private security by providing them with knowledge about the theories and principles associated with multiple dimensions within the security industry, including private security, corporate investigations, protection of assets, and interpersonal communications. Required courses establish a holistic approach toward developing a well-rounded security professional by combining topics surrounding private security, interpersonal communication, customer service and administrative issues.

Program Outcomes

At the completion of this program, the student should be able to:

- Identify the critical components of business continuity.
- Articulate how to successfully manage both a contract and proprietary security program.
- Describe the process of how to conduct a security investigation from its inception to prosecution.
- Explain the entire incident command process from the preplanning stages to the post event after action review.
- Explain the integration of the concepts taught in the component courses as they relate to risk assessment, management, and mitigation of the overall enterprise.
- Conduct comprehensive security risk assessments along with mitigation strategies.

The College Core Curriculum

Computer Science Core	3 credits
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
History/Government Core	3 credits
IDS 167 First Year Seminar	3 credits
Math Core	3 credits
Natural Science Core w/Lab ¹	4 credits
Social Science/Psychology Core	3 credits

Program Requirements

BUS 202 Principles of Customer Service	3 credits
CJS 211 Introduction to Security Procedure	3 credits
CJS 213 Security Administration	3 credits
CJS 212 Corporate Security Investigations	3 credits
CJS 214 Risk Analysis & Disaster Management	3 credits
ENG 111 Speech Communications or	
SOC 112 Interpersonal Communications	3 credits
ENG 224 Writing for Professionals or	
IDS 155 Critical Thinking & Writing	3 credits
Humanities Elective	6 credits
Program Electives	9 credits

Total credits required for graduation 61 credits

Program Electives

BUS 101 Introduction to Business	3 credits
BUS 220 Business Ethics	3 credits
CJS 108 Criminal Justice Ethics	3 credits
CJS 117 Crisis Intervention and the Police	3 credits
CJS 121 Criminal Procedure	3 credits
CJS 131 Introduction to Homeland Security	3 credits
CJS 132 Weapons of Mass Destruction	3 credits
CJS 215 White Collar Crime	3 credits
CJS 221 Domestic Violence	3 credits
CJS 297 Security Internship	3 credits
CSI 242 Computer Systems Security	3 credits
HSV 201 Counseling Skills in Human Services	3 credits
HSV 260 Diverse Populations	3 credits
LAW 203 Cyber Law	3 credits
MGT 201 Principles of Customer Service	3 credits
MGT 203 Human Resources Management	3 credits
PHL 108 Ethics	3 credits
SOC 116 Intercultural Communication	3 credits

Additional Information

1. CHE 103 Intro to Forensic Science is recommended for the Natural Science Core w/Lab.

LIBERAL ARTS

CERTIFICATE

NATURAL & HEALTH
SCIENCES

CERTIFICATE

Aquaculture (P)
 Biotechnology & Good Manufacturing
 Practice(Q)
 Exercise Science & Personal Training
 (Q)
 Phlebotomy
 Surgical Technology (Q)

NURSING

CERTIFICATE

Practical Nursing

PROFESSIONAL
PROGRAMS

CERTIFICATE

Accounting
 Computer Science
 Computer Science:
 Networking (Q)
 Corrections
 Administration
 Criminal Justice:
 Law Enforcement
 Customer Service
 Early Childhood
 Education
 Emergency Medical
 Technician
 Entrepreneurship
 Game Development
 (Q)
 Gerontology
 Healthcare
 Administration
 Healthcare Admin.:
 Medical Billing &
 Coding
 Human Services
 Insurance Career (P)
 Linux System
 Administration
 Paralegal Studies
 Paramedic Education
 Security
 Administration
 Substance Abuse
 Web and Mobile
 Development (P)

Gainful Employment Reporting Data

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at:
quincycollege.edu/gedata

(Q) = Program is offered only on the Quincy Campus

(P) = Program is offered only on the Plymouth Campus

ACCOUNTING

Certificate

Program Description

The Accounting Certificate is intended for those students who already have a certificate, associate's degree, or bachelor's degree in another discipline, as well as students without a degree who already are working in the accounting profession. It is also intended for those students with an accounting education from another country who wish to become proficient in the United States' accounting standards and practices.

Program Outcomes

At the completion of the program the student should be able to:

- Communicate effectively about accounting information
- Perform basic mathematical calculations in accounting and finance
- Apply the fundamental principles and methods of financial accounting in analyzing business transactions
- Identify the impact of business transactions upon financial statements
- Use accounting information to support business decision making
- Apply principles of cost accounting to analyze a firm's costs
- Discuss Generally Accepted Accounting Principles (GAAP)

Program Requirements

ACC 101	Accounting I	3 credits
ACC 102	Accounting II	3 credits
ACC 201	Accounting III	3 credits
ACC 202	Accounting IV	3 credits
ACC 205	Managerial Accounting	3 credits
BUS 220	Business Ethics	3 credits
CSA 220	Computerized Accounting	3 credits
Program Electives		6 credits

Total credits required for graduation **27 credits**

Program Electives

ACC 103	Forensic Accounting	3 credits
ACC 120	Introduction to Bookkeeping	3 credits
ACC 207	Municipal Accounting and Finance	3 credits
ACC 209	Federal Taxation	3 credits
CSA 217	Spreadsheet Design for Business Solutions	3 credits
FIN 205	Investments	3 credits
FIN 202	Healthcare Finance	3 credits
FIN 220	Principles of Finance	3 credits
LAW 235	Law of Business Organizations	3 credits
MGT 235	Financing a Small Business	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

AQUACULTURE

Certificate

Program Description

The Aquaculture Certificate Program is 22 semester hours of introductory courses in shellfish aquaculture and business management. Classes include a combination of hands-on practical experience, applied science and business courses. Students learn hands-on skills throughout the aquaculture practicum series such as water quality testing, system construction and, feeding, and breeding technology. The focus of the program is on salt-water shellfish species such as oysters. Graduates of the certificate program may find employment on private farms, municipalities, hatcheries or begin their own aquaculture production.

Program Outcomes

Upon completion of the program, the student will:

- Apply knowledge and skills to successfully complete industry certificates/training including: YSI Water Quality Measurement Certification; HACCP (Hazard Analysis and Critical Control Points); OSHA (Occupational Safety and Health Administration).
- Apply aquaculture technique to seed in order to breed, grow and harvest oysters.
- Analyze environmental conditions for optimal growing and potential hatchery sites.
- Understand business and entrepreneurial concepts in order to operate an aquaculture enterprise.
- Understand operations of hatcheries and municipal environmental management organizations.

Program Requirements

AQC 101	Practicum I	3 credits
AQC 102	Principals of Aquaculture	3 credits
AQC 201	Practicum II	3 credits
BIO 160	Marine Ecology	4 credits
BUS 101	Introduction to Business	3 credits
MGT 230	Entrepreneurship and Small Business	3 credits
	Program Elective	3 credits

Total credits required for graduation **22 credits**

Program Electives

ACC 101	Accounting I	3 credits
ECO 202	Macroeconomics	3 credits
MGT 201	Principles of Management	3 credits
MKT 202	Principles of Marketing	3 credits

Physical Requirements: Students must have the ability to lift 50 pounds and traverse in ocean water. Students are subject to outside environmental conditions which may involve extreme temperatures.

Note: This certificate program is only offered on the Plymouth Campus

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/qedata for our Gainful Employment Reporting Data

BIOTECHNOLOGY & GOOD MANUFACTURING PRACTICE

Certificate

Program Description

The Biotechnology Program is designed to prepare students for entry-level positions in the biomanufacturing industry. Students will develop a broad laboratory science-based background through courses focused in the life and chemical sciences, and will obtain industry-specific knowledge in the areas of quality control (QC), process development (PD), and upstream and downstream processing, all while following current, good manufacturing practices (cGMP). In addition, students will learn valuable laboratory techniques and instrumentation, and develop critical thinking skills. Upon successful completion of the program, students may enter the workforce directly as entry-level laboratory technicians or research assistants, or may transfer to a four-year university to continue their studies at the baccalaureate level.

Program Outcomes

At the completion of this program, the student should be able to:

- Practice ethical standards of integrity, honesty, and fairness in scientific practices and professional conduct
- Apply appropriate computer software and hardware skills to accomplish biotechnology lab tasks
- Demonstrate technical knowledge of specialized techniques and instrumentation relating to biomanufacturing
- Communicate thoughts, orally and in writing, in a clear well-organized manner that effectively informs scientific principles and lab techniques
- Perform basic molecular biology & biochemical techniques
- Apply GMP documentation to biomanufacturing
- Perform all aspects of upstream and downstream processing in biomanufacturing
- Develop critical thinking skills to solve complex scientific problems

Program Requirements

BTC 101	Introduction of Biotechnology w/Lab	4 credits
BTC 102	Buffer and Media Preparation	2 credits
BTC 103	Technical Writing in Biomanufacturing	2 credits
BTC 202	Protein Purification	2 credits
BTC 220	Biomanufacturing I	4 credits
BTC 230	Biomanufacturing II	4 credits
BTC 240	Seminar in Biotechnology	1 credit
MAT 103	College Algebra	3 credits

Total credits required for graduation **22 credits**

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

COMPUTER SCIENCE

Certificate

Program Description

The Computer Science Certificate is designed for students interested in exploring the field of computer science. It provides students with general knowledge in the areas of computer programming, computer network technologies, database management, and website design through a survey of courses. Students can expand their knowledge further in an area of choice through the selection of electives.

Program Outcomes

At the completion of this program, the student should be able to:

- Summarize how computers, data processing, and networking have changed practices in society, business, science, and medicine
- Describe the role of major hardware and software components of a computer
- Apply structured methodologies to design, implement, document, test, and debug computer programs
- Utilize common procedural and object-oriented programming language constructs
- Describe the technologies used in computer networks
- Design a relational database with queries, forms, and reports
- Create web pages with HTML markup and style them with CSS

Program Requirements

CSI 101	Introduction to Computers	3 credits
CSI 107	C++ Programming*	3 credits
CSI 116	Introduction to Programming	3 credits
CSI 244	Networking I	3 credits
CSA 213	Database Management	3 credits
CSA 227	Website Design	3 credits
Program Electives		6 credits

Total credits required for graduation **24 credits**

Program Electives

CSA 229	Website and Mobile Development w/ Javascript*	3 credits
CSI 108	Advanced C++*	3 credits
CSI 149	Introduction to Game Development	3 credits
CSI 207	System Design and Analysis	3 credits
CSI 226	UNIX with Linux	3 credits
CSI 229	Visual Basic*	3 credits
CSI 233	Java Programming	3 credits
CSI 245	Networking II*	3 credits
CSI 261	Robotics Programming*	3 credits

*Indicates course requires the completion of a prerequisite.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

COMPUTER SCIENCE: NETWORKING

Certificate

Program Description

The Networking Certificate was designed for those students who are interested in learning the fundamentals of Networking or for those students who would like to enhance their networking careers. The program is 24 credits and can be completed in one academic year.

Program Outcomes

- Identify network boundaries and network topologies when presented with a network diagram
- Explain the operation of various networking protocol features
- Demonstrate the ability to use network monitoring and troubleshooting tools such as packet sniffers and the trace route command
- Compare and contrast peer to peer versus server based operating systems
- Demonstrate the ability to configure networking devices such as switches and routers
- Analyze a given set of network diagnostic test results in order to identify a network problem
- Solve IP network design problems using subnetting
- Design an IP network given a set of requirements and constraints
- Relate the concepts of digital logic to network design techniques

Program Requirements

CSI 101	Introduction to Computers	3 credits
CSI 116	Introduction to Programming	3 credits
CSI 226	UNIX with Linux	3 credits
CSI 235	Computer Architecture	3 credits
CSI 244	Networking I	3 credits
CSI 245	Networking II	3 credits
CSI 246	Networking III	3 credits
Program Electives		3 credits

Total credits required for graduation **24 credits**

Program Electives

CSI 111	Digital Computer Hardware	3 credits
CSA 213	Database Management	3 credits
CSI 217	Operating Systems	3 credits
CSI 242	Computer System Security	3 credits
CSI 265	Linux System Administration	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

CORRECTIONS ADMINISTRATION

Certificate

Program Description

The Corrections Administration certificate introduces students to the challenges and processes of administering criminal sanctions. The Certificate exposes students to a wide array of topics including juvenile justice, the impact of drug addiction on the correctional process, community corrections, managing a diverse and deviant population, and multiculturalism in Corrections, with required courses promoting a well-rounded correctional professional by combining both custodial and administrative topics, and the electives promoting individual interests in custodial or therapeutic practices. Successful completion will help prepare students for practice in Corrections at both governmental and private agencies.

Program Outcomes

At the completion of the program the student should be able to:

- Explain the environment and influences impacting the field of juvenile and adult corrections including probation and parole
- Describe how management theory and criminal justice philosophies inform correctional practices
- Identify challenges of and responses to the deviant population within a correctional institution
- Compare and contrast the custodial and therapeutic mission of corrections
- Discuss the importance of interpersonal or intercultural communications to achieve the correctional mission

Program Requirements

CJS 107	Juvenile Delinquency	3 credits
CJS 202	Intro to Corrections	3 credits
CJS 113	Drugs and Society	or
CJS 204	Probation, Parole and Community Corrections	3 credits
CJS 206	Correctional Administration	3 credits
ENG 224	Writing for Professionals	3 credits
HSV 251	Introduction to Substance Abuse Studies	3 credits
SOC 112	Interpersonal Communications	or
SOC 116	Intercultural Communication	3 credits
Program Electives		6 credits

Total credits required for graduation

27 credits

Program Electives

CJS 108	Criminal Justice Ethics	3 credits
CJS 122	Conflict and Dispute Resolution	3 credits
CJS 225	Victimology	3 credits
CSA 227	Website Design	3 credits
CSA 228	Computer Graphics Applications	3 credits
CSI 207	System Design & Analysis	3 credits
CSI 217	Operating Systems	3 credits
CSI 218	Data Structures & Algorithms	3 credits
CSI 226	UNIX with Linux	3 credits
CSI 229	Visual Basic	3 credits
CSI 233	Java Programming	3 credits
CSI 235	Computer Architecture	3 credits
CSI 242	Computer System Security	3 credits
CSI 244	Networking I	3 credits
HSV 200	Human Behavior in the Social Environment	3 credits
HSV 201	Helping Skills in Human Services	3 credits
HSV 205	Substance Abuse Studies	3 credits
HSV 260	Diverse Populations	3 credits
PSY 215	Abnormal Psych	3 credits
SOC 105	Sociology of Deviance	3 credits
SOC 112	Interpersonal Communication	3 credits
SOC 116	Intercultural Communication	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/geadata for our Gainful Employment Reporting Data

CRIMINAL JUSTICE: LAW ENFORCEMENT

Certificate

Program Description

The Law Enforcement Certificate Program is designed for those individuals who have been accepted into a regional police academy in Massachusetts or who plan on applying for a police position in a municipality whose police officer candidates are trained in a regional police academy.

Program Outcomes

At the completion of this program, the student should be able to:

- Demonstrate knowledge of structure and functions of the police, courts, and corrections
- Analyze how theories of criminal behavior explain such behavior, and how those theories relate to the criminal justice system
- Describe major court decisions related to crime and criminal procedure and how those decisions influence the behavior of those working in or involved with the criminal justice system
- Describe the rights under the United States Constitution of those accused of crime, and explain why those rights exist
- Analyze the criminal justice process from initial contact with the police to appeals
- Explain the substance, purpose, and function of criminal law
- Distinguish between the features and purposes of the adult court system and the juvenile court system

Program Requirements

CJS101	Introduction to Criminal Justice	3 credits
CJS 103	Criminology	3 credits
CJS 105	Criminal Evidence and Investigation	3 credits
CJS 109	Criminal Law	3 credits
CJS 121	Criminal Procedure	3 credits
ENG 101	English Composition I	3 credits
PSY 101	General Psychology	3 credits
SOC 101	General Sociology	3 credits
SOC 112	Interpersonal Communication	3 credits

Total credits required for graduation **27 credits**

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/geadata for our Gainful Employment Reporting Data

CUSTOMER SERVICE

Certificate

Program Description

The Customer Service Certificate program will prepare students for a career as a customer service professional. This certificate program helps students become skilled in areas of customer service including: customer communication, sales, intercultural communication, and organizational effectiveness.

Program Outcomes

At the completion of the program the student should be able to:

- Analyze the role of customer service as a business strategy.
- Devise methods to address customer questions, complaints and requests.
- Summarize the importance of building customer relationships and loyalty.
- Communicate effectively about management issues.
- Recognize how management and its decisions impact the employee and customer.
- Describe the role of management and its impact on business transactions/ outcomes.
- Identify the role of sales within the business world and the relationship to customer service.
- Demonstrate awareness of how human culture affects individual perception and interpersonal communication.
- Illustrate the importance of effective business communications including emails and letters to customers and co-workers.

Program Requirements

BUS 202	Principles of Customer Service	3 credits
BUS 230	Organizational Communication	3 credits
MGT 201	Principles of Management	3 credits
MGT 202	Sales Management	3 credits
SOC 116	Intercultural Communication	3 credits
Program Elective		3 credits

Total credits required for graduation 18 credits

Program Electives

BUS 101	Intro to Business	3 credits
BUS 204	Human Relations in Organizations	3 credits
BUS 211	Intro to International Business	3 credits
BUS 220	Business Ethics	3 credits
MGT 203	Human Resources Management	3 credits
MGT 230	Entrepreneurship & Small Business Mgmt	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollge.edu/gedata for our Gainful Employment Reporting Data

EARLY CHILDHOOD EDUCATION

Certificate

Program Description

Increasingly, American families find the need for safe, certified day care for children. Essential to the success of any day care operation is the availability of qualified professionals. The Quincy College program in Early Childhood Education is designed to assist students in meeting requirements for the Department of Early Education and Care (EEC) and the needs of employers. Students receive a broad based exposure to Early Childhood Education.

All students enrolled in the program will be required to have a Criminal Offender Record Information (CORI) check completed as required by early childhood centers. Admission to the program does not guarantee a field placement. An overall GPA of 2.0 or higher is required to be placed in a field experience. In addition, students must complete the following college level courses with a grade of "C" (73%) or higher: EDU 101, EDU 105, EDU 110, PSY 103, and EDU 222 and receive written permission from the faculty who coordinate the Early Childhood Program to be eligible for a field placement.

Program Outcomes

At the completion of the program the student should be able to:

- Demonstrate knowledge of child development and learning to support the diverse ways in which children learn
- Use observation, documentation and appropriate assessment tools to support positive outcomes for all children
- Design, implement, and evaluate a developmentally appropriate curriculum that positively influences children's learning
- Demonstrate knowledge of supporting families and communities through reciprocal relationships which involve families in their children's learning
- Evaluate effective teaching practices working with children in collaboration with other professionals

Program Requirements

EDU 101	Introduction To Early Childhood Education	3 credits
EDU 105	Curriculum for the Preschool Child	3 credits
EDU 107	Health and Nutrition for Preschoolers	3 credits
EDU 117	Positive Guidance for the Young Child	3 credits
EDU 210	ECE Seminar	3 credits
EDU 222	Children with Special Needs	3 credits
EDU 320	ECE Field Experience	6 credits
PSY 103	Child Development	3 credits
Program Elective		3 credits

Total credits required for graduation **30 credits**

Program Electives

EDU 110	Observation and Participation	3 credits
EDU 115	Children's Literature	3 credits
EDU 216	Dynamics of Play	3 credits
EDU 218	Infant/Toddler Development and Curriculum	3 credits
EDU 250	Management and Supervision in ECE Centers	3 credits
EDU 317	Financial Management for Day Care Administrators	3 credits
PSY 201	Child Psychology	3 credits

Additional Information

All ECE and EDU students must complete a CORI and a SORI (including finger printing), prior to their acceptance into the ECE/EDU program. It is the responsibility of the student to complete this so that they will be able to do field observations during the program. Most local police stations will perform SORIs/fingerprinting for a fee. CORIs will be performed at the site chosen to complete your observation/field experience hours.

Students who plan to complete a field placement must contact the faculty coordinator by May for a fall semester placement and by December for a spring semester placement.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

Emergency Medical Technician

Certificate

Program Description

The Emergency Medical Technician Certificate is an in-depth program in basic life support offered by the Comprehensive Medical Teaching Institute (CMTI) at Quincy College.

The goal of this program is to prepare each student to become a competent, knowledgeable and professional entry-level EMT in all phases of the learning domains-cognitive (knowledge)-psychomotor (skills)-affective (behavior).

Program Outcomes

Upon successful completion of this certificate program, students will be able to:

- Demonstrate the ability to comprehend, evaluate and apply clinical presentation as it relates to their role as an entry-level EMT (Cognitive Objective)
- Demonstrate technical proficiency in all EMT skills required by the NREMT, the Massachusetts Office of Emergency Medical Services and the program requirements to fulfill their role as an entry-level EMT (Psychomotor objective)
- Demonstrate personal and professional behaviors consistent with the profession and employer expectations in their role as an entry-level EMT (Affective Objective)

Program Requirements

EMS 101	Emergency Medical Technician – Basic	6 credits
---------	--------------------------------------	-----------

Total credits required for graduation

6 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

ENTREPRENEURSHIP

Certificate

Program Description

The Entrepreneurship Certificate is designed for the student who seeks to be an entrepreneur in a start-up business or who wants to work as an entrepreneurial change agent within an existing corporate setting. This program prepares students to recognize opportunities, identify business issues, and analyze actions to better position their business. The certificate program will help to prepare students to be successful and to develop the necessary skills needed to manage, promote, and compete.

Program Outcomes

At the completion of the program the student should be able to:

- Evaluate the importance of strategic, operational and financial planning in the small business setting.
- Compare and contrast the three general methods of starting a small business start-up, buy an existing business or buy a franchise- and evaluate the pros and cons of each method.
- Describe the process for identifying, evaluating and selecting new business opportunities.
- Identify and discuss the major environmental forces that influence a manager's work.
- Identify and discuss types and methods of decision making.
- Explain the importance of business ethics and social responsibility to new business ventures.
- Differentiate between strategic business plans and strategic marketing plans.
- Develop a plan to incorporate principles of customer service into all areas of the business.

Program Requirements

BUS 202	Principles of Customer Service	3 credits
MGT 201	Principals of Management	3 credits
MKT 202	Principles of Marketing	3 credits
MGT 230	Entrepreneurship	3 credits
MGT 235	Financing a Small Business	3 credits
Program Elective ¹		3 credits

Total credits required for graduation **18 credits**

Program Electives

ACC 101	Accounting I	3 credits
BUS 220	Business Ethics	3 credits
MGT 202	Fundamentals of Sales	3 credits
MGT 203	Human Resources Management	3 credits

Additional Information

1. ACC 101 is strongly recommended as the program elective course.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/geadata for our Gainful Employment Reporting Data

EXERCISE SCIENCE

Certificate

Program Description

Over the past decade, the percentage of American youth, adults and seniors who are under fit and overweight has increased significantly, with related escalation in degenerative diseases and health care costs. The solution to these problems is competent, certified exercise science/personal training professionals who can help our inactive population develop desirable levels of physical fitness with emphasis on muscular strength, cardiovascular endurance and body composition. This certificate program is designed for students who want to work as exercise instructors in fitness centers or as independent personal trainers. Completion of this program prepares students to pass professional certification exams, such as those offered by the American Council on Exercise. The course of study combines elements from the disciplines of anatomy, physiology, biology, psychology, nutrition, health and kinesiology.

Program Outcomes

Upon completion of the program, the student will:

- Develop a philosophy of wellness/fitness that enhances quality of life for themselves and their clients.
- Be capable of designing safe and effective fitness programs for youth, adults and seniors.
- Be capable of educating and motivating clients to properly perform exercise that enhance muscle strength, cardiovascular endurance, and body composition.
- Be capable of passing nationally recognized professional exams to become certified personal trainers.

Program Requirements

BIO 111	General Biology with lab	4 credits
BIO 131	Anatomy & Physiology I with lab	4 credits
EXS 101	Health Appraisal & Fitness Assessment	3 credits
EXS 102	Muscular & Cardiovascular Fitness	3 credits
EXS 115	Injury Prevention, Flexibility & Functional Training	3 credits
EXS 116	Strength Training & Endurance Exercise	3 credits
EXS 119	Bioenergetics & Biomechanics	3 credits
EXS 150	Nutrition for Exercise	3 credits

Total credits required for graduation

26 credits

Additional Information

The passing grade for all EXS courses is "C" (73%). Students are not eligible for graduation unless they have earned a "C" or better in all EXS courses. Students may transfer courses from accredited institutions. Science courses must have been completed within the past five (5) years at the college level.

All courses listed above may be applied to the Associate Degree Program in Exercise Science/Personal Training.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

GAME DEVELOPMENT

Certificate

Program Description

The Game Development Certificate gives the students the tools which they need to develop computer games. The students will create two dimensional and three dimensional games as well as single and multiplayer games. They will customize the visual profile of objects in the game using two dimensional and three dimensional graphics and animation.

Program Outcomes

At the completion of the program the student should be able to:

- Create two dimensional game using audio, physics and text effects
- Create transparent pixels on an uploaded image by using color key technology
- Customize an object's behavior using function overriding and inheritance
- Use functions to allow objects to interact within a game
- Create low and high detailed meshes
- Build a high-poly character and colorize the final model

Program Requirements

CSA 228	Computer Graphics Applications	3 credits
CSI 101	Introduction to Computers	3 credits
CSI 116	Introduction to Programming	3 credits
CSI 149	Introduction to Gaming or	
CSI 150	Introduction to Game Development with Unity	3 credits
CSI 249	Advanced Game Development	3 credits
CSI 250	3D Graphics and Animation	3 credits
Program Electives		9 credits

Total credits required for graduation 27 credits

Program Electives

ART 100	Fundamentals of Visual Art	3 credits
CSI 107	C++ Programming	3 credits
CSI 233	Java Programming	3 credits
CSI 255	C# Programming	3 credits
CSI 261	Robotic Programming	3 credits
CSI TBD	Mobile Application Development (in development)	3 credits
ENG 205	World Mythology	3 credits
LAW 203	Cyber Law	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/geodata for our Gainful Employment Reporting Data

GERONTOLOGY

Certificate

Program Description

The broad field of Human Services involves the art and science of working with people and helping others. Within the subspecialty of social work, the essential aim of the professional is to enhance social functioning of people within social and cultural frameworks. This certificate program prepares graduates to engage in the helping professions at entry levels in their communities, with a focus on working effectively with elders in a variety of community settings.

Program Outcomes

At the completion of the program the student should be able to:

- Assesses the needs of older adults and their families while working as a member of a team of helping professionals
- Apply appropriate practices and procedures when interviewing applicants for services to obtain data and to provide information on available resources for older adults
- Demonstrate familiarity with services that assist older adults and their families that are available in the community
- Demonstrates proficiency in assisting older adults as individuals or groups with difficult day to day problems such as family relationships, locating sources of assistance, and addressing other specific problems
- Provide assistance in helping older adults utilize specific resources and agencies

Program Requirements

BIO 106	Nutrition	3 credits
HSV 112	Introduction to Gerontology	3 credits
HSV 114	Substance Abuse & Older Adults	3 credits
HSV 103	Introduction to Social Work	3 credits
HSV 200	Human Behavior and the Social Environment	3 credits
HSV 201	Helping Skills	3 credits
PSY 216	Growth and Development	3 credits
Program Elective		3 credits
SOC 140	Aging in America	3 credits

Total credits required for graduation

27 credits

Program Electives

CJS 113	Drugs and Society	3 credits
CJS 221	Domestic Violence	3 credits
HSV 205	Substance Abuse Counseling	3 credits
HSV 260	Diverse Populations	3 credits
HSV 297	Human Services Internship	3 credits
PSY 205	Psychology of Change	3 credits
PSY 212	Group Dynamics	3 credits
PSY 221	Health Psychology	3 credits
PSY 231	Psychology of Gender and Culture	3 credits
SOC 101	General Sociology	3 credits
SOC 102	Contemporary Social Problems	3 credits
SOC 116	Intercultural Communications	3 credits
SOC 150	Women in Society	3 credits
SOC 203	Sociology of the Family	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/geedata for our Gainful Employment Reporting Data

Certificate

The program of study is designed to prepare students for transfer to a two-year program and/or entry level positions as managers and generalists for employment in medical offices, general medical and surgical hospitals, home health care services, and outpatient care centers as well as non-profit health related organizations.

At the completion of this program, the student should be able to:

- ## Program Requirements

Total credits required for graduation **29 credits**

154 Quincy College Catalog 2019-2020 | Focused on Teaching and Learning, One Student at a Time

HEALTHCARE ADMINISTRATION: MEDICAL BILLING AND CODING

Certificate

Program Description

The certificate program in Medical Billing and Coding supplies students with knowledge of the healthcare system, anatomy and physiology and related terminology, as well as of treatment of and procedure codes used by the healthcare industry and how to accurately communicate those codes to insurers and agencies for payment to providers. A focus of the program is preparation to sit for the Certified Professional Coder National Examination, and preparation for employment in a variety of healthcare settings, such as hospitals and medical practices.

Program Outcomes

- At the completion of this program, the student should be able to:
- Demonstrate proficiency in coding using: International Classification of Diseases, Ninth Revision (ICD-g) coding book
- Current Procedural Terminology (CPT) coding book; Healthcare Common Procedure System (HCPCS)
- Recognize the essential duties and responsibilities of medical insurance billing
- Demonstrate proficiency in English language and grammar in the medical environment
- Interpret a patient medical report
- Describe the reimbursement procedures for different types of medical records, settings, and procedures
- Evaluate the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards
- Validate the data collected for appropriate reimbursement
- Outline the ethical considerations that impinge on the fields of healthcare
- Define medical terms and abbreviations
- Demonstrate an understanding of the anatomy and physiology of the human body from the cellular level to the system level
- Describe the origins, history, structure, and functions of the U.S. healthcare system

Program Requirements

CSI 101	Introduction to Computers	3 credits
HSC 107	Orientation to Health Care	1 credit
HSC 140	Medical Terminology	3 credits
HSC 149	Applied Anatomy and Physiology	4 credits
MBC 101	Intro to Medical Billing and Coding	3 credits
MBC 120	Insurance Claim Procedures	3 credits
MBC 102	English for Health Claims	3 credits
MBC 125	Medical Administration & Coding: Certification Prep	6 credits
PHL 103	Medical Ethics	3 credits

Total credits required for graduation

29 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

HUMAN SERVICES

Certificate

Program Description

Human services involve the art and science of working with people and helping other. Within the broad category of human services is the subspecialty of social work. The essential aim of the social work profession is to enhance social functioning of people within social and cultural frame works. This program prepares graduate to engage in the helping professions at entry levels in their communities. This concentration focuses upon helping students develop the knowledge, skills, experience, and values that will assist them in working effectively with people in a variety of community settings. Specifically, this Certificate program will provide the required education requirements for state licensure as a Licensed Social Worker (LSW) (258 CMR 9.05) or as a Licensed Social Work Associate (LSWA) (258 CMR 9.06).

Program Outcomes

At the completion of the program the student should be able to:

- Assess client needs while working as a member of a team of helping professionals
- Apply appropriate practices and procedures when interviewing applicants for services to obtain data and to provide information on available resources
- Demonstrate familiarity with services available in the community and how those services relate to client needs
- Demonstrate proficiency in assisting individuals or groups with difficult day to day problems such as finding employment, locating sources of assistance, and addressing other specific problems
- Provide assistance in helping people identify and utilize specific relevant resources and agencies

Program Requirements

HSV103	Introduction to Social Work	3 Credits
HSV 200	Human Behavior and the Social Environment	3 Credits
HSV 201	Counseling Skills	3 Credits
HSV 205	Substance Addiction Counseling	3 Credits
HSV 240	Social Policy	3 credits
HSV 260	Diverse Populations	3 Credits
Total credits required for graduation		18 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

INSURANCE CAREER

Certificate

Program Description

The Insurance Certificate program is intended for those students seeking to work in the field of Insurance. This program teaches the skills necessary to work as an insurance professional in both personal and commercial insurance.

Program Outcomes

At the completion of the program the student should be able to:

- Define the role insurance plays in the nation's economy
- Distinguish between the different types of insurance policies such as Property and Liability, Personal Insurance, Commercial Insurance, life Insurance, and Accident and Health
- Analyze risks and determine best coverage policies for individuals and businesses
- Summarize and communicate the key content of an insurance policy/contract to clients
- Provide effective customer service to clients of the insurance industry

Program Requirements

BUS 101	Introduction to Business	3 credits
ECO 201	Microeconomics	3 credits
INS 100	Risk Management and Insurance	3 credits
INS 200	Personal and Liability Insurance	3 credits
INS 203	Commercial Insurance	3 credits
Program Elective		3 credits

Total credits required for graduation **18 credits**

Program Electives

ACC 101	Accounting I	3 credits
BUS 202	Principles of Customer Service	3 credits
BUS 297	Business Management Internship (Insurance)	3 credits
ECO 202	Macroeconomics	3 credits
FIN 220	Principles of Finance	3 credits
GOV 211	State and Local Government	3 credits
LAW 201	Business Law	3 credits
MGT 201	Principles of Management	3 credits
MGT 202	Sales Management	3 credits
MKT 202	Principals of Marketing	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

LINUX SYSTEM ADMINISTRATION

Certificate

Program Description

The Linux System Administration Certificate prepares students for entry-level employment with businesses or organizations that maintain their own Linux based computer systems. Students learn about the installation/configuration, operation, and maintenance of secure Linux based computer systems.

Program Outcomes

At the completion of this program, the student should be able to:

- Create and execute a Linux installation plan
- Explain Linux file system management and administration
- Demonstrate the management of system users and groups
- Explain the management of data including backup and recovery processes
- Apply security best practices to secure a Linux server
- Install and configure various servers (e-mail, web, etc.)
- Examine system logs to monitor server operation
- Perform Linux server maintenance utilizing software packages and kernel patches

Program Requirements

CSI 101	Introduction to Computers	3 credits
CSI 116	Introduction to Programming	3 credits
CSI 207	System Design & Analysis	3 credits
CSI 217	Operating Systems	3 credits
CSI 226	UNIX with Linux	3 credits
CSI 242	Computer Systems Security	3 credits
CSI 244	Networking I	3 credits
CSI 265	Linux System Administration	3 credits

Total credits required for graduation	24 credits
--	-------------------

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

PARALEGAL STUDIES

Certificate

Program Description

The certificate program in Paralegal Studies is within the Division of Professional Programs. The program design required paralegal courses and electives specific to the paralegal profession.

Program Outcomes

At the completion of this program, the student should be able to:

- Analyze a legal problem by identifying and evaluating alternative arguments in support of specific positions.
- Use standard legal resources to identify and locate applicable primary and secondary legal reference materials and appropriately apply them to specific legal problems.
- Conduct effective interviews of clients and witnesses and produce accurate and appropriate statements.
- Use oral and written communication to effectively inform and persuade.
- Apply principles of professional ethics to specific situations.
- Demonstrate knowledge and understanding of the structure and operation of the U.S. and Massachusetts legal systems
- Depending on the elective chosen, demonstrate knowledge and skills in specific substantive areas of law.

Program Requirements

LAW 101	Introduction to Paralegal Studies	3 credits
LAW 123	Interviewing & Investigation	3 credits
LAW 201	Business Law	3 credits
LAW 215	Legal Research & Writing	6 credits
LAW 220	Litigation & Procedure	3 credits
LAW 255	Legal Ethics	3 credits
Program Electives		9 credits

Total credits required for graduation **30 credits**

Program Electives

LAW 209	Real Estate Law	3 credits
LAW 225	Family Law	3 credits
LAW 230	Estate Administration	3 credits
LAW 235	Law of Business Organizations	3 credits
LAW 245	Administrative Law	3 credits
LAW 250	Bankruptcy Law	3 credits
LAW 297	Paralegal Internship	3 credits

Additional Information

Prerequisites: Please note that Paralegal courses require may require prior completion of a prerequisite/corequisite ENG 101 English Comp I.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

PHLEBOTOMY

Certificate

Program Description

The Phlebotomy Certificate Program is designed to train students to perform both routine and challenging venipunctures and capillary skin punctures on adults. Students will study medical terminology, human anatomy, and interpersonal communication skills in addition to the collection, processing, and distribution of lab specimens. Safety standards, legal and ethical behaviors, and quality control related to patient/client care will be emphasized. Students who complete this certificate program will be well prepared for an entry level position in health care, while building a strong foundation for further academic study. The curriculum includes multiple courses that can be transferred to other certificate programs in the Health Sciences or applied toward an Associate Degree in Clinical Laboratory Science, for example.

Program Outcomes

Upon completion of the program, the student will be able to:

- Perform as an entry level phlebotomy technician.
- Perform venipunctures and capillary skin punctures.
- Perform standard procedures in the collection, processing, and distribution of lab specimens.
- Understand the role and function of phlebotomy in the overall care of a client.
- Explain and summarize the basic components of a clinical and/or medical record.
- Describe and recognize safety standards, legal and ethical behaviors, and quality control related to phlebotomy.

Program Courses

HSC 107	Orientation to Health Care	1 credit
HSC 108	Basic Life Support & Emergency Skills ¹	1 credit
HSC 140	Medical Terminology	3 credits
HSC 149	Applied A & P for Health Care Professions ²	4 credits
PHB 115	Phlebotomy	2 credits
PHB 125	Phlebotomy Lab	1 credit
SOC 112	Interpersonal Communication	3 credits
PHB 136	Clinical Practicum ³	3 credits

Total credits required for graduation

18 credits

Additional Information

Clinical space is limited, therefore immediate clinical placement is not guaranteed; a student's clinical experience may take up to one year to complete.

1. Students may substitute a non-credit CPR course, if proof of certification (valid for at least one year) is provided to the Dean at the time of registration.
2. Anatomy & Physiology I and II (with labs) may be substituted for HSC 149.
3. Successful completion of PHB 115 and PHB 125 (final grade of "C") is required for enrollment in PHB 136

Students must have satisfactory health and immunization records submitted through CastleBranch.

A satisfactory CORI check is required for students to receive a clinical placement.

The passing grade for all courses is "C" (73%). Students are not eligible for certification for graduation unless they have earned a "C" or better in all health sciences and phlebotomy courses.

Drug Testing

Some clinical partners require drug screening of students placed at their facilities. These providers reserve the right to refuse and/or reject any student whose drug test fails to meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete the clinical practicum are ineligible for graduation.

CPR Certification

Health Sciences students must be certified in CPR for the Health Care Provider. Documentation is required and must be provided to the Dean and Clinical Supervisor and must be effective throughout the program.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

PRACTICAL NURSING

Certificate

Program Description

The certificate program in Practical Nursing is offered on a full-time basis on both the Quincy and Plymouth campuses. The program of study includes theory in the biological and behavioral sciences as the foundation to the nursing courses. The curriculum emphasizes clinical experiences in a variety of health care settings. Planned learning experiences are directed toward developing nursing competency consistent with current practices. The full-time program meets five days a week. The full-time class schedule averages 30 hours (class and clinical). Enrolled students must complete the certificate requirement within 4 years of enrollment in the full-time nursing program.

Students who successfully complete the program are eligible to take the NCLEX- Practical Nurse examination for licensure as a Licensed Practical Nurse (LPN). Applicants for licensure in Massachusetts must be of good moral character as determined by the Board of Registration in Nursing. Please note that a student who has been convicted of either a misdemeanor or a felony may be denied entrance to the licensure examination.

Quincy College's Practical Nurse Certificate program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Commonwealth of Massachusetts Board of Registration in Nursing (BORN). You may contact the ACEN for more information on the web at <http://www.acenursing.org/> or at 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326, by telephone at 404-975-5000 or 800-669-1656, or by faxing 404-975-5020. Quincy College Division of Nursing PN and ADN programs have been placed on "Approval with Warning" Status by the Massachusetts Board of Registration in Nursing (BORN). It is important for you to know that as a graduate of Quincy College Division of Nursing, you will remain eligible to write the NCLEX RN. For more information about this status please visit quincycollege.edu/program/nursing. You may contact BORN for more information on the web at <http://www.mass.gov/dph/boards/rn> or at 239 Causeway Street, Suite 200, 2nd Floor, Boston, MA 02114, or by phone at (617) 973-0800 or (800) 414-0168. To view student achievement outcomes please visit quincycollege.edu/program/nursing.

Program Outcomes

At the completion of this program, the student should be able to:

- Assess the biopsychosocial deficits of the health care client
- Assist in developing nursing care plans and setting priorities for nursing care
- Implement care plans using safe nursing care principles
- standards of practice and based on individual rights and client needs
- Communicate effectively
- Evaluate the progress of the care plan based on nursing intervention and outcomes
- Distinguish the role of a Licensed Practical Nurse within the health care delivery system and understand the nursing code of ethics
- Understand the importance of personal and professional growth and utilize educational opportunities to achieve goals
- Advocate for the health care consumer and the nursing profession

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

Program Requirements

HSC 149	Applied Anatomy & Physiology for Health Care Professions	4 credits
MAT 103	College Algebra or MAT 107 Statistics	3 credits
PNU 101	Growth and Development	1 credit
PNU 111	Human Behavior	1 credit
PNU 131	Nutrition	1 credit
PNU 141	Microbiology	1 credit
PNU 145	Fundamentals of Practical Nursing I	5 credits
PNU 146	Fundamentals of Practical Nursing II	5 credits
PNU 153	Introduction to Care of the Adult	8 credits
PNU 154	Medical-Surgical Nursing	8 credits
PNU 157	Practical Nursing Across the Continuum	7 credits

Total credits required for the certificate: 44 credits

Additional Information

The passing grade for all courses is "C+" (77%). Students may not continue in the program if they earn less than a "C+" in a course.

Science courses must have been completed within the past five (5) years at the college level and a grade of C or better awarded.

ATI TEAS is a requirement for application to the program.

Nursing students are required to meet specific physical requirements

All students enrolled in the Nursing Division are required to be current with their health immunizations, physical exam and CPR for the healthcare provider. Items are tracked via Castle Branch.

All nursing courses require students to have scheduled clinical nursing practice within a variety of health care settings under the supervision of qualified nursing faculty. Please note, acceptance to the program does not guarantee a clinical nursing placement. Clinical facilities require specific health requirements and satisfactory criminal offender record information (CORI) check on all students before he/she can be allowed in the clinical setting. A positive CORI check may mean that a student is not allowed within a clinical facility for his/her clinical nursing practice. A misdemeanor or a felony can result in a positive CORI. If this happens, then the student may not be able to complete the nursing program. Please note that some clinical settings may require drug screening. Any student with a positive drug screen for any drug that does not have a legitimate prescription will be dismissed from the program.

SECURITY ADMINISTRATION

Certificate

Program Description

The Security Administration Certificate provides students with knowledge about the theories and principles associated with multiple dimensions within the security industry. The certificate will enable the student to comprehend a wide array of topics including private security, corporate investigations, protection of assets, and interpersonal communications, providing them with a basic understanding of the security industry. Required courses establish a holistic approach toward developing a well-rounded security professional by combining topics surrounding private security, interpersonal communication, customer service and administrative issues. This program prepares students to engage in the practice of private security at agencies such as hospitals, private corporations, event centers, and federal government contracting with a broader knowledge of the practice and a strategic advantage over other candidates.

Program Outcomes

At the completion of this program, the student should be able to:

- Identify the critical components of business continuity.
- Articulate how to successfully manage both a contract and proprietary security program.
- Describe the process of how to conduct a security investigation from its inception to prosecution.
- Explain the entire incident command process from the preplanning stages to the post event after action review.
- Explain the integration of the concepts taught in the component courses as they relate to risk assessment, management, and mitigation of the overall enterprise.
- Conduct comprehensive security risk assessments along with mitigation strategies.

Program Requirements

BUS 202	Principles of Customer Service	3 credits
CJS 117	Crisis Intervention and The Police	3 credits
CJS 211	Introduction to Security Procedure OR	
ENG 224	Writing for Professionals	3 credits
CJS 213	Security Administration	3 credits
CSI 242	Computer Systems Security	3 credits
ENG 111	Speech Communication or	
IDS 155	Critical Thinking & Writing	3 credits
Program Electives		6 credits
SOC 112	Interpersonal Communication	3 credits

Total credits required for graduation 27 credits

Program Electives

CJS 108	Criminal Justice Ethics	3 credits
CJS 121	Criminal Procedure	3 credits
CJS 131	Introduction to Homeland Security	3 credits
CJS 132	Weapons of Mass Destruction	3 credits
CJS 212	Corporate Security Investigations	3 credits
CJS 214	Risk Analysis and Disaster Management	3 credits
CJS 215	White Collar Crime	3 credits
CJS 297	CJS Internship (Security)	3 credits
LAW 203	Cyber Law	3 credits
SOC 116	Intercultural Communication	3 credits

Additional Information

Prerequisites: Please note that some courses require prior completion of a prerequisite course.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/qedata for our Gainful Employment Reporting Data

SUBSTANCE ABUSE

Certificate

Program Description

The broad field of Human Services involves the art and science of working with people and helping others. Within the subspecialty of social work, the essential aim of the professional is to enhance social functioning of people within social and cultural frameworks. This certificate program prepares graduates to engage in the helping professions at entry levels in their communities, with a focus on working effectively with issues related to substance abuse. Specifically, this Certificate program will provide an in-depth understanding of substance abuse, allow students to be eligible for employment in the growing field of substance abuse, and provide the required education requirements for state licensure in substance abuse counseling.

Program Outcomes

At the completion of the Certificate in Substance Abuse, the student should be able to:

- Assess client needs while working as a member of a team of helping professionals;
- Apply appropriate practices and procedures when interviewing applicants for services to obtain data and to provide information on available resources pertaining to substance abuse;
- Demonstrate familiarity with substance abuse services available in the community and how those services relate to client needs;
- Demonstrate competency in counseling adults with substance abuse;
- Demonstrate proficiency in assisting individuals or groups with difficult day to day problems such as finding employment, locating sources of assistance, and addressing other specific problems;
- Provide assistance in helping individuals and their families utilize specific resources and agencies, specifically around substance abuse.

Program Requirements

CJS 113	Drugs and Society	3 credits
ENG 101	English Composition I	3 credits
HSV 205	Substance Abuse Counseling	3 credits
HSV103	Introduction to Social Work	3 credits
HSV 201	Helping Skills	3 credits
HSV 260	Diverse Populations	3 credits
HSV 114	Substance Abuse and Older Adults	3 credits
Program Elective		3 credits
PSY 101	General Psychology	3 credits

Total credits required for graduation

27 credits

Human Services Program Electives

CJS 107	Juvenile Delinquency	3 credits
CJS122	Conflict and Dispute Resolution	3 credits
CJS 221	Domestic Violence	3 credits
HSV 112	Introduction to Gerontology	3 credits
HSV 200	Human Behavior and the Social Environment	3 credits
HSV 297	Human Services Internship	3 credits
PSY 103	Child Development	3 credits
PSY 201	Child Psychology	3 credits
PSY 205	Psychology of Change	3 credits
PSY 212	Group Dynamics	3 credits
PSY221	Health Psychology	3 credits
PSY 231	Psychology of Gender and Culture	3 Credits
SOC 101	General Sociology	3 credits
SOC 102	Contemporary Social Problems	3 credits
SOC 105	Sociology of Deviance	3 credits
SOC 116	Intercultural Communications	3 credits
SOC 140	Aging in America	3 credits
SOC 150	Women in Society	3 credits
SOC 203	Sociology of the Family	3 credits

Additional Information

Prerequisites: Please note that some courses in the curriculum require prior completion of a prerequisite course.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

SURGICAL TECHNOLOGY

Certificate

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, registered nurses and other surgical personnel in delivering optimal patient care. As vital members of the surgical team, job duties include preparing the operating room, securing supplies, setting up equipment and instruments, and anticipating the surgeon's needs during the surgical procedure. Surgical Technologists are responsible for maintaining the sterile field and being constantly vigilant that all members of the team adhere to aseptic technique.

Please Note

HSC 107 Orientation to Health Care and HSC 140 Medical Terminology must be completed prior to admission into program.

Program Description

The Surgical Technology Program is a ten month, full-time course of study beginning in September each year. The 40 credit certificate program trains students to become entry level Surgical Technologists and prepares them to sit for the certification exam offered by the National Board of Surgical Technology and Surgical Assisting. Upon successful completion of this exam, individuals are board certified and may use the credentials of Certified Surgical Technologist (CST).

The Quincy College Surgical Technology Program offers students three combined learning experiences: lecture, laboratory and clinical. Lecture topics come to life in our state-of-the-art laboratory. Laboratory skills transition the clinical setting during rotation at either a major Boston teaching facility or one of the leading community hospitals.

During this program, students are required to complete a minimum of 500 clinical hours and scrub on a minimum of 120 surgical procedures. Please note, acceptance to the Program does not guarantee a clinical placement. Clinical facilities require a satisfactory Criminal Offender Record Information (CORI) check on all students prior to commencement of the clinical experience. A positive CORI check may prevent a student from completing a clinical practice in any clinical facility. Should this occur, the student will not be able to complete the Surgical Technology Program.

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARC-STSA). Program graduates are eligible to sit for the certification exam (CST) offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). For additional information please contact CAAHEP by mail: 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763; by telephone: 727-210-2350; or on the web www.CAAHEP.org.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/gedata for our Gainful Employment Reporting Data

The Quincy College Surgical Technology Program strives to provide the learner with the very best educational opportunity available to the future professional who has selected this very rewarding career pathway.

Program Outcomes

Upon completion of the program the student will be able to:

- Correlate the knowledge of medical terminology, anatomy, physiology, pathophysiology, and microbiology to their role as a surgical technologist.
- Demonstrate a safe and professional level of practice and knowledge in their role as a surgical technologist.
- Acquire the ethical, legal, moral, and medical values related to the patient and the surgical team during the perioperative experience.
- Correlate the elements, action, and use of medications and anesthetic agents used during the perioperative experience.
- Value the professional attributes of the surgical technologist.
- Demonstrate the theoretical and practical proficiency in surgical aseptic technique, sterilization methods, surgical procedures and safe patient care practice techniques (including patient transportation, positioning and emergency procedures).
- Define the specific uses of equipment, supplies, and instrumentation used for the surgical procedures.
- Display eligibility to sit for the national certification examination for surgical technologists.

Program Requirements

HSC 149	Applied Anatomy & Physiology Health Care Professionals ¹	4 credits
HSC 111	Human Behavior ²	1 credit
SUR 102	Microbiology for the Surgical Technologist ³	2 credits
SUR 111	Surgical Technology I	5 credits
SUR 121	Surgical Technology I Skills Lab	4 credits
SUR 142	Surgical Technology II	16 credits
SUR 143	Surgical Technology III	8 credits

Total credits required for graduation 40 credits

Additional Information

1. A&P I and A&P II with labs may be substituted for HSC 149
2. PSY 101 may be substituted for HSC 111
3. BIO 251 Microbiology may be substituted for SUR 102

The passing grade for all courses is "C" (73%). Students may not continue in the program if they earn less than a "C" in a course.

Students must have a satisfactory health and immunization record.

The surgical technology program has a maximum enrollment capacity of 18 students per cohort and admits only one cohort per academic year.

The 2018 graduating cohort had an 69% pass rate on the National Certified Surgical Technology Exam.

WEB AND MOBILE DEVELOPMENT

Certificate

Program Description

The Web and Mobile Development Certificate program is designed for students who are interested in learning the fundamentals of web and mobile development or for those who wish to enhance their web development careers. This program is 27 credits in total and can be completed in 1-2 years.

The Web and Mobile Development Certificate Program will provide students with the knowledge and skills to design and develop functional, interactive websites. Students will gain valuable experience working with modern web languages, technologies, and practices. Topics include: markup languages (HTML, CSS), programming languages (JavaScript, PHP), databases (MySQL), multimedia creation (animation, video), and World Wide Web Consortium (W3C) compliance practices. Upon completion of the certificate, students will gain valuable hands-on experience with the many areas of website development, including web page design, client-side scripting, and server-side scripting.

Program Outcomes

Upon completion of the Website and Mobile Development Certificate Program, students will be able to:

- Write HTML markup to create web page content
- Create CSS style sheets to format and lay out web page content
- Use an automated web development tool to create web pages as part of a complete web site
- Create and add multimedia content such as graphics, animation, and sound to websites
- Identify the different roles of client-side scripts and server-side scripts
- Write front-end code with JavaScript to create dynamic web pages and process user input
- Create a test database with MySQL for querying and retrieving data
- Write back-end code with PHP to query and update a database via a web page

Program Requirements

BUS 101	Intro to Business	3 credits
CSA 227	Website Design	3 credits
CSA 229	Web and Mobile Development with JavaScript	3 credits
CSA 236	Digital Multimedia for the Web*	3 credits
CSI 101	Introduction to Computers	3 credits
CSI 116	Introduction to Programming	3 credits
CSI 204	Website Programming with PHP and MySQL	3 credits
Program Electives		6 credits

Total credits required for graduation **27 credits**

Program Electives

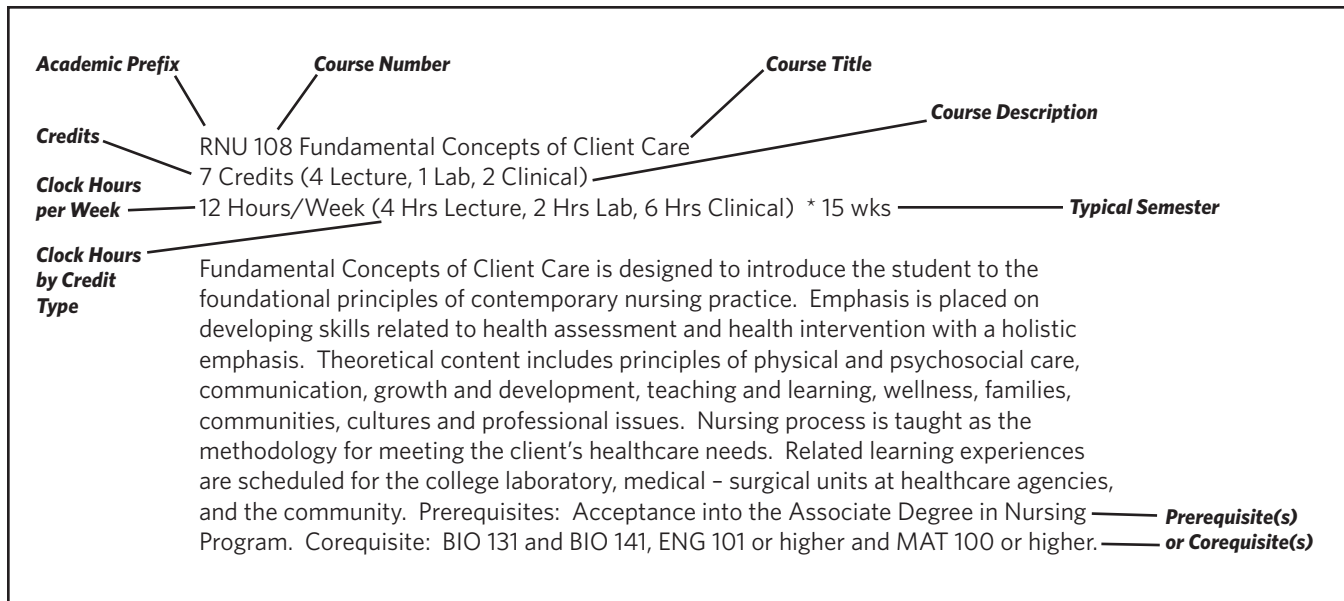
CSI 107	C++ Programming	3 credits
CSI 108	Advanced C++	3 credits
CSI 226	UNIX with Linux	3 credits
CSI 233	Java Programming	3 credits
CSI 237	Advanced Java	3 credits
CSI 247	Fundamentals of Structured Query Language	3 credits
CSI 248	Building Web Apps with Ruby on Rails	3 credits
CSI 297	Internship in Web Development	3 credits
LAW 203	Cyber Law	3 credits

For more information about our graduation rates, the median debt of students who completed the program, and other important information, go to www.quincycollege.edu/geodata for our Gainful Employment Reporting Data

The course listings that follow include descriptions of courses offered by the College to meet curricula requirements. Descriptions are general in nature and are not intended to include all topics which may be part of the course and, in some cases, items in the descriptions may be omitted from the course. Revisions are sometimes necessary to meet changes in course or program objectives.

Explanation of Course Description Codes

(The clock hour distributions contained in this catalog are based on a "typical" 15 week semester. Consult the current schedule for individual course meeting times. The College reserves the right to modify these and all other elements of a course at its discretion).



Lecture hours -The number of hours per week a particular course meets in an instructor directed classroom situation.

Lab or Studio Hours - The number of hours per week a particular course meets in a student and equipment laboratory situation. Field work and small group discussions may also be included in these hours.

Clinical or Field Experience or Practicum Hours - The number of hours per week a particular course meets and where students are in a practical, occupational or applied learning situation.

Credit Hours - The number of credit hours awarded to the student who successfully completes a course.

Definition of Units of Credit - Quincy College curricula designs are based on the following: "(1) One semester credit hour for each fifteen hours of classroom contact or (2) One semester credit hour for each thirty hours of laboratory work or (3) One semester credit hour for each forty-five hours of clinical instruction (contact hours) or the equivalent" Source: Miller, W. Jerry and Millis, Olive, Credentialing Education Accomplishment, Report and Recommendations of the Task Force on Educational Credit and Credentials. (Washington D.C.: American Council on Education, 1978)

Prerequisite - Any course work that must be completed before the student is eligible for a course.

Corequisite - Any course which must be taken during the same semester.

ACCOUNTING

ACC 101 Accounting I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an introductory course in accounting with the emphasis on the basic accounting cycle, management use of accounting data, construction and analysis of financial statements, and valuation of assets. Placement at ENG 101 level strongly advised.

ACC 102 Accounting II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Topics included in this course are books of original entry, analysis of assets and liabilities, negotiable instruments, and an introduction to partnership and corporate accounting. Prerequisite: ACC 101.

ACC 103 Introduction to Forensic Accounting

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the expanding field of forensic accounting. The student is introduced to techniques of fraud detection and its implications in white-collar crime utilizing financial accounting and fraud analysis techniques. Prerequisite: ACC 101 and ACC 102 or permission of Dean.

ACC 120 Introduction to Bookkeeping

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the student to the principles of bookkeeping. Basics of debits and credits, reconciliation and business financial operations will be presented. The student will be able to assist a small business with its basic financial reports. Basic Accounting course and/or background recommended.

ACC 201 Accounting III

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course offers the student an analysis of corporate accounting. The student should gain a knowledge of accounting practices used by corporations and by partnerships. The tax implications of these accounting practices are examined. Prerequisite: ACC 102.

ACC 202 Accounting IV

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course studies accounting theory including property, plant and equipment, debt and equity financing, current liabilities, long-term corporate capital, and earnings per share. Prerequisite: ACC 201.

ACC 205 Managerial Accounting

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course presents the analysis and interpretation of accounting information. Cost term, cost management in planning and control, managing costs throughout the organization, and managing costs in a global environment. Prerequisite: ACC 102.

ACC 207 Municipal Accounting and Finance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course offers the students an analysis of municipal accounting and finance for the various municipalities and regions in Massachusetts. Emphasis will be placed upon revenue generating,

budgeting, state aid to local communities, calculating tax rates and local options. Prerequisite: ACC 102.

ACC 209 Federal Taxation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A survey of federal tax structure as it applies to individuals, partnerships, and corporations. Emphasis will be placed upon specific problems as a device to further the appreciation of the impact of taxes upon decision making and forecasting, and the effect upon forms of organization. Prerequisite: ACC 102.

ACC 297 Accounting Internship

3 Credits (0 Lecture 0 Lab 90 Internship) *15 wks

This course integrates the student's classroom academic studies with actual experience in accounting. The student will work for at least ninety hours in an approved internship position which may be arranged through the college or by the student. Additional requirements for the course include nine classroom hours and a ten page paper. Prerequisites: ACC 102, completing 30 credits, and a GPA of 3.1 or higher.

ACC 301 Auditing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course deals with the auditing concepts and standards relevant to attest function as well as the legal and ethical responsibilities of the independent certified public accountant. Internal controls, an overview of EDP auditing and sampling, and auditor reports are included. Prerequisite: ACC 201 and ACC 205.

ARABIC

ARA 101 Arabic I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches spoken and written modern standard Arabic. Discussions of cultural topics will enable students to develop written and spoken skills in Arabic. Materials will follow a standard textbook, but the curriculum, using learner-centered language teams and a wide variety of resources, will also challenge students who wish to improve their knowledge of the writing system.

ARA 102 Arabic II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation course in modern standard Arabic. Learners will consolidate alphabetic skills, expand literary and social vocabulary, and further develop communicative ability in Arabic. Classroom conversation will rely increasingly on Arabic to build confidence in speech, and varied texts will help learners improve reading comprehension. Readings in English on cultural topics may be used to stimulate thinking, writing, and discussion in Arabic. This is a learner-centered, communicatively oriented course. Prerequisite: ARA 101 or equivalent.

AQUACULTURE

AQC 101 Aquaculture Practicum I

3 Credits (Lecture Lab Clinical)**15 apx. Hours/Week (Hrs.) 6-7wks**

This is the first in a series of two practicum experiences. Students learn hands-on skills through the Aquaculture Practicum series. Skills such as water quality testing, system construction and

species collection methods and treatments, feeding and breeding technology are part of the practicums. Practicum I assigns students to a hands-on farm or hatchery to observe and partake in the care of the aquaculture product. Students also work with program partners in the industry in practicums and in the cooperative work experience course. Partners include university and government marine sciences laboratories, environmental non-governmental organizations, as well as commercial aquatic businesses. Prerequisite: Admission into the Aquaculture Certificate program. Preapproval of the practicum host site and the course instructor or Vice President of Academic Affairs

AQC 102 Principles of Aquaculture

3 Credits (Lecture Lab Clinical)

6 apx. Hours/Week (Hrs.)7wks

Principles of Aquaculture will provide the Aquaculture Certificate candidate with a broad-based background in the many facets of the aquaculture industry that occur locally, regionally, and nationally. While emphasizing local and regional operations, the course will introduce the key concepts of aquaculture. The course will include and introduction into the biology, ecology and the economics of aquaculture; from the processes and operations of spawning and rearing of product, to moving the product to market. Prerequisite: AQC101

AQC 201 Aquaculture Practicum II

3 Credits (Lecture Lab Clinical)

15apx. Hours/Week (Hrs.)6-7wks

This is the second in a series of two practicum experiences. Students learn hands-on skills through the Aquaculture Practicum series. Skills such as water quality testing, system construction and maintenance, species collection methods and treatments, feeding and breeding technology are part of the practicums. Practicum II assigns students to a shellfish aquaculture hatchery to observe and partake in the care of the aquaculture seed product. Students also work with program partners in the industry in practicums and in the cooperative work experience course. Partners include university and government marine sciences laboratories, environmental non-governmental organizations, as well as commercial aquatic businesses. Prerequisite: Admission into the Aquaculture Certificate program. Preapproval of the practicum host site and the course instructor or Vice President of Academic Affairs, and completion of AQC101

ART

ART 100 Fundamentals of Visual Art

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides a broad exploration of various art forms and techniques peculiar to each. Techniques include assemblage, painting, sculpture, collage, mono-printmaking, drawing, photography, design, and architecture.

ART 101 Basic Drawing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to the basics of drawing stressing learning to see, using negative space and measuring relationships to achieve a better drawing using pencil, ink, charcoal, and watercolor for those who prefer using more than black and white. Students purchase their own materials.

ART 102 Advanced Drawing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

For those who have completed Basic Drawing or the equivalent. Students are encouraged to explore further the picture-making process. The emphasis is on mixing media, abstracting images, and developing creativity. Students purchase their own materials. Prerequisite: ART 101.

ART 103 Line, Color & Design

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the principles underlying effective design. Students study the dynamics of line, shape, color, texture, and pattern by experimenting with black and white and colored media. Students purchase their own materials.

ART 110 Theatre Arts I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the parts of a modern stage and the diverse tasks required in the performance of the play. Concepts in stage history, dramaturgy, set design, lighting technique, costume, and sound are explored. Also introduced: individual merits of classical verse drama, Pantomime, commedia dell'art, clowning, melodrama, modern drama, epic theatre, and Absurdist drama.

ART 111 Theatre Arts II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the parts of a modern stage and the diverse tasks required in the performance of the play. Concepts in stage directions, and techniques of movement and voice production are explored. The acting guidelines established by Stanislavski, Boleslavsky, Adler, Meisner, Hagen, and Shurtleff will also be introduced. This course may require written character analysis or journal writing.

ART 112 Acting Workshop

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A workshop in acting techniques involving scene work, textual analysis, and character study. Students will rehearse complex scenes, study a character's progression through arc of the play, and write well-developed character analysis. Exercises are used to promote variation and authenticity in performances. Prerequisites: ENG 101 & ART 110 or permission.

ART 114 Improvisation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a workshop in improvisational technique as applied to acting, performance art, and playwriting. Students will practice exercises to help them develop improvisational techniques and then apply those techniques to both written and unwritten scenes.

ART 115 Basic Painting

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to the overview of painting using acrylic or watercolor. The course covers color mixing, techniques of application, and composition. Students will paint from life and other sources and from imagination. Students purchase their own materials.

ART 116 Advanced Painting

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A course for those who have completed Basic Painting or the equivalent. Students are encouraged to explore further the picture-making process using acrylic paints. This is a studio workshop course. Students are expected to be self-motivated and resourceful and able to work independently. Students purchase their own materials. Prerequisite: ART 115.

ART 119 Photography I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is an introduction to photography as an art of visual communication. Topics discussed are camera basics, exposure, lenses, lighting and composition. Image editing using Photoshop covers the sequence for an optimal workflow. Additional topics include file management, retouching and creating composite images. Photo assignments require the student to have access to a camera, preferably a single-lens reflex.

ART 120 Photography II-Photojournalism

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the visual communication skills necessary to produce an in-depth photo story with an emphasis on the photojournalism and documentary traditions of photography. Students refine their skills through shooting assignments within the context of historical and contemporary examples. This course expands and advances the digital techniques and Photoshop skills mastered in Digital Photography I. Photo assignments require the student to have access to a camera, preferably a single-lens reflex. Prerequisite: ART 119.

ART 150 Modern Drama

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an introduction to craft and art of drama, including a close study of technique and subject, and selected plays. Prerequisite: ENG 102.

ART 155 Theatre Production

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students study the "behind the scenes" elements of theatrical production: producing, budgeting, casting, directing designing costuming, and managing a show. Students learn basic stage management and other technical aspects of theatre. Prerequisites: ENG 101, ART 110.

ART 201 Survey of Fine Arts I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Emphasis is on developing an appreciation of the fundamental principles that are basic to all forms of fine arts. Consideration is given to pictorial art, music, sculpture, and architecture. Visual and audio-visual aids are used. Field trips are taken to nearby museums.

ART 202 Survey of Fine Arts II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Beginning with the fourteenth century, this course examines the technical, social, historical, and stylistic development of visual arts and architecture from the Renaissance through the Modern Era.

Museum trips may be included.

ART 229 American Film

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will trace cinema in America from the era of the silent film and the studio system to the world of wide screen & "auteur" productions. It will demonstrate how movies began, grew, and changed through the interaction of inventors, artists, entrepreneurs, and audiences.

ART 230 Art & Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students will analyze the ways in which visual, musical, and dramatic artists respond to cultural movements and events, and explore how art shapes a society's response to those events. Students learn how different branches of the fine arts influence one another during important epochs. Prerequisite: 12 credits ART/MUS concentration electives.

ART 297 Drama (Theatre) Internship

3 Credits (0 Lecture 0 Lab 110 Internship) *15 wks

Students work in supervised placement for a minimum of 110 hours in a professional theater occupation. A term paper is submitted to the coordinator and the student's work is assessed every week. Pre-requisite: 12 credits in the area of study matching the internship experience. Student must also meet college wide prerequisites for internship, 30 credits completed and a GPA of 3.1 or higher.

BIOLOGY**BIO 106 Nutrition**

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture, 2 Hrs. Lab) *15 wks

This course focuses on nutrition across the life span. Students will gain an understanding of nutritional principles in both health and illness. Nutrition throughout the life span at all stages of development is emphasized. Nutritional bio-chemistry of all macronutrients will be covered. Lecture topics: Health promotion, nutritional guidelines, macro-nutrient chemistry, micro-nutrient chemistry, menu planning, food labeling, safety, obesity, clinical eating disorders, RDA requirements, and age related guidelines. Lab topics: Understanding of laboratory safety, keeping food consumption record, measuring carbohydrate, lipid, and protein content of food, fermenting, evaluating food oxidation, measuring vitamin solubility and stability, assessing enzymatic activity under pH and temperature change and its effect on food, evaluating artificial sweeteners and energy drinks, practicing safe food handling, understanding and generating food labels, and preparing balanced plates. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no open-toe shoes, appropriate clothing. Only registered students may enter labs.

BIO 111 General Biology I

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

An introductory course in Biology with main emphasis on cell structure and function. Lecture topics include: Gene structure and inheritance, study of plants and fungi, evolution, and ecology. Extensive discussion of concerns facing humanity today including quality of nutrition, environmental pollution, genetic engineering, inheritable diseases, and birth defects. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no

open-toe shoes, appropriate clothing. Only registered students may enter labs. Placement at ENG 101 level strongly advised.

BIO 112 General Biology II

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

This course is a continuation of Biology I. Lecture topics include: Vertebrate animals with emphasis on morphology, behavior, reproduction, and embryology of the human organism. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no open-toe shoes, appropriate clothing. Only registered students may enter labs. Placement at ENG 101 level strongly advised.

BIO 131 Anatomy & Physiology I

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

An Integrated study of the structure and function of the human body including atoms, molecules, cells, tissues, and organs. The skeletal, muscular, nervous, sensory and endocrine systems are studied. Laboratory experience is correlated with classroom lecture. Placement at ENG 101 level strongly advised. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no open-toe shoes, appropriate clothing. Only registered students may enter labs. Prerequisite: BIO 111 with "C" or better.

BIO 132 Anatomy & Physiology II

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

An integrated study of the structure and function of the human body including the reproductive, cardiovascular, lymphatic, respiratory, digestive, and urinary systems. Laboratory experience is correlated with classroom lecture. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no open-toe shoes, appropriate clothing. Only registered students may enter labs. Prerequisite: BIO 131 with "C" or better.

BIO 160 Marine Ecology

4 Credits (0 Lecture 0 Lab 0 Clinical)

0 Hrs./Wk. (0 Hrs. Lecture/0 Hrs. Lab) *15 wks

Marine Ecology is an integrated study of the physical, chemical and biological interrelations within the estuary, the natural environment where freshwater meets salt water. The coastal aquatic ecotone will be studied, where an abundance of biological diversity exists, and where conditions exist to support the majority of aquaculture activities, worldwide. It allows for an understanding of how the physics, chemistry, biology and geology work in unison to create the unique conditions, suitable or unsuitable, to support the in-house and/or field aquaculture operation.

BIO 204 Genetics

5 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/4 Hrs. Lab) *15 wks

This course focuses on mechanisms of inheritance, gene structure and function, developmental genetics, quantitative genetics, and evolution. The model systems discussed in lecture are drawn from a broad spectrum of prokaryotes and eukaryotes. Topics include: Gene regulations, modes of transmission, DNA molecular method, population genetics, and genomics. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no open-toe shoes, appropriate clothing. Only registered students may enter labs. Prerequisite: BIO 111 with "C" or better.

BIO 251 Microbiology

4 Credits (3 Lecture 1 Lab 0 Clinical)

4 Hrs./Wk. (3 Hrs. Lecture/1 Hrs. Lab) *15 wks

A study of non-pathogenic and pathogenic microorganisms designed primarily for students in the health sciences area. Topics covered include: microbial characteristics, control of microorganisms, defenses of the host, and cause, prevention, and control of infectious diseases. Microbial metabolism, structure and classification will be looked at first, followed by host-pathogen interactions and immunology. The laboratory includes basic techniques in staining, cultivation, and identification of microorganisms. Prerequisite: BIO 111 with "C" or better.

BIOTECHNOLOGY & GOOD MANUFACTURING PRACTICE

BTC 101 Introduction to Biotechnology

4 Credits (3 Lecture 1 Lab 0 Clinical) *15 wks

6 Hours/week (4 Hrs. Lecture, 2 Hrs. Lab)

This course is designed to introduce the student to the role of biotechnology in the fields of medicine, environmental science, forensics, microbes and agriculture. The student will explore the theory, tools and application behind the genetics involved in these fields. This lab-based, hands-on course will expose the student to the techniques and equipment utilized in scientific laboratories around the world. Prerequisites: CHE 121 and/or BIO 111. One course allowed concurrently.

BTC 102 Buffer and Media Preparation

2 Credits (0 Lecture, 2 Lab, 0 Clinical) * 7 weeks

4 Hours/week (0 Lecture, 4 Lab)

This laboratory based course is designed to introduce the student to the skills required to prepare chemical buffers and cell culture media for use in the bio manufacturing industry. The student will become skilled in the techniques and equipment necessary to prepare high quality buffers and media for use in the manufacturing of protein products. The goal of this course is to manufacture buffers and media following strict aseptic techniques while adhering to current good manufacturing practices (cGMP). Quality control methods will stringently test the buffering capacity, ionic strength, and purity of products.

BTC 103 Technical Writing in Biomanufacturing

2 Credits (2 Lecture, 0 Lab, 0 Clinical) * 7 weeks

3 Hours/week (3 Lecture, 0 Lab)

This course in technical Writing is designed to introduce the student to the complexity of documentation in the bio manufacturing environment. Students will discover the role of Quality Assurance in the day to day operations of the manufacturing facility. Following the Code of Federal Regulations (CFR), students will learn the process of writing and following standard operating procedures (SOPs), deviation reports, corrective action/prevention action reports (CAPAs), and change control reports among others. Students will design a manufacturing company following strict CFR guidelines. The importance of integrity in documentation will be emphasized for maintaining high quality products.

BTC 202 Protein Purification

2 Credits (2Lecture, 0 Lab, 0 clinical) *7weeks

4 Hours/week (1 Hrs Lecture, 3 Hours Lab)

This course is designed to give students an in-depth understanding of protein purification. Students will learn the physical and chemical properties of various protein purification media used in bio manufacturing and how those properties can be utilized for purifying proteins. Students will be engaged in real world applications relating to the chromatographic techniques involved in preparing media,

packing columns, calibrating columns, and equilibrating columns. Students will learn how to design protein purification schemes based upon their knowledge of the intrinsic properties of proteins. All purified proteins will be validated using electrophoretic and spectrophotometric techniques.

BTC 210 Biochemistry

4 Credits (3 Lecture 1 Lab 0 Clinical) *15 wks
6 Hours/week (3 Hrs. Lecture, 3 Hours Lab)

This course is designed to introduce the student to the biochemical principals involved in the synthesis, structure and function of biologically important molecules (Proteins, Lipids, Carbohydrates and Nucleic Acids). Examination of the intricate relationship between the structure and function of these molecules will give insight into the biological processes of the living cell. Topics will include: catalytic activity and kinetics of enzymes; how molecules outside the cell regulate what happens inside the cell; how understanding the biochemistry of these molecules has spurred the growth of a relatively new industry - Biotechnology. Prerequisites: CHE121/131 and MAT103 with "C" or better. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no-open-toe shoes, appropriate clothing. Only registered students may enter labs. This course includes an additional 3 hour lab.

BTC 220 Biomanufacturing I

4 Credits (1 Lecture 3 Lab 0 Clinical) *15 wks
7 Hours/week (3.5 Hrs. Lecture, 3.5 Hrs. Lab)

This course is the second in the series of cornerstone courses in Biotechnology and Compliance and the first of three courses in Bio manufacturing. This lab-based course is designed to introduce the student to the high-tech world of manufacturing prescription drugs. The course begins with an overview of bio manufacturing, its rapid growth and the industries need for well trained employees. We examine the need for the Food and Drug Administration (FDA) and their requirements for current good manufacturing practices (cGMP). The student will become skilled in the techniques and equipment necessary to manufacture a recombinant protein. The goal of the course is to manufacture a mammalian protein in bacteria following cGMP's and standard operating procedures through upstream and downstream processes. Quality control methods will stringently test the protein product and validate its purity. Prerequisites: CHE121/131, BIO111/121, and BTC101.

BTC 230 Biomanufacturing II

4 Credits (2 Lecture 2 Lab 0 Clinical) *15 wks
7 Hours/week (3.5 Hrs. Lecture, 3.5 Hrs. Lab)

This course is the third in the series of cornerstone courses in Biotechnology and Compliance and the second of three courses in Bio manufacturing. This lab-based course is designed to give students experience in various aspects of bio manufacturing including but not limited to: Process development, Quality Control, Environmental Health and Safety, and Upstream and Downstream Processing. The course begins with the aseptic techniques involved in the culturing and preservation of mammalian and yeast cells. Scale-up techniques (upstream processing) will then be used to culture a 1 milliliter volume of cells (10⁶) into 3-10 liter columns containing many trillions of cells (10¹²). An in-depth discussion of downstream processing techniques such as tangential flow filtration and protein purification systems will be utilized to purify a protein product (drug) from the cell media. Strict adherence to current good manufacturing practices (cGMP) will be followed and the protein products will be tested and validated for purity. Prerequisites: CHE 121, BIO 111, BIO 251 (formerly BIO 151), BTC 101, BTC 201, BTC 220.

BTC 240 Seminar in Biotechnology

1 Credit (1 Lecture 0 Lab 0 Clinical) *15 wks
1 Hour/week (1 Lecture, 0 Lab)

Seminar-style capstone course covering professional topics in biotechnology and compliance, including but not limited to: discussion of emerging technologies, innovations, and new products that are noteworthy to the biotechnology industry; the steps involved with the regulatory approval process for a new biotechnology-derived product, and; key issues associated with adequate quality-control systems, assays and stability for novel biotechnology products. Students, working in teams, will give written and oral presentations on case studies that attempt to predict products derived from the new innovations and discoveries. The objective of the course is to give the student insight into the process of translating scientific discovery into innovative products. Prerequisite: BTC 220 Core-requisites: BTC 230 & BTC 250.

BTC 250 Bio manufacturing III

2 Credits (0 Lecture 2 Lab 0 Clinical) *15 wks
4 Hours/week (0 Lecture, 4 Lab)

This course is the fourth in the series of cornerstone courses in Biotechnology and Compliance and the final courses in bio manufacturing. This lab-based course is designed to give students experience in manufacturing a retail product - Science Laboratory Kits. Applying technical skills acquired from previous manufacturing course work, students will design science kits to be used in Quincy College's science labs as well as high school science class. Students will write standard operating procedures (SOP's) for the production of kit components, write experimental protocols for use by science teachers in the lab, manufacturing kit components following SOP's as well as assemble and validate the kits. Strict adherence to current good manufacturing practices will be applied. Prerequisites: CHE121/131, BIO111/121, BIO151/152, BTC101, BTC220. Core-requisites: BTC 230.

BTC 260 Chromatography

4 Credits (1 Lecture 3 Lab 0 Clinical) *15 wks
4.5 Hours/week (1.13 Hrs Lecture, 3.37 Hrs Lab)

Chromatography is one of the most powerful analytical chemistry tools used for separation, purification, and identification of compound mixtures. The compounds range from vitamins, proteins, toxins, and environmental pollutants such as pesticides, herbicides, petroleum products to performance-enhancing substances. This hands-on-lab course is designed to equip students with basic but valuable life science workforce skills and prepare them for advanced level chromatography courses. At the end of this course, students will be able to conduct basic operations associated with various chromatography equipment and understand their specific applications. Prerequisites: CHE 121

BTC 270 Chromatography II

4 Credits (1 Lecture 3 Lab 0 Clinical) *15 wks
4.5 Hours/week (1.13 Hrs Lecture, 3.37 Hrs Lab)

Chromatography is a fundamental tool widely used in chemistry, biology, medicine, and environmental science to separate, purify, identify, and quantify compound mixtures. These compounds range from molecules in blood samples such as vitamins, toxins, or proteins to environmental pollutants known as pesticides, herbicides, petroleum hydrocarbons and performance enhancing substances such as steroids. This lab based course is designed to familiarize students with one of the most reliable techniques used in various areas of modern life science industry. The course will teach students the theory behind the separation mechanisms and explain the selection of instruments, methods or mobile phases based on

the type of test to be performed. At the end of this course, students will be able to conduct method development and validation, set up equipment, prepare samples and perform data analysis.
Prerequisites: BTC 260

BTC 271 Intellectual Properties, Quality Control & Regulation in Bio-Pharmaceutical Industry
2 Credits

This course will explain the importance of quality control and the steps involved in the manufacturing process of biopharmaceutical medicines from conception to the pharmacy shelves. The course will rationalize the importance of intellectual properties, such as patents, in motivating companies to invest in new technologies and protecting their products. The course will also describe the navigation mechanism between regulatory agencies and provide examples to elucidate the effort between countries to create a harmonization of rules to eliminate duplicative testing while maintaining standards on quality, safety and efficacy. Prerequisites: BIO 112

BTC 272 Laboratory Experience and Instrumentation
4 Credits

This is a practical hands-on laboratory course designed to help students become familiar with common laboratory techniques used in research, academia, and industry. The course will give students exposure to equipment, techniques, and methodology in many different areas, with a balance between biology, chemistry, biotechnology and laboratory technology. Laboratory classes will give students first-hand practical experience in operating, troubleshooting and maintaining common laboratory instruments. By the end of this course, students will have gained knowledge of the best applications for various types of laboratory equipment. Prerequisites: CHE 122 & BIO 112

BTC 297 Biotechnology and Good Manufacturing Practice Internship
3 Credits (0 Lecture 0 Lab 160 Internship) *15 wks

This course provides the student with the opportunity to integrate the academic studies of Biotechnology and Good Manufacturing Practice into an experiential supervised setting. The student will work for one hundred sixty (160) hours in an approved internship position arranged through the college. Relevant work areas include: application of hands-on techniques and equipment. A final paper and presentation is required. Prerequisites: 30 credits completed (15 at QC, 15 in major), a GPA of 3.1 or higher and permission of the dean.

BUSINESS

BUS 101 Introduction to Business
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

The role, growth, structure, and functional organization of modern business in the U.S. economy is explored. Comparative economic systems, sole proprietorships, partnerships, corporations, and the management, marketing, and financing of business organizations are covered. Opportunities in the business field are examined throughout the course. Students will be expected to complete outside research as a course requirement. Placement at ENG 101 level strongly advised.

BUS 202 Principles of Customer Service
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks
This course examines the principles of customer service and their

significance in a service-driven economy. Topics covered include: The Service Strategy, The Customer: Internal & External; Customers' Wants & Needs; Communicating Customer Service; Profiles of Successful Companies; Service People-Motivation, Commitment, and Reward. Placement at ENG 101 level strongly advised.

BUS 204 Human Relations in Organizations
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course analyzes various styles of management, organizational systems and organizational processes. Students will develop skills in effective decision-making, examining conflict and conflict resolution, and recognizing suitable management and leadership styles. Placement at ENG 101 level strongly advised. BUS 101 recommended.

BUS 211 International Business
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an historical background and discussion of theoretical foundations of international business. Analysis of international institutions and factors that influence commercial activities among nations and the operation of firms are included. Placement at ENG 101 level strongly advised. BUS 101 recommended.

BUS 220 Business Ethics
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

An introductory course in business ethics focusing on what business relationships are and ought to be with the various constituencies in which business operates. Through the use of case analysis, the student will develop a means of arriving at decisions that he or she can feel are "right," "proper," and "just." Placement at ENG 101 level strongly advised.

BUS 230 Organizational Communication
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers the skills necessary for effective written and oral communication in the work environment. This course reviews basic communication theories and explores the fundamentals of interpersonal, written, and oral communication skills. Students will explore various types of business documents such as RFP's, Proposals, reports, and social media. The course will also cover the fundamentals of group and team communication and how successful professionals embody the skills learned to develop successful working relationships.

BUS 297 Business Management Internship
3 Credits (0 Lecture 0 Lab 110 Internship) *15 wks

This course integrates the student's classroom academic studies with actual experience in business management. The student will work for at least ninety hours in an approved internship position which may be arranged through the college or by the student. Additional requirements for the course include nine classroom hours and a ten-page paper. Prerequisites: 30 credits completed, and a GPA of 3.0 or higher or permission of the dean.

CHEMISTRY

CHE 103 Introduction to Forensic Science
4 Credits (3 Lecture 1 Lab 0 Clinical)
5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

An introductory course focusing on use of science in solving criminal cases. Basics of chemical, physical, medical, and behavioral sciences

will be used to preserve a crime scene and identify, collect, examine and interpret crime evidences to help the process of law. Topics include, but are not limited to, analysis of fiber, hair, body fluids, fingerprints, footprints, bullet residue, toxic substance, illegal drugs, explosives, DNA traces, tool marks, and documents. Safety protocols must be observed in all lab classes. These include: no food, no drink, no open-toe shoes, appropriate clothing. Only registered students may enter labs. ENG 101, MAT 095 or higher strongly recommended, with "C" or better.

CHE 121 General Chemistry I

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

A study of the fundamental chemical laws and theories. Topics include atomic and molecular structure, chemical bonding, stoichiometry, chemical and physical properties, change of state, solution chemistry and gas laws. Safety protocols must be observed in all lab classes. These include: no food, no drink, no open-toe shoes, appropriate clothing. Only registered students may enter labs. Safety protocols must be observed in all lab classes. These include: no food, no drink, no open-toe shoes, appropriate clothing. Only registered students may enter labs. Prerequisite: MAT 103 with "C" or better.

CHE 122 General Chemistry II

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

A continuation of General Chemistry I. Additional topics include solution properties and equilibria, chemical kinetics, thermodynamics, and nuclear chemistry. Also, an introduction to organic chemistry along with a survey of biochemical applications. Safety protocols must be observed in all lab classes. These include: no food, no drink, no open-toe shoes, appropriate clothing. Only registered students may enter labs. Safety protocols must be observed in all lab classes. These include: no food, no drink, no open-toe shoes, appropriate clothing. Only registered students may enter labs. Prerequisites: CHE 121 with "C" or better.

CHE 141 Introduction to Chemistry

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture/2 Hrs. Lab) *15 wks

A preparatory course in Chemistry designed particularly for students in Nursing and Health Science areas who lack previous chemistry training or whose background may require an extensive review. Topics include basic mathematical operations, physical and chemical properties, atomic and molecular structures, chemical formulas and bonding, naming compounds, chemical equations and reactions, gas laws, stoichiometry, periodicity of elements, solution chemistry, acids and bases, nuclear chemistry, organic chemistry and intro to biochemistry. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no open-toe shoes, appropriate clothing. Only registered students may enter labs. Prerequisite: MAT 097 with "C" or better.

CHE 213 Organic Chemistry I

5 Credits (3 Lecture 2 Lab 0 Clinical)

7 Hrs./Wk. (3 Hrs. Lecture/4 Hrs. Lab) *15 wks

This course is the first semester of a two semester course. Lecture topics include: Fundamental concepts of the carbon-containing compounds will be introduced. Topics include nomenclature, electron delocalization, resonance, stereochemistry, conformational analysis, synthesis, structure and reactivity relationships and spectroscopy. Lab skills learned include: Understanding of laboratory safety, organic laboratory techniques used to separate,

identify, and purify chemicals, and selected instrumental analysis. Laboratory techniques to be mastered include, but are not limited to, filtration, distillation, extraction, evaporation, recrystallization, sublimation, centrifugation, chromatography, and spectrophotometry. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no open-toe shoes, appropriate clothing. Only registered students may enter labs. Prerequisite: Successful completion of CHE 121 and CHE 122 with "C" or better.

CHE 214 Organic Chemistry II and Laboratory

5 Credits (3 Lecture 2 Lab 0 Clinical)

7 Hrs./Wk. (3 Hrs. Lecture/4 Hrs. Lab) *15 wks

This course is the second semester of a two semester course. Study of the structure and reactivity of the main classes of the organic and bioorganic compounds will be continued. Topics include aromaticity, reactions of benzene, carbonyl compounds, oxidation-reduction reactions, bioorganic compounds, and catalysis. This laboratory course is continuation of Organic Chemistry I Laboratory and must be taken in conjunction with Organic Chemistry II lecture. Skills learned include performing microscale and macroscale laboratory techniques to synthesize, purify, and characterize organic compounds, selected instrumental analysis, and safety procedures. Emphasis is on synthetic, bioorganic, and carbonyl containing compounds, multistep synthesis and catalysis reactions, and application of the principles of chemical kinetics and thermodynamics. Laboratory Co-requisites: This laboratory course must be taken in conjunction with CHE-214. Permission to enroll may be granted if the student can prove that they successfully passed Organic Chemistry II course or equivalent within the last 5 years. Prerequisite: CHE 213 or equivalent.

CHINESE

CHN 101 Chinese I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches both spoken and written modern standard Mandarin Chinese. Discussions of cultural topics will enable students to develop written and spoken skills in Mandarin. Materials will follow a standard textbook using simplified character and pinyin, but the curriculum, using learner-centered language teams and a wide variety of resources, will also challenge students who wish to improve their knowledge of the traditional writing system.

CHN 102 Chinese II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation course in modern standard Mandarin Chinese. Students will build literary vocabulary systematically through structural analysis of written characters. Classroom conversation will increasingly use Mandarin to build confidence in speaking. Readings in English on extensive cultural topics may be used to stimulate thinking and discussion in Mandarin. Students with higher but partial knowledge of a form of Chinese are welcomed into this learner-centered, communicatively oriented course. Prerequisite: CHN 101 or equivalent.

COMPUTER SCIENCE

CSA 213 Database Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to introduce the fundamental process of

developing, implementing, and maintaining a database system in order to produce management information. MS Access or other relational database programs will be used. Database programming is also included.

CSA 215 Advanced Access w/ Visual Basic

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed as a more advanced course on Access. Content includes a review of Access fundamentals, emphasizing wizards, queries, complex forms, complex reports, custom user interfaces. Other topics include using Visual Basic for Applications, working with object models and securing a database. Prerequisite: CSA 213.

CSA 217 Spreadsheet Design for Business Solutions

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The course is geared to gain a working knowledge of computerized spreadsheet skills using Microsoft Excel® software and the student will apply those skills to business based problem solving cases. Prerequisites: CSI 101/ACC101.

CSA 220 Computerized Accounting/Quick Books

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the student with a knowledge of and appreciation for integrated accounting software used by small businesses. Emphasis is placed on the set-up, maintenance, closing of the books, and the analysis of the financial statements. The course uses problem simulations to ensure the total understanding of the software. Prerequisite: ACC 101.

CSA 225 Desktop Publishing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will enable the student to integrate text and graphics using graphic design and electronic page assembly with a microcomputer based system to produce professional-quality documents without all the cost and delay of using a designer and typesetter. Documents such as newsletters, brochures, forms, flyers, reports, schedules, advertisements, newspapers, business cards, and other correspondence will be produced.

CSA 227 Website Design

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will familiarize the student with the capabilities and potential of web design for applications in business, government, communication, and the arts. Hands-on experience will teach students to create web pages using HTML, CSS, and various web development tools.

CSA 228 Computer Graphics Applications

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will familiarize the student with the capabilities and potential of computer graphics for applications in business, government, communication, and the arts. Photo image editing, vector-based illustrations and special effects using Adobe Photoshop and Adobe Illustrator are covered.

CSA 229 Web and Mobile Development with JavaScript

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will teach students how to develop client-side scripts to create more functional, robust websites. It builds upon the skills learned in CSA227 Web Design. Students will learn to program with the JavaScript programming language to enhance websites in the areas of dynamic web content, event handling, and form data validation. This course has a strong project component to provide students with substantial hands-on experience with client-side programming. Prerequisites: CSI 116 and CSA 227.

CSA 236 Digital Multimedia for the Web

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches students how to create multimedia-rich content for the web. It builds on skills acquired from the CSA227-Web Design course. Students will produce dynamic, interactive web pages with state-of-the-art media tools, Adobe Flash and Adobe Fireworks. Emphasis is placed on using globally accessible media file formats that support low bandwidth web pages for optimal user experience. Students will integrate multimedia objects into a web site project and present a final portfolio. Prerequisites: CSA 227.

CSA 250 3D Graphics and Animation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

In this course, students utilize 3ds Max Modeling software to develop and model characters, objects and environments that can be used in three dimensional games. Skills covered include creating low-poly characters, high-poly characters, high-resolution meshes and texture maps.

CSI 101 Introduction to Computers

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the student to the theory, structure, and application of computers. Topics include word processing, spread sheeting, presentation, and database management (software).

CSI 107 C++ Programming

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed as an introduction to C++ programming. Problem solving methods and algorithmic development stressing good programming style and documentation including top down and modular design is emphasized. Prerequisite: CSI 116.

CSI 108 Advanced C++

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the student with the advanced object oriented features of C++. It builds upon the knowledge learned in C++ Programming. Prerequisites: CSI 107 and CSI 116.

CSI 111 Digital Computer Hardware

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course focuses on the understanding of computer organization, design and programming of a simple digital computer. The study includes the basic building blocks of a computer system including digital logic circuits, data representation, register transfer language and micro operations.

CSI 116 Introduction to Programming

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the background necessary for an understanding of computers and computer languages. Programming assignments introduce the student to methods of problem solving, programming logic, development of algorithms, coding in C, debugging and documenting programs. Topics include an overview of computer organization, simple data structures, and file management.

CSI 149 Introduction to Game Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a beginning course for the creation of video games. Students will write programs in C++ and use Dark Game Development Kit to create sprites and animations as well as play music and sound effects. Students will combine the skills which they learn in this course to create their own interactive video games. Prerequisites: CSI 116

CSI 204 Web Programming with PHP and MySQL

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches students how to write server-side scripts that connect websites to databases using the PHP programming language. It builds upon the skills learned in CSA229 Web and Mobile Development with JavaScript. Students will learn to write PHP scripts that allow web pages to query and manipulate a MySQL database. Topics include: PHP programming language constructs, database creation with MySQL, database querying and updating with MySQL, and PHP programming with MySQL. Prerequisite: CSA 229

CSI 207 System Design & Analysis

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to systems concepts, department organization, forms design, systems control and manuals. Development of system techniques through lecture and case study methods, including work simplification, work measurement, flowcharting, system cost estimating, system development, implementation, and evaluation. This course also introduces the student to Microsoft PowerPoint Presentation graphics software.

CSI 217 Operating Systems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the concepts of operating systems and their relationship to computer architecture. Topics include concurrent processing, scheduling, memory management, file systems, device management, and resource allocation. Prerequisite: CSI 116.

CSI 218 Data Structures and Algorithms

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers common data structures and algorithms for storing and manipulating data using the C++ programming language. Object-oriented programming and design techniques are emphasized for the creation of reusable data structures. Topics include multidimensional arrays, linked lists, recursion, stacks, queues, searching, sorting, hashing, and trees. Prerequisite: CSI 116, CSI 107, CSI 108.

CSI 226 UNIX with Linux

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to UNIX operating system. Practical explorations of the basics of UNIX system concepts, architecture, and administration. Uses Linux, a PC-compatible clone of UNIX to reinforce shell programming concepts and utilities with real-world applications.

CSI 229 Visual Basic

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to programming in Visual Basic. Topics include object-oriented programming, DDE, OLE, menus, dialog boxes, graphic controls, the toolbox, decision structures, working with text files and databases, development of Windows applications, GUI front ends for client/server applications, and integration with other Windows applications. Prerequisite: CSI 116.

CSI 233 Java Programming

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is an introduction to the Java programming language that builds upon concepts explored in Introduction to Programming (CSI 116). The Java platform, how it stores data in memory, and basic language features are discussed. Topics include objects, methods, control structures, streams, arrays, and classes. Prerequisite: CSI 116.

CSI 235 Computer Architecture

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course deals with the structure and organization of the major hardware components of computers. Topics include basic logic design, CPU construction, and information transfer and control within a computer system. Prerequisite: CSI 116.

CSI 237 Advanced Java

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the advanced object-oriented features of Java. It builds on the knowledge of basic applications and applets learned in Java Programming (CSI 233). Topics include inheritance and polymorphism, abstract types ("interfaces"), exceptions, event-driven graphical user interfaces, use of online documentation for class libraries, and object-oriented design. Prerequisite: CSI 233 and CSI 116

CSI 242 Computer Systems Security

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces student to the concepts of computer and network security with applications. Topics include authentication, securing Web and file transfer applications, cryptography, firewalls and other devices and network topologies. Prerequisite: CSI 217 and CSI 244 or permission of instructor.

CSI 243 Server Based Operating Systems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will provide the student with a fundamental understanding of the operation and administration of computer network servers through lecture, discussion, problem solving, and virtual and/or hands on practice in setting up servers. Prerequisite: CSI 217

CSI 244 Networking I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to the concepts, technology, and implementation of computer communication. Topics discussed are distributed systems requirements, network architecture, communications protocols, local and wide area networks, data transmission, digital multiplexing, data switching, and characteristics of transmission media, modems, design of information flow, and message and packet switching.

CSI 245 Networking II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course first introduces the fundamental building blocks that form a modern network, such as protocols, topologies, hardware, and network operating systems. It then provides in-depth coverage of the most important concepts in contemporary networking, such as TCP/IP, Ethernet, wireless transmission, and security. The course will prepare the student to select the best network design, hardware, and software for a given environment. The student will also have the skills to build a network from scratch and maintain, upgrade, and troubleshoot an existing network. Prerequisite: CSI 244.

CSI 246 Networking III

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a comprehensive guide for anyone wishing to obtain a solid background in basic Cisco networking concepts. Practical hands-on labs use Cisco IOS to reinforce the concepts introduced bridging, switching, and routing. The labs demonstrate interconnection of networks and the limitations imposed by the different routing protocols. Topics include routing protocol alternatives, a survey of current trends in internetworking, network upgrade approaches, LAN design, and integration techniques. Prerequisites: CSI 244 and CSI 245.

CSI 247 Fundamentals of Structured Query Language

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The database management system, MySQL will be used in conjunction with SQL commands to maintain databases and query them to obtain information. Topics covered include the relational database model as well as SQL syntax for operators and functions, joins, subqueries, views and summarizing and grouping data. Prerequisite: CSI 116

CSI 248 Building Web Applications with Ruby on Rails

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the student to web application development using Ruby on Rails – a comprehensive web development framework written in the easy-to-program, flexible, object-oriented Ruby programming language. The course stresses an understanding of how the Rails architecture utilizes agile software development methodologies in the construction of robust web based systems. The goal of this course will be to provide the student with an equivalent skillset and experience of an entry-level Rails developer. Topics include modeling and accessing a database, generating dynamic web pages, processing user input, adding interactivity via AJAX, test driven development, and application deployment. Prerequisites: CSI 116 or CSI 216, and CSI 107

CSI 249 Advanced Game Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

In this course the student will learn the skills necessary to create three dimensional single and multiplayer games. UnrealScript is the programming language which is used to customize the visual profile of objects in the game as well as controlling their states. Prerequisites: CSI 149 Introduction to Game Development or CSI 108 Advanced C++ or CSI 237 Advanced Java.

CSI 255 C# Programming

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches students how to develop software for Windows operating systems using Microsoft's premier object-oriented programming language, C#. The unique features of the C# language will be covered as well as several components of the .NET Framework under which modern Windows applications run. Students will create software using a combination of visual programming tools and traditional coding. Topics include Windows Forms, ASP.NET, LINQ, XAML, and Windows Presentation Foundation. Prerequisites: CSI 108 or CSI 237.

CSI 257 Android Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches students how to develop apps for phones and tablets running Google's Android operating system. It builds on skills acquired in Java programming courses. An integrated development environment with emulators is used to simulate the execution of apps on multiple types of devices. Students will implement an app of their own design and optionally publish it on the Google Play store. Topics include XML, Android Activities and Fragments, phone vs. tablet layouts, inter-app communication via Android Intents, customization, and SQLite databases. Prerequisites: CSI 237.

CSI 261 Robotics Programming

3 Credits (3 Lecture 0 Lab 0 Clinical)

This course utilizes the Python programming language as well as Choregraphe software to develop behaviors for the NAO humanoid robot. The robot will be programmed to walk, talk, dance, listen and respond to its surroundings through facial and object recognition. Prerequisites: CSI 116

CSI 262 Advanced Robotics Programming

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches how to control robots with the Python programming language. Students also learn to extend the capabilities of robots with off-the-shelf hardware and open-source software, a skill relevant to the Internet of Things (IoT) as well as drones. Emphasis is placed on programming robots to complete tasks, some of which require collaboration between a group of robots. Hardware used includes "Roomba" robots, Raspberry Pi microcontrollers, and additional electronic components. Prerequisites: CSI 261 or CSI 107 or CSI 233

CSI 265 Linux System Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the principles of computer system administration in a Linux environment. It builds on the knowledge learned in UNIX With Linux (CSI 226). System administration topics include managing user accounts, storage, and software configuration; web hosting; performance analysis; and security. Prerequisites: CSI 226.

CSI 266 Computer Forensics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Computer forensics is the discipline that combines elements of computer science and law to collect and analyze data from computer systems, networks, wireless communications, and storage devices in a way that is admissible as evidence in a court of law. This course includes hands-on exercises in computer forensics analysis and validation, data acquisition, and network forensics. Forensics methods for personal computers, mobile devices, IoT devices, email, social media, and cloud computing are discussed. Prerequisites: CSI 226, CSI 242, & CSI 245

CSI 297 Computer Science Internship

3 Credits (0 Lecture 0 Lab 110 Internship) *15 wks

The student performs in a supervised work experience for a minimum of one hundred ten (110) hours over the duration of a single semester. Relevant work areas include, but are not limited to: database management; network operations; programming; operating systems; operations; software, network, and general technical support. The participating student will meet regularly with the coordinating faculty member. A final project or paper is required. Prerequisites: 30 credits completed, and a GPA of 3.1 or higher.

CRIMINAL JUSTICE**CJS 101 Introduction to Criminal Justice**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the criminal justice process and services with discussion of the roles of police, courts, and corrections. Placement at ENG 101 level strongly advised.

CJS 103 Criminology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The nature and cause of criminal behavior in contemporary America, the social forces involved, the major causes of lawbreaking, and analysis of social responses to criminals, including the workings of the police, courts, laws, and prisons are studied. Placement at ENG 101 level strongly advised.

CJS 104 Law Enforcement & Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The role of the police in a democratic society is examined as well as the historical development of law enforcement emphasizing European and American tradition and practice. Placement at ENG 101 level strongly advised.

CJS 105 Criminal Evidence & Investigation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An examination of the kinds and degrees of evidence and the rules governing admissibility of evidence in court. The student will study the fundamentals of investigation, crime scene search and recording, collection and preservation of physical evidence, source of information, interviews and interrogation, follow-up, and case preparation. Placement at ENG 101 level strongly advised.

CJS 107 Juvenile Delinquency

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers selected theories of delinquency, programs

of prevention and control, treatment, confinement, utilization of community resources, and the history and current role of the juvenile court. Placement at ENG 101 level strongly advised.

CJS 108 Criminal Justice Ethics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will examine a variety of ethical issues faced by justice officials, such as the relationship between personal ethics and social expectations; professional ethics; the use of force; issues of race, gender and class; and noble cause corruption. Students will examine the importance of an ethical foundation for law enforcement while they compare and contrast ethical codes from various sources in the public safety community and historical warrior classes. Special attention will be paid to the concept of noble cause corruption and the compound effects of those outcomes. Placement at ENG 101 level strongly advised.

CJS 109 Criminal Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the student to the principles of criminal liability, elements of crimes, defenses to crimes and parties to crimes in the areas of property crimes, crimes against the person, crimes against habitation, and drug trafficking. Placement at ENG 101 level strongly advised.

CJS 111 Criminal Justice Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys the criminal justice system as a whole, the interdependence and independence of actors, and discusses system concerns and allocation of resources. Placement at ENG 101 level strongly advised.

CJS 113 Drugs and Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course discusses the major social health issues involving drugs. Topics covered include the psychological aspects of drug involvement, the pharmacology of drugs, alcoholism, current rehabilitation practices, review of state and federal drug laws, and drug education programs at the national, state, and local levels. Placement at ENG 101 level strongly advised.

CJS 114 Stress and the Police Officer

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines critical, stress-producing events that occur throughout a law enforcement career, including recruitment and basic training, entry into the paramilitary structure, critical incident events, the changing context of policing post 9/11, social pressure and expectations, the bureaucracy and politics of policing, health consequences of long-term exposure to hazards, family dynamics, and retiring from the profession. Students will develop the knowledge and tools needed to mitigate stress producing events inherent within the complex career in law enforcement, from recruitment to retirement. Students will also evaluate stress producing incidents that occur at the individual, team and organizational levels.

CJS 117 Crisis Intervention & the Police

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will examine the police officer responding to a wide range of calls which involve the potential for crisis. This course will involve incidents with violent individuals as well as volatile groups that the police officer often comes into contact with. Placement at ENG 101 level strongly advised.

CJS 121 Criminal Procedure

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the student to the basics of criminal procedure, including the law of search and seizure, arrest, interrogation and identification, the pretrial process, the criminal trial, sentencing and punishment, appeal and post-conviction relief, and constitutional safeguards in state and federal criminal proceedings. Placement at ENG 101 level strongly advised.

CJS 122 Conflict & Dispute Resolution

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A survey of various dispute resolution processes, including negotiation, mediation, conciliation, arbitration, and mixed processes. Students will gain familiarity with these processes, rudimentary skills in using them, and experience in how to help choose or build the most appropriate dispute resolution or prevention process. Through simulations and case exercises, theories, tactics, and methods will be applied to the fields of criminal justice, business, law, and labor-management relations. Can be used as a Business or Government elective. Placement at ENG 101 level strongly advised.

CJS 131 Introduction to Homeland Security

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to Homeland Security as an evolving policy issue, matter of national concern, and a profession, the course prepares students to explore this area of policy, law enforcement/emergency response, and government. This course addresses terrorism, natural disaster, policy development, legal and criminal justice issues, and concepts regarding the structure and authority of the Department of Homeland Security and related agencies. Case studies are examined focusing on threat assessment, disasters, past acts of terrorism, and potential risks facing the nation. Also explored are prevention, mitigation, and response to threats both natural and man-made.

CJS 132 Weapons of Mass Destruction

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Today's terrorism is characterized by sophistication, organization, financial capacity, and a degree of violence directed at mass populations heretofore unseen. This course presents an overview of the threat of terrorism as posed by weapons of mass destruction, with a focus on nuclear, biological, explosive, and chemical weapons, prevention of, preparation for, and the response to such threats. The focus is on the roles of the first responder before, during, and after WMD incidents.

CJS 202 Introduction to Corrections

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers a critical analysis of the American system of corrections. Covers important historical developments and the range of treatment and/or punishment options available to government, including prisons, jails, reformatories, and community

treatment programs. Probation and parole are considered as an integral part of corrections. Current correctional philosophy and treatment approaches on federal, state, and local levels of government are assessed. The interrelated nature of all aspects of corrections is emphasized, with particular focus on policy analysis and decision-making.

CJS 204 Probation, Parole & Community Corrections

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Probation, parole, and other community-based sanctions, procedures, practices, and personnel are surveyed and evaluated. Probation, parole, and community-based correctional programs are presented in their historical, philosophical, social, and legal context. Theory and practice are integrated to the greatest extent possible.

CJS 206 Corrections Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

This course will introduce students to the work of a Corrections Administrator by examining the rewards and challenges of working in corrections. Through the review of corrections history, theory, policy and current practice, students will develop a pragmatic understanding of issues related to managing an offender population in dynamic and difficult environments. This course includes a review of corrections history and background, contemporary critical issues, corrections operations, and projecting future needs. Additional topics will include environmental impact, leadership theory and application, staff roles and supervision, managing risk, community corrections, managing special populations, and future considerations. This course is specifically applicable to those seeking employment in corrections institutions, field services, and community-based corrections.

CJS 211 Introduction to Security Procedures

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course includes the historical and philosophical bases of security and a survey of administrative, personnel, and physical aspects of the field. Placement at ENG 101 level strongly advised.

CJS 212 Corporate Security Investigations

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The role of private security and its relationship with the public sector continues to expand with more resources and responsibilities being leveraged on behalf of the private sector to ensure the areas of fraud, risk mitigation and emergency response are fully compliant and capable to address any situation. These enhanced responsibilities have created the need for individuals to develop more advanced investigatory skill sets. This course is designed to expose the student to multiple investigations and investigatory techniques with a specific focus on how these investigations affect private security and the relationship with public law enforcement. Topics covered will include evidence collecting, risk assessment, report writing, white collar crime, industrial espionage, workplace violence, terrorism, interview and interrogation, computer crime and courtroom testimony. Prerequisite: CJS 101

CJS 213 Security Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines significant topics in private security administration, including security planning, legal issues, managing investigations and the securing of assets, training, and human

resource management. Placement at ENG 101 level is strongly advised.

CJS 214 Risk Analysis and Disaster Management
3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will introduce students to themes and practices surrounding the value of information and intelligence, collaboration between public/private law enforcement agencies, and strategic awareness of threat and risk mitigation; themes with which police and security agencies have become intimately familiar since 9/11. Students will learn to balance and mitigate risk in the environments of private security, crime and terrorism, natural disasters, and threats to the nation's critical infrastructure. Students will learn how risk analysis contributes to all decisions surrounding threats and hazards, how risk balance works and how it can be applied in the efforts of preparedness, prevention, and response strategies. Students who successfully complete the course will earn 3 semester credits. Prerequisites: CJS 101 and CJS 211

CJS 215 White-Collar Crime

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course deals with the rise, nature, causes, and consequences of white-collar crime and addresses such subjects as corporate crime, occupational crime, financial crime, public corruption, technology-based crime, and policing and prosecuting white-collar crime.

CJS 221 Domestic Violence, Abuse & Neglect

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A survey of domestic violence including spousal or partner battering, child abuse and child neglect, causes, effects, and consequences of domestic violence; judicial, law enforcement and other interventions to protect victims; practical applications of the law; assisting victims/clients with resource and referral assessment; and study of public policy, criminal justice, and legal issues and problems. Placement at ENG 101 level strongly advised.

CJS 224 Unequal Justice: Gender, Race, Ethnicity, Class & the Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Inscribed in large letters above the entrance to the Supreme Court of the United States are the words "Equal Justice under the Law." These words represent the ideal of the American justice system - that law, legal procedures, and legal systems will treat people equally regardless of their race, gender, ethnic background, or social status. The reality of the criminal justice system, emphasizing historical and political foundations, will be explored through the study of gender, race, ethnicity, and class-based differences in law and criminal justice. Designated as a Criminal Justice course, this course may also be taken as a History/ Government elective. Placement at ENG 101 level strongly advised.

CJS 225 Victimology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students will explore the myths and realities pertaining to crime victims, including crime victim statistics, the dynamics of victimization (physical, emotional and/or financial harm), victims' rights, exposure to how police, courts and related agencies treat victims, and the problems and solutions for special kinds of victims (children, women, sexual assault victims, elderly, drunk driver and

bias or hate crime victims). Placement at ENG 101 level strongly advised.

CJS 297 Criminal Justice Internship

3 Credits (0 Lecture 0 Lab 110 Internship) *15 wks

The student works in a supervised work experience in a related criminal justice capacity for at least 110 hours over a semester. A term paper is submitted to the coordinator. Prior permission of the coordinator is required. Placement at ENG 101 level strongly advised.

ECONOMICS

ECO 201 Microeconomics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

In this course, students study the basic principles of economics including economic theory related to the operation of business firms such as supply, demand, price determination, production costs, competition, resource markets, and international trade. Placement at ENG 101 level strongly advised.

ECO 202 Macroeconomics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a study of the basic principles of economics including different economics organizations, income and employment theory, government fiscal and monetary policies, problems of price stability, and economic growth. Placement at ENG 101 level strongly advised.

EDUCATION

Note: Most education course require out of class field observation.

EDU 101 Introduction of Early Childhood Education

3 Credits (3 Lecture 0 Lab 0 Clinical)

5 Hours/Week (3 Lecture 0 Lab 2 Practicum) *15 wks

This is an introductory course in the principles of early childhood education focusing on facilities, staff, goals, and methodology of various programs such as day care, Head Start, and nursery school. Traditional and contemporary issues in early childhood education will be considered, and emphasis will be placed on meeting the needs of the developing child. 20-30 hours of observations in the field will be required. Placement at ENG 101 level strongly advised.

EDU 105 Curriculum for Preschool Children

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

By focusing on methods and materials in early childhood education, this course explores ways to maximize the learning experience for young children. The meaning and value of play and the child's individual and developing use of materials will be considered. Projects based on cues from children's interests and how to adopt activities for children in differing cultural settings will be included. 15 observation hours in the field will be required. Placement at ENG 101 level strongly advised.

EDU 107 Health and Nutrition for Preschoolers

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is an analysis of the personal health and nutritive needs of young children. The proper foods for young children are emphasized in relation to the physical, intellectual, and emotional well-being of the child. The role of early childhood programs in preventive health care is stressed, and consideration is given to

the body function of the young child with respect to anatomy, physiology, correct nutrition, rest, recreation, exercise, and play. 10 observation hours in the field will be required. Placement at ENG 101 level strongly advised.

EDU 110 Observation & Participation

3 Credits (3 Lecture 0 Lab 0 Clinical)

5 Hours/Week (3 Lecture 0 Lab 2 Practicum) *15 wks

This course is designed to give students a guided experience in techniques for observing, documenting, and assessing behavior and development of young children. The student will observe, document, and assess children's behavior and development in selected preschool settings such as child care, Head Start, and PreK/nursery school. Twenty (20) observation hours in the field, outside of class time, are required. Pre- or co-requisite: EDU 101.

EDU 115 Children's Literature

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys the current field of children's literature, emphasizing criteria and standards of high-quality books for children. It is designed for students in early childhood education and for individuals responsible for the selection of appropriate books for use with children. The course content includes methods of presentation of literature to children. Placement at ENG 101 level strongly advised.

EDU 117 Positive Guidance for Young Child

3 Credits (3 Lecture 0 Lab 0 Clinical)

4 Hours/Week (3 Hrs. Lecture 1 Practicum) *15 wks

This course will focus on the process of establishing and maintaining responsible and cooperative behavior in young children. Positive ways to guide children through challenging behaviors will be addressed. Various developmentally appropriate guidance strategies such as redirection, promoting pro-social behavior, positive assertiveness, consistency, and internal mechanisms that guide self-control will be examined. Observations (15 hours) in the field will be required.

EDU 118 Math in Early Childhood

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students will develop instructional strategies and techniques for teaching math appropriate for use in an early childhood education setting with children from 3 to 5 years of age. Consideration will be given to classroom strategies that (1) build on children's experience and individual approaches to learning, (2) base teaching practices on knowledge of children's development, (3) base teaching practices on strengthening children's problem-solving and reasoning processes, (4) integrate mathematics with other activities, (5) actively introduce mathematical concepts, methods, and language through appropriate experiences. Particular emphasis will be given to the following important parts of mathematical learning in preschool: numbers, geometry and spatial relations, measurement, patterns and geometry, and analyzing data.

EDU 120 Introduction to Education

3 Credits (3 Lecture 0 Lab 0 Clinical)

5 Hours/Week (3 Lecture 0 Lab 2 Practicum) *15 wks

This foundation course is required for the elementary education transfer program. It focuses on the historical, philosophical, and social influences of education in the United States. Contemporary educational thought as well as expectations of the teaching profession will be explored. Course content and weekly, out-of-

class, observations in the field will assist students in assessing their commitment to teaching. 20-30 hours of practicum/observation in the field are required. Placement at ENG 101 level strongly advised.

EDU 210 ECE Seminar

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will examine the problems arising from the daily teaching experiences. Discussions will focus on the current teaching situation, planning and implementing appropriate activities, as well as approaches to guiding and educating the developing child. Prerequisites: PSY 103, EDU 101, EDU 105, EDU 110, EDU 222 with a grade of "C" or higher and faculty approval. The student's child care center placement must be approved by the program faculty prior to registration. Corequisite: EDU 320.

EDU 216 Dynamics of Play

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students examine several of the functions and roles of play in the development of the child from two to six. Play will be defined as the active experience of the child within the prepared environment. Special consideration will be given throughout the course to the role of the preschool teacher in interpreting, planning for, and augmenting play. Prerequisites: PSY 103

EDU 218 Infant and Toddler Development and Curriculum

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course focuses on understanding the growth and development of infants and toddlers, and planning curriculum for the child under three years of age. Emphasis will be placed on the whole child's development: physical, cognitive, social and emotional growth. Understanding growth and development will be the basis for planning curriculum for infants and toddlers in group care, family day care, as well as parent/child activities. This course fulfills the EEC requirement for an Infant/Toddler curriculum course. 10 observation hours in the field required.

EDU 222 Children with Special Needs

3 Credits (3 Lecture 0 Lab 0 Clinical)

5 Hours/Week (3 Lecture 0 Lab 1.3 Practicum) *15 wks

Introduction to special education emphasizing observation, evaluation, and planning for young children. Special needs such as physical handicaps, cognitive impairment, and the newer recognized areas of disabilities will be considered, including the implications for the teacher and federal and state legislation affecting children with special needs. Replaces (EDU 221) Special Needs for Preschool. 20-30 hours of practicum/observations in the field are required.

EDU 250 Management and Supervision in Early Childhood Education Centers

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an advanced course in principles of management and supervision of child care centers. This course will include both theory and application of theory. Topics covered will include: theories of management processes and approaches of management principles and tasks of management (such as planning and organizing, staffing, leading, monitoring and controlling for quality), managing spatial resources, health and safety needs of children, managing food service, children's programs and communication with parents and the public. Prerequisites: PSY 103

EDU 317 Financial Management for Day Care Administrators

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an introductory course to the nursery school and the day care center as a business. Various types of centers and the skills necessary to manage the business are covered. The approach to material is a combination of theory and practical activities. Topics included are developing budgets, insurance liability, computers in business, ordering equipment, advertising and licensing requirements. Prerequisite: EDU 250

EDU 320 Early Childhood Education Field Experience

6 Credits (0 Lecture 0 Lab 6 Practicum)

12 Hours/Week (0 Lecture 0 Lab 6 Practicum) *15 wks

This course covers the application of the art and science of teaching with a group of young children under the supervision of the child care center director. Students will each have an individualized program to help them assess and meet the needs of the children, work with staff, and develop curricula. The student's child care center placement must be approved by the program faculty prior to registration. Please contact the faculty in the semester prior to taking the seminar. Prerequisites: PSY 103, EDU 101, EDU 105, EDU 110, EDU 222 with a grade of "C" or higher and faculty approval. Corequisite: EDU 210. Note: CORI check required. 150 hour field experience hours required for this course.

ENGINEERING**EGR 101 Electrical Fundamentals**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the student with a firm foundation in electrical theory. The course material will cover Direct Current (DC) and Alternating Current (AC), with an emphasis on circuit analysis. Learned electrical principles will be applied using computer-aided simulation as well as physical electrical circuits in a laboratory. Lab segments will aid the student's understanding of electricity using test equipment to measure performance and troubleshoot electrical circuits. Prerequisites: MAT 103.

EGR 105 Digital Electrical Circuits

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with a foundation in digital electronic circuit theory. Topics include number systems, binary math, Boolean algebra, combinatorial logic circuits, sequential logic circuits, state machines and programmable logic arrays (FPLA). Learned principles will be applied using computer simulation as well as assembly of digital circuits in a laboratory setting. In class lab sessions will allow students to use test equipment to troubleshoot and measure performance of the digital circuits they construct. Prerequisite: EGR 101

EGR 201 Electronics I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an introduction for the design and construction of electronic circuits. Topics include semiconductors, diodes, transistors, and field-effect transistors (FETs). Students will learn how to design amplifiers, oscillators, power supplies, and filters. In addition, students will use passive electrical components such as capacitors and inductors to study the occurrence of resonance in an Alternating Current (AC) circuit. Prerequisites: EGR 101 and EGR 105

EGR 202 Electronics II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with in-depth knowledge of electronic circuit design and construction. Students will learn how semiconductor components are used to create amplifiers, waveform generators, digital-to-analog signal converters and power supplies. Additional topics will include discrete components such as diodes, transistors, passive components and integrated circuit operational amplifiers. Prerequisite: EGR 201

EGR 210 Microprocessors I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores microprocessor architecture, interfacing, and programming. Knowledge of microprocessors is essential for a career in electronics, computer science, or a field that relies on computer systems for communication or control. Prerequisite: CSI 107

EGR 211 Microprocessors II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course focuses on single-chip microcontrollers and their use in embedded systems. Topics include design limitations of single-chip systems, microcontroller programming, interface designs, communication subsystems, real-time applications and validation of software and hardware designs. The project-oriented portion of the course allows students to design, construct and test microcontrollers. Prerequisite: CSI 107

EGR 220 Computer Aided Design

4 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches students the principles of Computer Aided Design (CAD) while utilizing industry-standard software tools to create detailed engineering drawings. In-depth instruction in solid modeling will aid students with the design of complex components that can be rendered in class using 3D printers. Class assignments will include scanning of objects to create a 3D solid model using CAD software. The acquired solid model can then be manipulated and 3D printed to create a prototype of the modified component. Prerequisite: CSI 101 or permission of the instructor.

EGR 297 Engineering Technology Internship

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a cooperative effort between the college and internship site to provide students with real-life, on-the-job, course-related work experience while earning college credit. Students will work a minimum of 100 hours in a college approved internship position during the semester in which the course is taken. The experience acquired is an invaluable aid for students who seek employment in the engineering technology field after graduation. Student interns meet frequently with their assigned faculty advisors throughout the semester. A final report or project is required. Prerequisite: 30 credits completed (15 at QC, 15 in major), a GPA of 3.1 or higher and permission of the dean. Prerequisite: Completion of a minimum of 30 credits toward a degree with 15 of those credits completed at Quincy College; Completion of at least 15 credits in the area of study matching the internship experience; Overall GPA of at least 3.1; Preapproval of the internship site by the internship instructor or Dean of Professional Programs; Acceptance of the intern by the onsite mentor/supervisor; Signed agreement between Quincy College and the internship site prior to the start of the internship experience.

EMERGENCY MEDICAL SERVICES

EMS 101 Emergency Medical Technician- Basic 6 Credits

The Basic Emergency Medical Technician Course is an in-depth course in basic life support offered by the Comprehensive Medical Teaching Institute (CMTI) at Quincy College. It offers career training for entry-level positions in emergency medical settings. Students learn about acute illnesses, medical emergencies, traumatic emergencies, childbirth, rescue extrication, ambulance operations, splinting techniques, communication and documentation, medical legal implications, automated external defibrillator (aed)/ cardio-pulmonary resuscitation (cpr), basic medications and their effects. After successful completion of all requirements and skills training, the student will qualify to apply for respective national and state certification exams. The course involves approximately 160 hours of classroom participation where complete attendance all sessions is mandatory. The course meets or exceeds current National Emergency Medical Services guidelines and has Massachusetts Office of Emergency Medical Services approval.

PARAMEDIC

EMS 201 Paramedic 6 Credits

The Paramedic Professional Certificate Program offered in partnership with the Comprehensive Medical Teaching Institute/ Tufts Medical Center Consortium for Paramedic Education (CMTI) at Quincy College will teach and prepare students to achieve the highest level of certification for emergency pre-hospital medical providers. The course duration of approximately 20 -24 months includes approximately (12) months of classroom didactic instruction, skills lab sessions and skills scenario evaluations, a (320) hour clinical internship with an assigned hospital preceptor. The clinical internship will be followed by a (250) hour field internship in which students will ride on an emergency medical services unit with an experienced licensed paramedic preceptor to further build upon the assessment, management and treatment skills developed during classroom and clinical experiences and apply them to the out-of hospital setting as a provider and team leader. At the conclusion of the course students must demonstrate the competencies and skills required of the entry-level EMT Paramedic.

EMS 202 Paramedic 2 6 Credits

The Paramedic Professional Certificate Program offered in partnership with the Comprehensive Medical Teaching Institute/ Tufts Medical Center Consortium for Paramedic Education (CMTI) at Quincy College will teach and prepare students to achieve the highest level of certification for emergency pre-hospital medical providers. The course duration of approximately 20 -24 months includes approximately (12) months of classroom didactic instruction, skills lab sessions and skills scenario evaluations, a (320) hour clinical internship with an assigned hospital preceptor. The clinical internship will be followed by a (250) hour field internship in which students will ride on an emergency medical services unit with an experienced licensed paramedic preceptor to further build upon the assessment, management and treatment skills developed during classroom and clinical experiences and apply them to the out-of hospital setting as a provider and team leader. At the conclusion of the course students must demonstrate the competencies and skills required of the entry-level EMT Paramedic. Prerequisites: EMS 201

EMS 203 Paramedic 3 6 Credits

The Paramedic Professional Certificate Program offered in partnership with the Comprehensive Medical Teaching Institute/ Tufts Medical Center Consortium for Paramedic Education (CMTI) at Quincy College will teach and prepare students to achieve the highest level of certification for emergency pre-hospital medical providers. The course duration of approximately 20 -24 months includes approximately (12) months of classroom didactic instruction, skills lab sessions and skills scenario evaluations, a (320) hour clinical internship with an assigned hospital preceptor. The clinical internship will be followed by a (250) hour field internship in which students will ride on an emergency medical services unit with an experienced licensed paramedic preceptor to further build upon the assessment, management and treatment skills developed during classroom and clinical experiences and apply them to the out-of hospital setting as a provider and team leader. At the conclusion of the course students must demonstrate the competencies and skills required of the entry-level EMT Paramedic. Prerequisites: EMS 202

ENGLISH

ENG 090 Basic Composition 3 Credits (3 Lecture 0 Lab 0 Clinical) 3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is for students who need improvement in writing skills as determined by placement tests. Special attention is directed toward the structure of sentences, diction, and the mechanics of writing. Extensive practice in writing paragraphs will be provided.

ENG 091 English Vocabulary 3 Credits (3 Lecture 0 Lab 0 Clinical) 3 Hours/Week (3 Hrs. Lecture) *15 wks

This course presents a systematic approach to building English vocabulary, by teaching student's techniques for long term vocabulary learning, providing instruction in understanding the origin and meaning of words, and presenting English vocabulary within its broader cultural and social context. This course will help both native speakers who need a stronger foundation in academic language and ESL students who need to expand their vocabulary in English. Course material will provide practice opportunities in standardized tests such as TOEFL and SAT. Students who complete this course successfully should expect to be more comfortable and competent in dealing with the both general and subject specific academic vocabulary used in college texts and lectures.

ENG 092 Critical Thinking 3 Credits (3 Lecture 0 Lab 0 Clinical) 3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed for students in need of further preparations for college level work. This class will provide intensive preparation in reading, writing and vocabulary development while challenging students to confront questions about self, college, and contemporary issues. Additional assignments provide students with practice in their specific area of academic interest. Prerequisites: successful completion of ENG 094, or appropriate scores on the placement test.

ENG 093 Grammar 3 Credits (3 Lecture 0 Lab 0 Clinical) 3 Hours/Week (3 Hrs. Lecture) *15 wks

This course serves as an introduction to or review of basic grammar

for everyday writing and speaking. Students learn the basic grammatical structures as well as the functions and relationships of words within these structures. They also gain an understanding of writing effective sentences.

ENG 094 Foundations of Reading
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is specifically designed to assess and improve a student's reading efficiency, vocabulary proficiency, and overall study skills. Students monitor their progress in key reading and study skills. Skills stressed are pre-reading, finding the main idea, recognizing patterns of organization, using outlines and study maps, and studying for tests. Class time is divided between lectures and discussions and the practical application of these skills in a laboratory setting.

ENG 101 English Composition I
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

A required course for all students who have demonstrated acceptable writing proficiency as measured by a standard test or satisfactory completion of ENG 090. This course will emphasize developing the student's ability to articulate his/her thoughts in writing a coherent, unified, and well-structured composition. The student will write a series of papers. The student will also learn the techniques needed to produce a library research paper. The required research paper is a major component of the course.

ENG 102 English Composition II
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

A required course, which introduces the student to themes and techniques in the basic genres of literature: the short story, drama, and poetry. Expository papers may be written in response to ideas embodied in literature. Prerequisite: ENG 101 or permission of instructor.

ENG 103 Non-Fiction Writing
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course offers practice in articulating logical thought and in writing for college courses. The focus is to help students shape and extend their thought into coherent expository essays. Prerequisite: ENG 101 or permission of instructor.

ENG 111 Speech Communication
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

Special attention is given to developing self-confidence and skill in oral communication by affording each student an opportunity to participate in a maximum number of speech situations. Practice situations include extemporaneous speeches, panel discussions, and evaluative listening.

ENG 151 Shakespeare
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to the works of William Shakespeare, emphasizing the presentation of the major plays through books, stage, and film. Students will read representative comedies, tragedies, and histories and analyze these plays in either live performance or through classic film adaptations. The sonnets and lyrical romances will also be briefly addressed as part of the greater body of Shakespeare's

works. Prerequisite: ENG 102 or permission of instructor.

ENG 201 English Literature I
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This survey course explores the successive controlling concepts behind English literature from the Anglo-Saxon to the Neo-Classical periods. The course seeks to acquaint the student with the techniques and transformation of the literary genres as well as with the major authors and schools of writing. Required are the reading, analysis, and appreciation of representative literary masters who have influenced subsequent literature and thought. Prerequisite: ENG 102 or permission of instructor.

ENG 202 English Literature II
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This survey course explores the predominant cultural concepts underlying the literature of the England from the Pre-Romantic period to the Post-Atomic. It will examine the techniques and transformations of the literary genres in each succeeding period as well as sample the writings of representative authors. Involves the reading, analysis, and appreciation of works which have shaped modern literature and thought. Prerequisite: ENG 102 or permission of instructor.

ENG 204 Poetry
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores composition of poetry through analysis and through the creation of original works. Students will read a wide variety of poems, from traditional forms to modern free verse, while creating their own original collection of poetry. Students may also be required to write explications of poems as a means to better grasp metrics, parts of speech, rhetorical constructions, traditional forms and innovations in style. Prerequisites: ENG 101

ENG 205 World Mythology
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys the foundational stories that have helped to develop civilizations around the world. It also explores how many of these stories are living ideas that still persist to this day. Babylonian, Greek, Roman, Asian, African and Native American myths will be studied both in their original context and as the basis for folktales, fairy stories, modern novels, contemporary films and fantasy video games. Prerequisites: ENG 101

ENG 211 American Literature I
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a general survey of early American Literature covering the major writers from Captain Smith through the Fireside Poets. The purpose of the course is to introduce the student to representative authors with emphasis on the major writers. Critical papers may be assigned periodically. Prerequisites: ENG 102 or permission of instructor.

ENG 212 American Literature II
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a general survey of the significant prose, fiction, and poetry of American writers, beginning with Whitman, and continuing with Twain, James Eliot, Hemingway, and Faulkner.

Critical papers may be assigned periodically. Prerequisites: ENG 102 or permission of instructor.

ENG 213 Environmental Literature
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

The course examines literary narrative in the tradition of nature writing in English and American nonfiction prose. The study offers a humanities complement to environmental studies, which extends an interdisciplinary understanding of environment, place, and nature through a literary lens. Students will explore responses to the relationships among environment, nature, and landscape in expressive forms and consider writing ecocritical approaches through journal, essay, and project work. Prerequisites: ENG 102

ENG 221 World Literature I
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys the origins of Western literature by tracing recurrent concepts from the Hebrew Bible and Homeric epics through Greek drama and Roman prose. Students will read translations of major works that reflect a variety of themes, genres, and cultures from the ancient world. Prerequisites: ENG 102 or permission of instructor.

ENG 222 World Literature II
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys Western literature by tracing recurrent concepts through the Medieval, Early Modern, Romantic, Revolutionary, and Modern periods. Students will read major works representing a variety of genres and cultures. Prerequisites: ENG 102 or permission of instructor.

ENG 224 Writing for Professionals
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

Students develop writing techniques and conventions peculiar to magazine writing, advertising, business, technical writing, and editorializing. Ads, technical articles, reports, abstracts, manuals, and documentation will be practiced.

ENG 225 Creative Writing Workshop I
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on the experience of writing as a creative activity with emphasis on the methods of writing imaginative prose and poetry. Fictional techniques, such as the methods of narration and descriptive style, will be discussed. Prerequisite: ENG 101 or permission of instructor.

ENG 226 Creative Writing Workshop II
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation of the writing of serious, artful fiction, poetry, or drama. Classroom consideration of craft. Individual discussion of the student's work. Prerequisites: ENG 101, ENG 225.

ENG 230 Journalism
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the role of journalism in a free democratic society to help students develop their skills in journalistic writing. Students learn to structure and edit various types of stories,

explore types of reporting, the differences between reportage and editorializing, the ethical issues journalists face daily, and the legal implications of a free press. Prerequisite: ENG 101 or permission of the instructor.

ENG 231 Modern Novel
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the development of the modern novel in the twentieth century, and traces the social and personal values reflected in them. Additionally, the course will examine such themes as the rites of passage, the role of the individual within society, the role of nature, and the perception of women and minorities. A number of novels will be read for enjoyment and analysis. Prerequisite: ENG 102 or permission of instructor.

ENG 233 Crime and Detective Fiction
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines various types of suspense literature from the 19th century to the present, including mystery, detective novel, crime, and the mystery adventure novel. Topics to be examined during the semester: basic narrative formulas and structures; significance of the forms; detectives as focus for social values; significance and typical themes of detective and crime fiction; and the changing nature of the genre. Prerequisite: ENG 102 or permission of instructor.

ENG 235 Survey of Women Writers
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the works of major women writers frequently underrepresented in traditional literary surveys. Students will read various genres of literature spanning the 17th century to the present with an emphasis on recurrent themes. Topics may include: challenges to women writers, women in relationships, gender identity, motherhood, aging, the public vs. private self, redefining traditional women's roles, victimization and empowerment. Prerequisite: ENG 102 or permission of instructor.

ENG 237 Introduction to Science Fiction
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys Science Fiction from the foundational classics of Mary Shelley, Jules Verne, H.G. Wells and Edgar Rice Burroughs to the modern masterpieces that continue to influence contemporary literature, films and computer gaming. Readings will include works from the Golden Age of Science Fiction, the New Wave of the 1960s and the contemporary Cyberpunk and Slipstream movements that are shaping Science Fiction writing today. Prerequisite: ENG 102.

ENG 238 Literature of the Supernatural
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 Weeks.

This course examines the literature of the supernatural as a fundamental mode of literary understanding and as an inspiration for the works of great authors. Gothic tales, ghost stories, supernatural events, odd coincidences, and unexplainable phenomena are often the beginning of an imaginative approach to both life and literature. Students will encounter a wide range of literary examples, from stories and poetry drawn from the traditions of European and American romanticism and gothic tales to more modern modes of literary expressionism, surrealism, paranormal romance, and horror. Prerequisite: ENG 102.

ENG 239 Baseball Literature

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will study the vibrant cultural meaning of baseball in the United States, from the origin of professional leagues in the late 19th century to the increasing nature of commercial competition which currently exists. Through literary readings and discussions addressing the history of baseball and the examination of literary texts the sport inspires, students will explore issues of American identity and discover how sport can be a manifestation of society as well as a mechanism for change. Prerequisite: ENG 102.

ENG 240 Literature of War

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will explore the approaches which authors have used to write about the nature, causes, and effects of war throughout the history of literature. The focus will be on the unique capacity of poetry, the short story, the novel, and drama to examine different aspects of war. Students will read representative texts that span from the Trojan War to the Wars in Iraq/ Afghanistan with an emphasis on recurrent themes, conflicts, and images. Topics will include: the nature of honor and heroism, the combat experience and its consequences, moral ambiguity in war, lost innocence, bonds forged by combat, the soldier/officer dynamic, the effect of deployment on families, the challenges of homecoming, the role of memory in trauma and healing, and the functions of war literature itself.

ENG 250 World Languages and Linguistics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course presents both a contemporary and a historical approach to the systematic study of human languages in general, with special focus on the English language as well as examples drawn from world languages represented by class members and significant to the understanding of linguistic concepts. Successful students will develop analytical tools to better understand the functioning of language as a crucial component of human communication, thought, and culture. Conceptual knowledge of human language and of particular languages will enhance academic and professional communicative capabilities.

ENG 251 Introduction to Drama

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an introduction to the craft and art of drama, including a close study of technique and subject, and selected plays. Prerequisite: ENG 102.

ENG 252 International Film

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduces students to the world of international film, focusing on the major foreign centers of film production. Teaches the visual, narrative, and script cinematic values, develops the ability to critically respond to films both verbally and in writing, and to appreciate the historical and cultural contexts of films. The films emulate the transitional evolution of film centers representing peaks of cultural expressions and will be selected for cinematic quality and intellectual accessibility to novice audiences. Readings of film theories corresponding to filmic development will include film scripts and transcripts, critical reviews, and factual information

about the films, directors, actors, and their historical-cultural contexts. Prerequisite: ENG 101 or permission of instructor.

ENGLISH AS A SECOND LANGUAGE**ESL 080 Vocabulary for ESL**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A systemic approach to building vocabulary. Students check their progress against standardized tests such as TOEFLs and SATs.

ESL 081 Academic Reading for ESL

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is specially designed to assess and improve a student's reading efficiency in various academic areas. Skills stressed are prereading, finding the main idea, recognizing patterns of organization, understanding relationships and abstract concepts.

ESL 085 American Culture for International Students

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students who have not experienced life in the USA to the American culture and reality, using methods and sources that will help them feel more comfortable with the English language, better understand American humor, cultural allusions and references, and avail themselves of the rich sources of knowledge in the Greater Boston area. Students can expect to use an English-only advanced learner dictionary to think directly in English to better understand their intellectual environment.

ESL 088 Digital Writing for Multilinguals

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Digital natives who are not native speakers of English already have a wealth of experience in written communication on collaborative social media in their native languages as well as English. This course guides students to draw from their existing abilities, including academic knowledge achieved in languages other than English, to get a head start toward academic writing in English. Using a variety of electronic platforms, supportive applications, and collaborative methods, this course engages students in thematic writing on family, friendship, social issues, personal and cultural identity, world problems to build fluency and competence in written English.

ESL 089 Oral Communication for ESL Students

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

In this course, ESL students learn techniques to improve their pronunciation in spoken English, developing confidence and versatility in communicating orally in various situations, and improve listening comprehension of rapid speech. Formal and informal English, cultural and regional dialects, slang, and professional jargon will be covered. Class activities will use videotapes, audiotapes, role playing situations, videotaping students and follow-up analysis, and group discussions.

ESL 094 Academic Listening and Learning Skills for ESL Students

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A course designed to help master the skills familiar to successful college students: note-taking, paraphrasing, summarizing, outlining, using study maps, organizing information in meaningful ways, and test-taking techniques. Materials from all academics will be used for

the application of skills in laboratory settings.

ESL 095 ESL Grammar

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This three-credit course provides students the opportunity to develop college-level skills in the syntax of the English language.

ESL 096 Beginning English as a Second Language

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

This is an introductory course designed to improve the listening, speaking, reading, and writing skills of students who speak English as a Second Language. Classroom activities are designed to lead students from basic to conversational oral expression, to improve reading comprehension and vocabulary, and to use written English in various contexts.

ESL 097 Intermediate English as a Second Language

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

This course is designed to improve the listening, speaking, reading, and writing skills of students who speak English as a Second Language. Emphasis is placed on learning English and developing reading writing, and communication skills in everyday and academic situations. Classroom activities include small group work, oral presentations, role playing, vocabulary work, and writing assignments. Prerequisites: Appropriate score on placement test or successful completion of Beginning ESL. Prerequisite: ESL 096.

ESL 108 Advanced ESL

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

This course guides students who have mastered fundamentals of English to develop academic fluency in reading, writing, listening, speaking, and thinking directly in English. Emphasis is placed on reading college level materials, understanding and responding to rapid academic and social speech, writing extended expressive and analytical essays from sources, and making an oral presentation on an academic topic. Exploration of cultural experiences and perceptions will facilitate building students' confidence in functioning in a multicultural, English language classroom. Prerequisite: Appropriate placement score or successful completion of ESL 097.

ESL 197 Independent Study in ESL

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides ESL students who have special abilities, interests, and challenges in developing their academic English that are not able to meet their needs in existing courses, with a specialized instructional framework for doing so. Enrollment in this course requires approval by the Dean.

ENVIRONMENTAL STUDIES

ENV 101 Introduction to Environmental Studies

4 Credits (3 Lecture 1 Lab 0 Clinical)

3 Hrs./Wk. (3 Hrs. Lecture, 2 Hrs. Lab) *15 wks

This introductory course utilizes numerous case studies of current environmental health and safety issues. Lecture topics include: Human/ecological exposure to pesticides and hazardous substances, acid rain, ozone depletion, global warming, and biodiversity. Students will gain environmental literacy by learning

about the science behind these issues, the role of the media in public awareness, and subsequent regulation to protect environmental health and safety. Lab skills learned: Conduct hands-on experiments covering a broad range of topics including chemistry, biology, ecology, toxicology and earth science. This course will provide a foundation for students who wish to have a career in environmental science and provide non-majors with a good working knowledge to help them discriminate between valid environmental concerns and unsubstantiated claims. Safety protocols must be observed in all lab classes. These include: no food, no drink, and no-open-toe shoes, appropriate clothing. Only registered students may enter labs.

EXERCISE SCIENCE / PERSONAL TRAINING

EXS 101 Health Appraisal & Fitness Assessment

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hrs./Wk. (3 Hrs. Lecture 0 Lab 0 Clinical) *15 wks

This course presents the reasons for conducting appropriate health appraisals on all new exercisers prior to beginning their fitness program. This course explores the relationship between physical activity and health, and specifically focuses on the evaluation of cardiopulmonary and musculoskeletal fitness in apparently healthy populations. Risk factor analysis, body composition assessment, aerobic fitness testing, muscle strength testing and flexibility assessments will be discussed as they relate to an individual's probability for developing a disease. This course addresses numerous assessment protocols for evaluating important fitness parameters such as determining individualized training intensities by means of heart rate monitoring and ratings of perceived exercise exertion. Students will demonstrate a thorough knowledge and understanding of the assessment principles and procedures, as well as the ability to properly perform and interpret each assessment technique.

EXS 102 Muscular and Cardiovascular Fitness

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course addresses the principles for improving muscular fitness and cardiovascular fitness in youth, adult and senior populations. The emphasis is on practical application of the training guidelines and the expected physiological adaptations resulting from various exercise programs. Students will demonstrate a thorough understanding of exercise theory, training effects and program design for enhancing muscular strength and cardiovascular endurance in apparently healthy individuals.

EXS 115 Injury Prevention, Flexibility and Functional Training

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course addresses the practical components of personal training, including exercise safety, injury prevention, and training modifications for special populations (e.g., youth, older adults, pregnant women, post-rehab patients, diabetics, hypertensive, etc.) while directing physical fitness programs for a variety of clients. Students will demonstrate a thorough knowledge and understanding of the foundational principles and standard procedures for exercise safety, proper stretching technique, and professionalism when working with fitness clients on an individual basis and in a group setting.

EXS 116 Strength Training and Endurance Exercise

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the biomechanical aspects of proper exercise performances using standard strength training machines and free-

weight equipment, as well as common cardiovascular training tools, such as treadmills, cycles, steppers, rowers and elliptical trainers. Students will demonstrate a thorough understanding of the movement patterns, prime mover muscle groups, and performance techniques associated with 100 selected strength, endurance and flexibility exercises. This course is a practical experience and will be conducted largely in the fitness center with hands on teaching/learning experiences.

EXS 119 Bioenergetics and Biomechanics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the energy sources for aerobic exercise (such as running), and anaerobic exercise (such as strength training). Students will demonstrate a thorough knowledge and understanding of aerobic and anaerobic energy production and utilization. This course also addresses the biomechanics of exercise, including movement patterns, movement planes, leverage factors, musculoskeletal interactions, and force development. Students will demonstrate a thorough understanding of biomechanical principles and practical application to proper exercise performance.

EXS 150 Nutrition for Fitness

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides the student with practical information related to nutrition, exercise, and fitness. Topics examined include: nutritional needs, energy requirements, protein recommendations, diets/healthy eating programs, nutritional supplements, and behavior modification strategies for various types of physical activity. The students will attain research-based perspectives on bioenergetics for various types of physical activity.

EXS 201 Youth and Senior Fitness

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course has a dual focus. The first half of the course presents the research recommendations and training guidelines for safe and effective youth exercise programs. The second half of the course addresses the research recommendations and training guidelines for safe and effective youth and senior exercise programs. Students will demonstrate both a thorough understanding and practical application of exercise theory, training effects, program design, and assessment procedures for enhancing muscular strength, cardiovascular endurance and joint flexibility in apparently healthy children and older adults. Prerequisites: EXS 102 and EXS 116.

EXS 202 Exercise Program Design

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with the recommendations and rationale necessary to design fitness programs for healthy adults and special populations. In addition, the course will explore the application of specificity, overload, and progression as well as provide an overview of acute program variables, changes made in a program, selection of exercises, how to determine frequency, and exercise sequence. Students will learn exercise program design based on underlying principles and concepts developed for very specific training goals and match these goals with the necessary program design to achieve desired results. The course also addresses how to add variation to a training program with weight loads, repetitions and sets, intensity, volume, and rest period lengths. Prerequisites: EXS 102 and EXS 116.

EXS 204 Advanced Training Programs

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hrs./Wk. (3 Hrs. Lecture 0 Lab 0 Clinical) *15 wks

This course examines strength training programs for advanced participants. The first section of the course presents a variety of high-intensity muscle building techniques, including breakdown training, assisted training, pre-fatigue training, slow-rep training, super-eight training, and circuit training. The second section of the course addresses advanced training protocols for enhancing muscular power and athletic performance. Students will demonstrate a clear understanding of the advanced training principles for enhanced muscular strength, power and athletic performance and demonstrate instructional competence in designing and teaching advanced training protocols. Prerequisites: EXS 102 and EXS 116.

EXS 206 Fitness Facility Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course is taught in three sections. The first section focuses on Human Resources and consists of the following components: organizational development, hiring, evaluation and compensation. The second section includes member recruitment, retention and profitability, with a particular focus on how the ability to attract and keep members leads to profitability. The third area of focus is the operation of the facility, which encompasses financial statements, system implementation, and risk assessment. Students will be exposed to all of the required tools necessary to hold a management position at a health and fitness facility. Pre-reqs: None, but EXS 101 and 102 highly recommended.

EXS 297 Exercise Science Internship

3 Credits (0 Lecture, 0 Lab, 110 Internship) *15 wks

This course provides the student with the opportunity to integrate the academic studies of exercise science and personal trainer into an experiential supervised setting. The student will work for one hundred ten (110) hours at an approved internship site arranged through the college. Relevant work areas include: health appraisal and fitness assessment, training program design and implementation, exercise monitoring and injury prevention. A final paper is required. Prerequisites: 30 credits completed (15 at QC, 15 in major), a GPA of 3.1 or higher and permission of the dean.

FINANCE

FIN 202 Health Care Finance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

The course focuses on health care finance as practiced within health care organizations, such as, hospitals, physician practices, clinics, home health agencies and managed care organizations. It covers the principles and applications of accounting and financial management. The course is organized around three critical elements: 1) the use of accounting information for decision making, 2) as a business the health care industry has some critical differences from other industries; and 3) the principles of economics are the conceptual basis for decision making.

FIN 203 Credit Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An analysis of credit and collection policies as they relate to the operation of retail business. Special emphasis is placed on types of credit, originating credit, installment accounts, credit sales

promotions, and methods of collection.

FIN 215 Investments

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a comprehensive study of investments and investment markets, including stocks, bonds, mutual funds, capital markets and investment companies. Topics covered include the relationship between risk and return, investment analysis and valuation, efficient markets and diversification. ACC 101 recommended.

FIN 220 Principles of Finance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an introduction to financial institutions and concepts and methods of financial analysis. Topics covered include financial statement analysis, short-term versus long-term business financing, the time value of money, risk versus return, the cost of capital, and international finance. ACC 101, ACC 102 recommended.

FRENCH

FRN 101 French I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course stresses developing the student's ability to speak, understand, read, and write French. Basic fundamentals of French grammar will be studied. Practice in pronunciation, progressive acquisition of basic vocabulary, and written and oral exercises are also covered. No previous study of French is required.

FRN 102 French II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation of French I with emphasis still on speaking and understanding of oral French. The student will progress through basic fundamentals and further acquisition of a basic vocabulary. Prerequisite: FRN 101.

GOVERNMENT

GOV 105 Introduction to Political Science

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the central concepts of political science and practical politics. It will demonstrate how real-world events are shaped by political ideas and realities of the political world. Placement at ENG 101 level strongly advised.

GOV 201 American Government

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course deals with the problem of democratic government in the United States including the background of political theory and constitutional development. It studies democracy at various levels in the United States and offers a comparison with other democratic governments. Placement at ENG 101 level strongly advised.

GOV 211 State & Local Government

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

American state politics, organization and functions, and emphasizing the role of the state in our federal system. A survey of governmental structure and function of American municipalities is

presented. Placement at ENG 101 level strongly advised.

GOV 212 International Relations

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to the basic factors in international relationships: the systems, international law and diplomacy, international organizations, the dynamics and prospects of the present world scene. Placement at ENG 101 level strongly advised.

GOV 213 The American Presidency

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Because growth of presidential power has been one of the most striking political phenomena in the experience of the American people during the twentieth century, this course will identify those factors responsible for the growth of executive power. It examines the presidential philosophies of men who have held the presidency, measures the impact of presidential advisors on the actions taken by the president and examines the relationship between presidents, and the press. Placement at ENG 101 level strongly advised.

GOV 217 Comparative Government

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is an introduction to the governmental systems of various nations around the world. Students will focus on comparing political systems, policy making, interest articulation, public policy and forms of government in a variety of countries, including England, France, Germany, Japan, China, Mexico, Egypt, India, and Nigeria. In each case, comparison to those aspects of politics and government will be made between other countries and that of the United States. Placement at the ENG 101 level strongly advised.

GOV 290 Special Topics in Government

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 Weeks.

This course offers students the opportunity to explore in-depth a particular topic in government. Topics vary from semester to semester, and can include topics such as Congress, the Supreme Court, the United Nations, the North Atlantic Treaty Organization (NATO), the European Union (EU), civil liberties, civil rights, interest groups, federalism, the federal budget, political parties, public opinion and voting, and campaigns and elections. The new topic will be introduced in each semester that the course is offered.

GOV 297 Political Science Internship

3 Credits (0 Lecture 0 Lab 110 Internship) *15 wks

The student works in a supervised work placement in a related political science or government capacity for a minimum of 110 hours over the course of semester. A term paper is submitted at the end and the student's work is assessed on a weekly basis. Prerequisite: 12 credits of GOV/HIS classes with a GPA of 3.1 or better. The student must also meet college wide prerequisites for internship.

HEALTH SCIENCES

HSC 106 Introduction to Nutrition

3 Credits (1 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course focuses on nutrition across the lifespan throughout all stages of development. Students will gain an understanding of nutritional principles in both health and illness. Topics include: health promotion, nutritional guidelines, macro- and micro-nutrient

chemistry, menu planning, food labelling, safety, obesity, clinical eating disorders, RDA requirements, and age related guidelines.

HSC 107 Orientation to Health Care

1 Credit (1 Lecture 0 Lab 0 Clinical)

3 Hrs./Wk. (3 Hr. Lecture 0 Lab 0 Clinical) *5 wks

This course is designed to introduce and provide a brief overview of the U.S. health care industry. Using the Internet, discussion and individual research for this course, this course creates awareness of and curiosity for the health care delivery system. It also encourages students to value cultural diversity and professionalism. Topics include: U.S. Health care industry, trends in health care, health care financing and reimbursement, ethical and legal issues and other health care topics.

HSC 108 Basic Life Support & Emergency Skills

1 Credit (1 Lecture 0 Lab 0 Clinical)

3 Hr./Wk. (3 Hr. Lecture 0 Lab 0 Clinical) *5 wks

This course is designed to prepare a wide variety of health care professionals to recognize several life-threatening emergencies, to provide Cardiopulmonary Resuscitation (CPR), use an Automated External Defibrillator (AED), and relieve choking in a safe, timely, and effective manner. The course will include adult, child, and infant rescue skills in addition to emergency scenarios/case studies. Students will be instructed in Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care in accordance with the American Heart Association (AHA) and First Aid in the workplace; therefore, students must pass all skills and written tests as indicated by the AHA in order to receive a course completion card (certificate) in BLS for the Healthcare Provider. This course is open to all students and fulfills the CPR requirements for all programs offered by the Division of Nursing.

HSC 115 Pharmacology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hrs./Wk. (3 Hrs. Lecture 0 Lab 0 Clinical) *15 wks

This course is designed to present principles basic to pharmacology. Students will explore the mode of action, major indications for use, and nursing responsibilities for pharmacological agents. Areas to be covered include management of clients with alterations in cardiovascular, hematological, respiratory, gastrointestinal, renal, neurological, and endocrine systems. Students will also explore medications developed to assist with the management of pain, infection, and oncology. Open to all students.

HSC 140 Medical Terminology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hrs./Wk. (3 Hrs. Lecture 0 Lab 0 Clinical) *15 wks

This course provides a foundation for the understanding of medical terms, their abbreviations, basic anatomy and physiology as well as pathological conditions. It includes the study of prefixes and suffixes and root/stem words as well as medical technology terms with an emphasis on spelling, pronunciation, definitions and common usage. This course is similar to learning a foreign language and involves the memorization as well as the application of words/terms. The student will study and demonstrate proficiency in spelling, pronouncing, definition and application of medical terms.

HSC 149 Applied A&P for Health Care Professions

4 Credits (4 Lecture 0 Lab 0 Clinical)

4 Hours/Week (4 Lecture 0 Lab 0 Clinical) *15 wks

This course is an integrated study of the anatomy and physiology of the human body from the cellular level to the system level; designed for students embarking on a career/profession in the field

of health care. Emphasis will be placed upon clinical applications, associated medical terminology and patient assessment. Advances in biomedical technology and patient/client treatment will be highlighted. Completion of HSC 140 prior to enrollment HSC 149 strongly recommended.

HEALTHCARE ADMINISTRATION

HCA 103 Information Systems in Healthcare Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

Through this course students will define the strategic use of information systems, perform a range of applications and understand information system planning and management in healthcare. Applications include financial management, human resource management, supply chain management, medical records, clinical decision support, and emerging applications. Planning and management topics include data security; IT cost, systems interoperability, project management, IT implementation and governance. Prerequisites: ENG 101 and CSI 101.

HCA 104 Healthcare Delivery Systems (formerly BUS 203)

3 Credits (3 Lecture 0 Lab 0 Clinical)

The course introduces students to the historical development, structure, operation, and current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits. The course enables students to access the role of organized efforts to influence health policy formulation, and the contributions of medical technology, delivery system. Additionally, this course provides an orientation to key health care statistical information.

HCA 108 Electronic Health Records

3 Credits (3 Lecture 0 Lab 0 Clinical)

This course introduces the student to Electronic Health Records (EHR). The student will learn to identify both terminology of the (EHR) systems and purpose of the EHR system in the health care provider office setting. The purpose of the course is to familiarize students with the role of Electronic Health Records and software applications for patient care. Prerequisites: HSC 107, HSC 140, CSI 101.

HCA 297 Health Care Administration Internship

3 Credits (0 Lecture, 0 Lab, 110 Internship) *15wks

This course provides the student with the opportunity to apply the academic studies of health care administration with practical experience in the medical industry. The student will work for one hundred ten hours in an approved internship position arranged through the college. Relevant work areas include daily management and organization of medical office, hospital, home health, or community health center organization. A final paper is required. Prerequisites: 30 credits completed (15 at QC, 12 in major), a GPA of 3.0 or higher, or the permission of the dean.

HISTORY

HIS 101 United States History I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This survey course traces the history of American development from pre-Columbian exploration and the Colonial era through the Civil

War. Emphasis is given to the main lines of American development from the coming of the pre-Columbian explorers to the end of the Civil War. Special emphasis is given to constitutional developments in this period including the evolution of the British colonial charters, state constitutions, and the federal constitution. Placement at ENG 101 level strongly advised.

HIS 102 United States History II
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course traces developments since the end of the Civil War with emphasis on reconstruction, the industrialization of America and her emergence as a world power, the two World Wars, and America's role since World War II. Placement at ENG 101 level strongly advised.

HIS 107 Colonial America
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

Course follows the history of America from founding of the country through the American Revolution. It includes social, political, and economic history, and historical geography as it relates to the significance of the American colonies in the Western Hemisphere. Placement at ENG 101 level strongly advised.

HIS 111 From Mesopotamia to the Moon: History of Western Civilization I
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will explore the origins of Western Civilization from the mudflats of Mesopotamia to the market place of the Greek polis. Students will march with Roman legions into the dark woods of Germany, then witness the construction of gothic cathedrals and the burning of heretics. The course will end with the experience of a renaissance in the arts, the devastation of wars of religion, and the discovery of new continents, all helping to set the stage for the creation of the modern world. Placement at ENG 101 level strongly advised.

HIS 112 From Mesopotamia to the Moon: the History of Western Civilization II
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks
In this course students will witness how monarchies and rational thinking emerge from the ashes and anarchy of the troubled times of the 1600s. Students will study revolutions in science, industry, and politics, as well as experience Romanticism and Realism in the arts. Students will see the forces unleashed by new ideologies and economic dynamics that will redraw the map not only of Europe, but eventually the entire world. The course will then move to the extremes of the Twentieth Century, the carnage of world wars, and the emergence of a new age of prosperity and conflict in the Twenty-First Century. Placement at ENG 101 level strongly advised.

HIS 200 The History of US Foreign Relations
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks
This course will explore the history of US foreign relations from the colonial period to the present day. Students will study the individuals, issues, and events that have played a role in the emergence of the United States as a world power, as well as examine the more recent period of conflict and cooperation as America continues to define itself and its role in the context of international relations.

HIS 201 History of the Middle East
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks
An exploration of the history of the Middle East from the 7th century AD to the present. Examination of the social and political histories of 19 states and three major religions of this area. Placement at ENG 101 level strongly advised.

HIS 220 American Health Care History
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks
This course explores change, ideas and the multiple meanings of health, illness, and the life cycle within the context of health care development, organization, and delivery in the United States. It explores the process of how ideas, such as freedom of choice and individualism, develop and change; how they are culturally modified and highly dependent on time and place specific ideas related to racial, ethnic, class, gender, religious, and regional differences. A central focus of this course is to explore and explain change and choice related to how Americans thought about their bodies, health, illness and sick care as well as what drove the ideas for the creation of a system of health care. This course explores the historical link to how in America a country with the best health care facilities in the world cannot provide the best health care to all.

HIS 221 Late Imperial China
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks
A survey of the history of modern China from the time of the Opium War (1839-1842), the result of which intensified the Western influence in China, through the Chinese revolution of 1911 which brought to an end the last of China's imperial dynasties, the Ch'ing (Manchu). The emphasis in the course will be on tracing the Western influence in China during this time and to examine what the Chinese response to it was. Audio-visual materials will be utilized extensively. Placement at ENG 101 level strongly advised.

HIS 222 China in the 20th Century
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks
A survey of the history of modern China from the time of the Chinese Revolution of 1911 which brought to an end the last of China's imperial dynasties, the Ch'ing (Manchu) to present day. The emphasis in this course will be on tracing the Western influence in China during this time and to examine what the Chinese response to it was. Audio-visual materials will be utilized extensively. Placement at ENG 101 level strongly advised.

HIS 230 The French Revolution and Napoleon
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks
This course will explore the series of dramatic events that make up one of the most important moments in the history of the modern world: the French Revolution. Students will study the aspects of the Old Regime which set the stage for the fall of the Bastille, and then follow events as a moderate revolution led to the creation of a radical republic. This story includes the death of a king, street violence and counter revolutionary activity, massacres and wars, and the unraveling of events that culminated in the rise of Napoleon Bonaparte. After the French Empire comes to an end on the fields of Waterloo, students will discuss the impact of the Revolution on Europe, and its legacy to the world ever after. Placement at ENG 101 level strongly advised.

HIS 240 History of the Cold War

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

For much of the 20th Century, two super powers faced each other in a global struggle for world domination. This course will explore the politics, economics, and culture of the period from the 1940s to the early 1990s, as well as the military aspects of an ideological cold war that often became hot. Examples of topics in this study range from Hiroshima to Afghanistan, Korea to Woodstock, Vietnam to Guatemala, and from Fulton, Missouri to the Kremlin, with stops at Cuba, Prague, Egypt, the Kent State campus, and Berlin. Placement at ENG 101 level strongly advised.

HIS 260 The Civil War and Reconstruction

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The Civil War and Reconstruction constitute a defining moment in the history of the United States. This course will explore the dramatic and sometimes tragic aspects of the War and the years that followed. The course will begin with a study of aspects of early US History from the colonial period to the 1850s that help explain why the Civil War happened. Focus will then shift to the military, political and social aspects of the War itself. Emphasis will be placed on battle tactics, strategy, and the impact of the fighting on the home front. Primary source material will offer students an opportunity to delve into various aspects of the era, ranging from the experience of African Americans to the international context of the War. The course will conclude with a study of the achievements and shortcomings of post-war Reconstruction, which along with the Civil War itself, have done much to shape the contemporary history of The United States of America. US History 10 I recommended, but not required, and placement at ENG 10 I level is strongly advised.

HIS 280 History of Plymouth, MA

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This survey course provides a history of the Town of Plymouth from its settlement by Wampanoag peoples to the present. Emphasis will be placed on the establishment of Plymouth Colony, the growth of the community from the 18th through 20th centuries as a seaport, industrial center, and home to The Plymouth Cordage Company, and other cultural changes inflected by substantial immigrant population after the Civil War. Special emphasis will also be placed on Plymouth's growth as a tourist community and America's Hometown Thanksgiving. Placement at ENG 101 level strongly advised.

HIS 290 Special Topics in History

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course offers students the opportunity to explore in-depth a particular topic in history. Topics vary from semester to semester, and can include important aspects of European and World History, as well as the History of The United States. Prerequisites vary with semester. ENG 101 strongly recommended.

HOSPITALITY MANAGEMENT**HRM 101 Introduction to Hospitality Management**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to Hospitality will provide a comprehensive overview of the hospitality industry. Components of the hospitality industry

explored in this course include operations, managerial functions, career opportunities and emerging trends. This course includes an overview of the various industry segments: lodging, food service, tourism, and event management.

HUMAN RESOURCES**NHR 101-91 Human Resources Management I**

During Part I, a general introduction to the fundamental function of Human Resource management is presented. In addition, the areas of workforce development, equal employment opportunity and affirmative action are emphasized, covering areas such as the Americans with Disabilities Act (ADA), the Immigration and Naturalization Act, sexual harassment, and the Small Necessities Leave Act (SNLA). Also addressed are job analysis and human resources planning processes, such as job design and staffing requirements. This part concludes with a review and analysis of recruitment.

NHR 102-91 Human Resources Management II

Part II builds upon Part I, with a review of the selection and hiring process. The major areas addressed are compensation and benefits, variations of pay and retirement, and how to effectively design total compensation and benefits packages. In addition, the course reviews day-to-day operational issues, such as Criminal Offender Records Information (CORI), Family and Medical Leave Act (FMLA), Health Insurance Portability and Accountability Act (HIPAA), and Sex Offender Registry Information (SORI).

NHR 103-91 Human Resources Management III

Part III takes an in-depth look at employee and labor relations in both union and non-union environments, beginning with a review of the evolution of the labor and union movement. The course addresses concerns and issues related to unionization and collective bargaining. Also included is a review of contract and personnel policy administration with an emphasis on the discipline and construct of the grievance process.

NHR 104-91 Human Resources Management IV

Part IV addresses four major areas including training and employee development, performance applications, health and safety, and the importance of a global Human Resource environment. Among the items addressed are methods for assessing staff training needs, designing effective training curricula, setting performance objectives and reviewing performance, ensuring a safe and healthy work environment, and the emerging Human Resource role as a strategic business partner.

HUMAN SERVICES**HSV 103 Introduction to Social Work**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The student will explore, in depth, the concepts of social work, in terms of knowledge, values and skills that are required for an effective introduction to the profession of social work. Special populations, foundational theories, functions and roles of a social worker, as well as emerging issues in society will be evaluated on a multi-systemic level. This course will assist the student in preparing for the state II licensure examination at the LSWA level.

HSV 112 Introduction to Gerontology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course studies human aging from a developmental and multidisciplinary perspective. The bio-social-psychological factors involved in changes throughout the aging process, including retirement, family, leisure, aloneness, death, and bereavement are considered together with additional distinct concerns of older adults such as widowhood, finances, religion, sexuality, and health problems.

HSV 114 Substance Addiction and Older Adults

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with an overall view of Substance Addiction among older adults. Instructors will outline best practices for identifying, screening, assessing, and treating the abuse of alcohol, prescription and illicit drugs in the older adult population. Emphasis will be on addressing the greater toll of the misuse and addiction of alcohol and other drugs and the psychosocial issues that are unique to the older adult.

HSV 200 Human Behavior and the Social Environment

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides a conceptual framework for organizing and analyzing knowledge of human behavior and the social environment with a focus on individuals and families. Social systems, life course, and assets and resiliency-based perspectives and theories are presented. Special attention is given to the impact of poverty, discrimination, and oppression on the ability to reach or maintain optimal health and wellbeing.

HSV 201 Counseling Skills

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An examination of the helping relationship in individual and group work with emphasis on techniques such as listening skills, questioning, and interviewing. Topics covered include assessment, treatment planning, and techniques of intervention including behavior modification, psychodynamic, existential-humanistic, and cognitive therapies.

HSV 205 Substance Addiction Counseling

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers a variety of techniques and strategies in the successful understanding, treatment, and assessment of chemical addictions. Students will be taught causation including physiological and behavioral consequences, as well as prevention, intervention, and treatment methods from a systems approach. Students will use social work theories to evaluate programs and treatment models. Additional topics include substance abuse in: society, multiple life span stages and diverse population groups.

HSV 260 Diverse Populations

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An overview of the role of human diversity in social work practice. An examination of the differences as well as the similarities of the various populations in American Society. Topics to be addressed are race, gender, ethnicity, religion, sexual orientation, and socioeconomic status. Barriers to cultural understanding and valuing diversity will also be explored.

HSV 297 Human Services Internship

3 Credits (0 Lecture 0 Lab 120 Internship) *15 wks

An in depth, supervised field experience for a minimum of 120 hours over the duration of a single semester. Opportunities are sought with human service agencies, including those providing social services and substance abuse services. The participating student will meet regularly with the coordinating Dean or faculty member. A final project or paper is required. Prerequisites: 30 credits completed and a GPA of 3.1 or higher.

INSURANCE

INS 100 Risk Management and Insurance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (6 Hrs. Lecture) *15 wks

This course is intended to introduce students to the field of risk management and insurance. Its issues are of ever increasing importance for individuals, families and businesses in the global economy. Risk management issues frequently make national and international headlines, thus the course offers an opportunity to explore topics within the context of practical application. The content is beneficial to students who wish to apply the concepts in their personal lives as well as those who intend to enter the field as a career.

INS 200 Personal and Liability Insurance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (6 Hrs. Lecture) *15 wks

This course builds on the conceptual foundations of INS 100 Risk Management and Insurance. It delves more deeply into topics that affect personal risk within the context of practical application, including managing individual life, health, personal property, and personal liability risk with insurance. The content is beneficial to students who wish to apply the concepts in their personal lives as well as those who intend to enter the field as a career. Prerequisites: INS 100.

INS 203 Commercial Property and Liability Insurance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (6 Hrs. Lecture) *15 wks

This course introduces students to the field of commercial risk management and insurance. The issues addressed by commercial insurance are of ever increasing importance for businesses in the global economy. The course is divided into two broad categories: commercial property risk management and insurance, and commercial liability risk management and insurance. The content is beneficial to students who wish to apply the concepts in their personal lives as well as those who intend to enter the field as a career. Prerequisites: INS 100.

INTERDISCIPLINARY STUDIES

IDS 120 History of Television

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (6 Hrs. Lecture) *15 wks

This course traces the development and growth of television from a technical curiosity starting in the 1940's to a global industry of the 21st Century that enters households to entertain, inform, and influence our cultural values. This overview of television, from the early days of real-time broadcast to satellite-delivered, 24-hour cable TV, includes an examination of the evolution of TV programming, news coverage and advertising, and its influence on culture, politics and history.

IDS 155 Critical Thinking & Writing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with a foundation and practice in thinking clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Practice in thinking clearly includes the opportunity to analyze and discuss various types of media - including television, cinema and print - to determine which sources provide the most reliable information and to identify faulty thinking. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

IDS 160 Career Planning: A Developmental Approach

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to address three main topics. What Do I Really Want in a Career? What is out there for me? How Do I Reach My Goals? Through a variety of readings, lectures, informational interviews, reflections, and discussion-sharing, students will identify their skills, abilities, areas of interest, and workplace values. Students will create a Career Management File Binder, a Career Portfolio, and an Interview Marketing Kit.

IDS 167 First Year Seminar

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (1 Hr. Lecture) *15 wks

This experiential course welcomes students into the academic learning community of Quincy College. Centered around a yearly theme, the purpose of the course is to ensure that all new students connect to the Quincy College community. All sections provide students with college success strategies and each focuses on one of five different perspectives: 1) Humanities, 2) Social Sciences, 3) Civic Engagement, 4) Business, 5) Natural Sciences. The course is required for all new, degree-seeking students who have fewer than 12 college credits from another accredited institution. It is expected that students will take this course in their first semester at QC.

IDS 175 Middle Eastern and Arabic Culture

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an introductory course to Arabic culture and the Middle East. Its main focus is to expose students to the everyday life of the Arab world and its people. This course will cover the demographic, social, economic, and cultural aspects of the Arab world. Students will be exposed to a variety of primary and secondary sources such as literature, articles, films, online Arabic newspapers and news networks.

ITALIAN

ITA 101 Italian I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A practical knowledge of contemporary conversational Italian acquired through hearing the spoken word and studying the basic language skills of grammar, pronunciation, vocabulary building, and readings. Students are expected to develop an understanding of Italian culture.

ITA 102 Italian II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course assists the student in gaining a solid understanding of

the foundation of the language with strong emphasis on the four basic skills. Prerequisite: ITA 101 or permission of the instructor.

LABOR MANAGEMENT

LBR 150 Labor Law & Legislation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course offers a comprehensive view of labor law and legislation that has been continuously evolving. It includes the body of law dealing with union and management issues relating to representation, collective bargaining, and contract administration, as well as other laws that govern important aspects of employment in both the private and public sectors.

LBR 152 Employee Benefit Law & Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an overview of the statutes and cases that define and regulate employment and employee benefits. The course will cover employee privacy in the hiring process, the formation of the employment contract, discrimination in employment practices, fringe and pension benefits, workplace safety, and discipline and discharge.

MANAGEMENT

MGT 201 Principles of Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introductory course covering the general topics of planning, organizing, directing and controlling. Included are the historic developments of management as a separate discipline within organizations, the changing scope and styles of management, and the application of management principles in the business environment.

MGT 202 Sales Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course looks at sales as a profession. Covers topics such as: sales as part of the marketing mix, buyer behavior, selling as a function from prospecting to closing the sale, ethical issues in selling, the external environment of selling and sales management, and management of the sales force including compensation policies and training. ENG 101 and BUS 101 recommended.

MGT 203 Human Resources Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A study of the applied approach to human resource management and administration. Emphasis is placed on policy analysis, current practices, future trends, and legal requirements of recruiting, selecting, training, developing, compensating, evaluating and disciplining employees. Also included are changing demographics of the workforce, ethics in human resources management, and other current issues. Requires research on selected topics. MGT 201, ENG 101 recommended.

MGT 206 Managing a Non-Profit Organization

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Managing a Non-Profit Organization will serve as an introductory and exploratory course into the world of managing a non-profit

business. This course will address the pertinent management issues faced in non-profit organizations. This trillion dollar non-profit sector includes education, healthcare, religion, social service advocacy, art, and culture. This course will cover a number of topics associated with non-profits including management, governance, and accountability.

MGT 230 Entrepreneurship and Small Business Management
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an overview of the process of conceiving, launching, and operating a new venture. Students will become proficient in the basic tools of planning, finance, marketing, operations, and staffing necessary to start, manage and build a sustainable small business. Preparing a new venture business plan will be an integral part of the course. Common problems in managing a small business will be explored. Students will learn about the roles and attributes of successful entrepreneurs and will undertake a self-examination to evaluate their interest in an entrepreneurial career. A variety of small business owners may be invited to class to share their start-up experiences and the obstacles they had to overcome as entrepreneurs. BUS 101 recommended.

MGT 235 Financing a Small Business
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an introduction to the financing and financial management of small business enterprises from start-up to on-going sustainable operations. Topics include the financing of new ventures; working capital and cash flow management; financial statement and ratio analysis; financing the ongoing business and future growth; financial structure and leverage; valuation methods; and the importance of financial management controls. The role of venture capitalists, angels and other investors; sources of debt, financing; and available funding from federal, state and regional agencies will be explored. MGT 230 recommended.

MGT 240 Project Management
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This is a foundational class that instructs students on the uses of the project management discipline in the business environment. Students will learn how to structure project tasks as well as how to manage and control project resources.

MARKETING

MKT 201 Principles of Advertising
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a study of basic advertising principles, physical construction of the advertisement, and organization of the advertising business. The course includes a study of advertising media including newspapers, magazines, radio, point-of-sale displays, and outdoor advertising, together with criteria for evaluating the effectiveness of current advertising. Prerequisite: ENG 101.

MKT 202 Principles of Marketing
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

A survey of the principles and practices governing the distribution of commodities from producer to consumer. Areas of study include types of marketing institutions, price policy, legislation affecting

markets, market research, channel and product strategies and consumer behavior. Prerequisite: ENG 101.

MATHEMATICS

MAT 090 Basic Mathematics
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This is a lecture course that takes place in a traditional classroom environment. Students will listen to presentations delivered by the instructor and will have the opportunity to ask questions and participate in group activities. Students will be evaluated based on in-class exams submitted on paper. However, many of the homework assignments will involve the use of a web-based computer program. Students will develop a solid understanding of the basic principles of arithmetic involving whole numbers, fractions, decimals, ratios, proportions, and percentages.

MAT 090L Basic Mathematics
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

Is a self-paced course that takes place entirely in the computer laboratory. Students are expected to progress through a series of five modules at an appropriate pace. Each student must achieve a 75% on each module test in order to demonstrate proficiency in the subject matter. Under the guidance of the instructor, students develop a solid understanding of the basic principles of arithmetic involving whole numbers, fractions, decimals, ratios, proportions, and percentages. The instructor will serve as a facilitator and tutor rather than a traditional lecturer. Faster-paced students may cover some topics from MAT095 (Pre-Algebra) as well as MAT 097 (Beginning Algebra).

MAT 095 Pre-Algebra
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course further develops the principles of arithmetic and introduces the student to basic algebraic concepts. Topics include a review of fractions, operations on real numbers, order of operations, properties of real numbers, evaluating numbers with exponents, solving linear equations, applying the rules of exponents, and fundamental operations on polynomials. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: Appropriate score on the placement test or successful completion of MAT 090.

MAT 097 Beginning Algebra
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course continues to build upon algebraic concepts taught in MAT 095. It includes new topics such as: factoring polynomials; simplifying, adding, subtracting, multiplying, dividing rational expressions; solving rational equations, ratios, and proportions. In addition, graphing linear and quadratic equations are emphasized as well as developing an understanding of relations and functions. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: Appropriate score on the placement test or successful completion of MAT 095.

MAT 098 Comprehensive Introduction to Algebra
4 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

All of the topics from MAT 095 Pre-Algebra and MAT 097 Beginning Algebra are combined into this 4-credit course. It

includes a review of fractions, operations on real numbers, order of operations, properties of real numbers, evaluating numbers with exponents, solving linear equations, applying the rules of exponents, and fundamental operations on polynomials. Also included are factoring polynomials, operations on rational expressions, solving rational equations, graphing linear and quadratic equations with an emphasis on relations and functions. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: Permission of Instructor.

MAT 100 College Math

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This basic college level course builds on a student's knowledge by exposing the student to different branches of mathematics. Topics include inductive and deductive reasoning, logic statement and truth tables, solving linear equations, applications of rate, ratio, and proportion, conversions in the metric and the U.S. customary system, graphing equations, evaluating functions, and an introduction to statistics. This course is not intended to prepare a student for MAT 103. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: Appropriate score on the placement test or successful completion of MAT 097.

MAT 103 College Algebra

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This college level algebra course expands upon a student's knowledge by further developing algebraic concepts. Topics include graphing equations with an introduction to functions, factoring polynomials, operations on rational functions, simplifying rational exponents, and solving quadratic equations. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: Appropriate score on the placement test or successful completion of MAT 097.

MAT 106 Quantitative Reasoning

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores data and the algebraic models that may fit data. Linear, quadratic, exponential, and logarithmic functions emphasized. Building skills in number sense, problem solving, and mathematical strategies are also a focus. A scientific or financial calculator is required. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: Beginning Algebra.

MAT 107 Statistics (Formerly MAT 207)

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduces the student to the fundamental methods of mathematical statistics. Topics include frequency distributions, measures of central tendency, measures of dispersion probability, sampling distributions, problems with the normal and t-distributions, confidence intervals, and hypothesis testing. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: Beginning Algebra MAT 097 or Equivalent or Permission of Instructor.

MAT 113 Pre-Calculus

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course in pre-calculus mathematics includes topics in

algebra, coordinate geometry, functions, exponents, logarithms, trigonometry and analytic geometry. Prerequisite: MAT 103 or permission of instructor.

MAT 203 Multivariate Calculus

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Topics include sequences and series, study of functions in several variables, partial derivatives, gradient, differentials, directional derivatives, Lagrange multipliers, and problems in optimization, Jacobians and integrals in 2 or 3 variables. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: MAT 204.

MAT 204 Calculus I B

4 Credits (4 Lecture 0 Lab 0 Clinical)

4 Hours/Week (4 Hrs. Lecture) *15 wks

Topics include a brief review of analytical geometry, limits, rules for derivatives, derivatives of algebraic, exponential, logarithmic functions, trigonometric functions and their inverses, curve sketching, maxima and minima, optimization, mean value theorem, anti-derivatives, and integration by substitution, areas and fundamental theorem of calculus. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: MAT 113.

MAT 205 Linear Algebra

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course includes systems of linear equations, matrices and determinants, vectors in 2-space and 3-space, general vector spaces, inner products, eigenvectors and Eigen values. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: MAT 103.

MAT 206 Calculus II B

4 Credits (4 Lecture 0 Lab 0 Clinical)

4 Hours/Week (4 Hrs. Lecture) *15 wks

Topics include applications of definite integrals to the calculus of areas, volumes and arc length, review of substitution method, methods of integration, L'Hopital's Rule, improper integrals, sequences and series, Taylor polynomials, Taylor series, parametric equations and elementary differential equations. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: MAT 204.

MAT 208 Multivariate Calculus B

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on differential calculus in several variables, with emphasis in Series, 3D geometry, dot and cross products, partial derivatives, the Jacobian, directional derivatives, chain rule, and maxima and minima applications, and double and triple integrals with applications. Students will be required to complete homework assignments using a web-based computer program. Prerequisite: MAT 206 or permission of the instructor.

MAT 209 Finite Math

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The course provides an introduction to the modern mathematical techniques used in Operations Research. Problems in business and the social sciences are emphasized. Topics include matrices, linear programming (graphical and simplex methods), set theory, counting

theory, probability, Markov chains, and game theory. Students will be required to complete homework assignments using a web-based computer program. The TI-84 (or TI-83) graphing calculator is also required. Prerequisite: MAT 103

MAT 210 Discrete Mathematics
4 Credits (4 Lecture 0 Lab 0 Clinical)
4 Hours/Week (4 Hrs. Lecture) *15 wks

An introduction to the mathematical structures used in engineering and computer science. Topics include logic, methods of proof, functions and relations, set theory, number theory, induction and recursion, counting theory, discrete probability, and graph theory and its applications. The TI-83 (or above) graphing calculator is required. Prerequisite: MAT 113.

MAT 211 Introduction to Mathematical Proofs
4 Credits (4 Lecture 0 Lab 0 Clinical)
4 Hours/Week (4 Hrs. Lecture) *15 wks

This course introduces the student to the formal methods of mathematical proof. Course topics include set theory, logic, proof by contrapositive, existence proofs, proof by contradiction, mathematical induction, proof by counterexample, mathematical conjectures, equivalence relations, congruence Modulo n , the integers Modulo n and simple proofs in Number Theory. This course serves as a necessary conceptual bridge from the undergraduate study of calculus to more advanced mathematics courses involving proofs and analysis. Prerequisite: MAT 204, MAT 205 and MAT 209 are recommended.

MAT 217 Advanced Statistics
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This calculus-based statistics course expands upon students' knowledge by further developing the essential concepts underlying mathematical statistics. Topics include counting methods, probability theory, random variables, expectation, variance, estimation, hypothesis testing, correlation, and regression. Students are expected to become fluent in discrete and continuous probability distributions and their applications. The TI-83 (or higher) graphing calculator is strongly recommended. Prerequisite: MAT 204 Co-requisite: MAT 206

MAT 225 Differential Equations
4 Credits (4 Lecture 0 Lab 0 Clinical)
5.3 Hrs./Wk. (5.3 Hrs. Lecture) *15 wks

The laws of nature are expressed in the language of differential equations. In engineering and science, students must know how to model the world in terms of differential equations, properly interpret the solutions and apply those solutions to areas of application. This course focuses on linear differential equations and their applications in science and engineering. Also, this course stresses the beauty and complexity of nature that can be comprehended in the language of differential equations. Prerequisite: MAT 204 and MAT 206.

MEDICAL BILLING AND CODING

MBC 101 Introduction to Medical Billing and Coding
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on the components of medical billing and coding regulations. Students will be taught how to use ICD-10-CM, CPT, and HCPCS codes. The students will learn the rules and regulations required to successfully code an encounter/ medical record. Prerequisites: HSC 140, and HSC 149, or be enrolled in HSC

140, and MBC 101.

MBC 102 English for Health Claims
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers grammar, punctuation, and other writing skills necessary for the medical environment. This course emphasizes language to complement the skills of individuals in the health care field. The course also builds key vocabulary: both common phrases used by medical staff and technical terms for symptoms, medical conditions, medical equipment and procedures, anatomy, treatments and more. Prerequisites: HSC 140, MBC 101.

MBC 120 Insurance Claims Procedures
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will develop the skills necessary to complete insurance forms and solve common medical insurance problems through a series of courses that emphasize the knowledge of insurance terminology, diagnostics, procedural coding and records management. This course introduces specific insurance reimbursement policies and procedures and emphasizes procedures for Blue Cross/Blue Shield, Medicare, Medicaid, Tricare, and health maintenance organizations (HMOs). Prerequisites: HSC 140, HSC 149.

MBC 125 Medical Administration and Coding: Certification Prep
6 Credits (3 Lecture 0 Lab 0 Clinical)
6 Hours/Week (6 Hrs. Lecture) *15 wks

This course analyzes health records to assure that documentation supports the patient's diagnosis and procedures, reflects progress, clinical findings and discharge status for the means of medical coding. There will be repeated practice in the evaluation of the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. All coding methods will be analyzed with the support of the ICD-10, CPT and HCPCS coding books in preparation for the Certified Coding National Examination. This course will assist in the organization of obtaining accreditation, licensing and/or certification surveys in Medical Administration and Medical Coding. Prerequisites: HSC 140, HSC 149.

MBC 127 Medical Diagnostic and Procedural Coding
3 Credits (3 Lecture 0 Lab 0 Clinical)
3 Hours/Week (3 Hrs. Lecture) *15 wks

This course focuses on the specific coding guidelines for the 12 body systems and medicine. Medical record analysis will be emphasized in code assignments. Current health care policy and regulations will be followed to ensure accuracy for reimbursement purposes. All coding methods will be analyzed with the support of the ICD-10-CM, CPT, and HCPCS coding books. This course will prepare students for the national certification exam with the American Academy of Professional Coders, AAPC. Prerequisites: HSC 140, HSC 149, & MBC 101.

MBC 297 Medical Billing & Coding Internship
3 Credits (0 Lecture, 0 Lab, 110 internship) *15 wks

This course provides the student with the opportunity to integrate the academic studies of medical billing and coding into an experiential supervised setting. The student will work for one hundred ten hours in an approved internship position arranged through the college. Relevant work areas include referral confirmation, demographic information and medical treatment and diagnosis, insurance reimbursement policies of major health insurances for billing and

coding. A final paper is required. Prerequisites: 30 credits completed (15 at QC, 12 in major), a GPA of 3.1 or higher, and permission of the dean.

MEDICAL LABORATORY TECHNICIAN PROGRAM

MLT 101 Introduction to Medical Laboratory Technician Program & Safety

3 Credits (2 Lecture 1 Lab 0 Clinical)

4 Hours/Week (2 Lecture 2 Lab 0 Clinical) *15wks

An introduction to clinical laboratory practices and procedures normally performed in a clinical laboratory, including quality control. Topics include safety in a laboratory setting, care and use of a microscope, accreditation and certification. Prerequisite: Admission to the MLT program.

MLT 102 Urinalysis and Body Fluids

3 Credits (2 Lecture 1 Lab 0 Clinical)

4 Hours/Week (2 Lecture 2 Lab 0 Clinical) *15 wks

This course will provide the student with in-depth knowledge of the anatomy and physiology of the urinary system and its functions, urine formation and the procedures used in performing routine urinalysis and body fluid analysis. Correlation to abnormal findings and disease states will be discussed. Prerequisite: Admission to the MLT program.

MLT 103 Medical Microbiology I with Lab

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hours/Week (3 Lecture 2 Lab 0 Clinical) *15 wks

Fundamentals of microbiology with emphasis on pathogenic bacteria and infectious disease. Laboratory experience will include approaches in classification and identification of pathogenic organisms. Prerequisites: MLT 101, MLT 102. Corequisite: MLT 104, MLT 105.

MLT 104 Hematology and Coagulation

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hours/Week (3 Lecture 2 Lab 0 Clinical) *15 wks

A study of hemostasis and coagulation in normal and disease processes. Theory and principles of blood cell production, including their formation, morphology and function in normal and pathologic processes. Also introduced are basic practices and procedures in the hematology laboratory. Prerequisites: MLT 101, MLT 102.

MLT 105 Immunology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3. Lecture 0 Lab 0 Clinical) *15 wks

An overview of basic immunological principles, including methods of testing for diagnosis of immune system disorders, viral and bacterial infections. Prerequisites: MLT 101, MLT 102.

MLT 202 Clinical Chemistry

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hours/Week (3 Lecture 2 Lab 0 Clinical) *15 wks

This course will cover concepts and principles of analytic methods commonly used in the clinical laboratory. Emphasis will be on quantitative analysis of blood and body fluids utilizing spectrophotometry, electrophoresis, chromatography, enzymatic assays, and immunoassays. Students will be expected to correlate laboratory test results with normal physiology and biochemistry and with disease states. Topics will include metabolic and endocrine systems, and acquired and inherited diseases, therapeutic drug monitoring, toxicology and urinalysis. Prerequisite: Completion of all first year MLT and PHB courses. Co-requisite: MLT 203, MLT 204.

MLT 203 Medical Microbiology II with Lab

4 Credit (3 Lecture 1 Lab 0 Clinical)

5 Hours/Week (2 Hrs. Lab) *15 wks

Fundamentals of microbiology with emphasis on pathogenic bacteria and infectious disease. Proper recovery and handling of specimens, growth requirements and identification of organisms will be covered. Laboratory experience will include approaches in classification and identification of pathogenic organisms utilizing morphologic, cultural, biochemical, enzymatic, serologic and nucleic acid analysis. Mycology, parasitology and virology will be introduced. Prerequisite: Completion of all first year MLT and PHB courses. Corequisite: MLT 202, MLT 204.

MLT 204 Immunohematology

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 hours/Week (3 Lecture 2 Lab 0 Clinical) *15 wks

Emphasis will be placed on the genetic basis and immunological interaction of the major blood group antigens and antibodies. Topics will include compatibility testing, antibody screening and identification techniques, blood donations and transfusion therapy, record keeping and quality control techniques. Pre-requisite: Acceptance into the second year of the MLT program.

MLT 210 Clinical Practicum I

3 Credits (0 Lecture 0 Lab 3 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to supplement and expand upon the foundational knowledge provided during the first 3 semesters of the MLT program. During the second semester of the second year of the Program, a variety of affiliate laboratories (usually hospital-based) provide the training required for the Clinical Lab Practice component of our program. Within these laboratories there is never more than one student per one clinical instructor in any given department. Students are supervised while they continue to learn procedures and instrumentation and apply knowledge to practice. Students will be required to perform both routine and challenging laboratory tests. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to rotate through key areas of the clinical laboratory including blood bank, chemistry, hematology, phlebotomy and microbiology as well as perform venipuncture techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of 73%/C) is required for graduation from the Medical Laboratory Technician program. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site. Co-requisite: MLT 220, MLT 221, MLT 230.

MLT 211 Chemistry Clinical Practicum

2 Credits (0 Lecture 0 Lab 2 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to reinforce, supplement and expand on foundational knowledge, concepts, methods, and procedures presented in MLT 202 Clinical Chemistry. Students perform routine, manual and instrumental testing procedures under the supervision of a licensed medical lab preceptor. In addition, the students perform collection, processing and distribution procedures per department policy. Safety, quality control, legal and ethical behaviors are followed while working in the patient care setting.

Students may be exposed to instrumentation and equipment that they did not use in the school laboratory. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site.

MLT 212 Urinalysis Clinical Practicum

1 Credits (0 Lecture 0 Lab 1 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to reinforce, supplement and expand on foundational knowledge, concepts, methods, and procedures presented in MLT 102 Urinalysis and Body Fluids. Students perform routine, manual and instrumental testing procedures under the supervision of a licensed medical lab preceptor. In addition, the students perform collection, processing and distribution procedures per department policy. Safety, quality control, legal and ethical behaviors are followed while working in the patient care setting. Students may be exposed to instrumentation and equipment that they did not use in the school laboratory. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site.

MLT 213 Microbiology Clinical Practicum

2 Credits (0 Lecture 0 Lab 2 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to reinforce, supplement and expand on foundational knowledge, concepts, methods, and procedures presented in MLT 103 Medical Microbiology I and MLT 203 Medical Microbiology II. Students perform routine, manual and instrumental testing procedures under the supervision of a licensed medical lab preceptor. In addition, the students perform collection, processing and distribution procedures per department policy. Safety, quality control, legal and ethical behaviors are followed while working in the patient care setting. Students may be exposed to instrumentation and equipment that they did not use in the school laboratory. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site.

MLT 214 Immunology Clinical Practicum

1 Credits (0 Lecture 0 Lab 1 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to reinforce, supplement and expand on foundational knowledge, concepts, methods, and procedures presented in MLT 105 Immunology. Students perform routine, manual and instrumental testing procedures under the supervision of a licensed medical lab preceptor. In addition, the students perform collection, processing and distribution procedures per department policy. Safety, quality control, legal and ethical behaviors are followed while working in the patient care setting. Students may be exposed to instrumentation and equipment that they did not use in the school laboratory. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site.

MLT 215 Immunohematology Clinical Practicum

1 Credits (0 Lecture 0 Lab 1 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to reinforce, supplement and expand on foundational knowledge, concepts, methods, and procedures presented in MLT 204 Immunohematology. Students perform routine, manual and instrumental testing procedures under the supervision of a licensed medical lab preceptor. In addition, the students perform collection, processing and distribution procedures per department policy. Safety, quality control, legal and ethical behaviors are followed while working in the patient care setting. Students may be exposed to instrumentation and equipment that they did not use in the school laboratory. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site.

MLT 216 Phlebotomy Clinical Practicum

1 Credits (0 Lecture 0 Lab 1 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to reinforce, supplement and expand on foundational knowledge, concepts, methods, and procedures presented in PHB 115 Phlebotomy and PHB 125 Phlebotomy Laboratory. Students perform phlebotomy under the supervision of a certified phlebotomist. In addition, the students perform collection, processing and distribution procedures per department policy. Safety, quality control, legal and ethical behaviors are followed while working in the patient care setting. Students may be exposed to instrumentation and equipment that they did not use in the school laboratory. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site.

MLT 217 Hematology Clinical Practicum

2 Credits (0 Lecture 0 Lab 2 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to reinforce, supplement and expand on foundational knowledge, concepts, methods, and procedures presented in MLT 104 Hematology and Coagulation. Students perform routine, manual and instrumental testing procedures under the supervision of a licensed medical lab preceptor. In addition, the students perform collection, processing and distribution procedures per department policy. Safety, quality control, legal and ethical behaviors are followed while working in the patient care setting. Students may be exposed to instrumentation and equipment that they did not use in the school laboratory. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory instructor and Chair overseeing the Medical Laboratory Technician Program, CORI, and health related paperwork for admission to the clinical affiliate site.

MLT 220 Clinical Practicum II

1 Credit (0 Lecture 0 Lab 1 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to supplement and expand upon the foundational knowledge provided during the first 3 semesters of the MLT program. During the second semester of the second year of the Program, a variety of affiliate laboratories (usually hospital-based) provide the training required for the Clinical Lab Practice component of our program. Within these laboratories there is never more than one student per one clinical instructor in any given department. Students are supervised while they continue to learn procedures and instrumentation and apply knowledge to practice. Students will be required to perform both routine and challenging laboratory

tests. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to rotate through key areas of the clinical laboratory including blood bank, chemistry, hematology, phlebotomy and microbiology as well as perform venipuncture techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of 73%/C) is required for graduation from the Medical Laboratory Technician program. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Clinical Laboratory instructor and Chair overseeing the Medical Laboratory Technician program, CORI, and health related paperwork for admission to the clinical affiliate site. Co-requisite: MLT 210, MLT 221, MLT 230.

MLT 221 Clinical Lab Seminar

1 Credit (1 Lecture 0 Lab 0 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

Capstone seminar course covering professional topics in clinical laboratory science, including but not limited to weekly discussion of materials covered during clinical site visits. Professional certifications and organizations are also discussed. Topics in lab accreditation, inspection, resume writing, professionalism and management are covered as well. Successful completion of this course (final grade of 73%/C) is required for graduation from the Medical Laboratory Technician program. Prerequisites: Admission to the Medical Laboratory Technician program, completion of 3 semesters of coursework, and permission of the Clinical Laboratory instructor and Chair overseeing the Medical Laboratory Technician program. Co-requisite: MLT 220, MLT 220, MLT 230.

MLT 230 Clinical Practicum III

3 Credits (0 Lecture 0 Lab 3 Clinical) *15 wks

40 Hours/Week (0 Lecture 0 Lab 40 Clinical) *15 wks

This course is designed to supplement and expand upon the foundational knowledge provided during the first 3 semesters of the MLT program. During the second semester of the second year of the Program, a variety of affiliate laboratories (usually hospital-based) provide the training required for the Clinical Lab Practice component of our program. Within these laboratories there is never more than one student per one clinical instructor in any given department. Students are supervised while they continue to learn procedures and instrumentation and apply knowledge to practice. Students will be required to perform both routine and challenging laboratory tests. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to rotate through key areas of the clinical laboratory including blood bank, chemistry, hematology, phlebotomy and microbiology as well as perform venipuncture techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of 73%/C) is required for graduation from the Medical Laboratory Technician program. Prerequisites: Admission to the Medical Laboratory Technician program, permission of the Medical Laboratory Technician instructor and Chair overseeing the Medical Laboratory Technician program, CORI, and health related paperwork for admission to the clinical affiliate site. Co-requisite: MLT 210, MLT 220, MLT 221.

MUSIC

MUS 101 Fundamentals of Music

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the basic elements of music including music notation. Elements will be introduced including: melody, rhythm, harmony, texture, timbre, tempo, & dynamics.

MUS 102 Class Keyboard

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduces students to the playing of a keyboard instrument including keyboard technique, repertoire, musical notation, sight-reading, harmony, basic instrumentation, and accompaniments.

MUS 103 Music Theory I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course presents students with the opportunity to learn the basics of developing melodies and harmony through the study of chord constructions, chord successions, harmonic analysis, and part-writing. Emphasis is placed on melodic construction (form) and the elements of successful melody-writing. Students will also harmonize melodies and provide their own interpretation of the harmony implied in a melodic line. Prerequisite: Fundamentals of Music or permission of the Instructor.

MUS 104 Music Theory II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a continuation of Music Theory I. Together, students cover the first year of a two year program in the principles of music theory. Students learn about diatonic harmony, dissonance treatments, secondary dominant harmony, harmonic analysis and part writing. The text further emphasizes the study of melody, including the form of melodic construction and the elements of melodic composition. Theory II will emphasize the creation of harmony, especially the student's interpretation of harmonies implied by specific melodic lines. Prerequisites: MUS 103 or permission of the instructor.

MUS 107 Music Appreciation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to increase the enjoyment of music through broadened understanding. It includes music theory and history and guided listening to recorded performances by individuals and groups.

MUS 108 Development of American Jazz

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Development of American Jazz is trip through the history of America's only original art form. This course will trace the development of American jazz from the plantations of the antebellum south, through the mass migration north of southern African Americans and America's melting pot mentality, to the brothels, bars and concert halls of Kansas City, New Orleans and New York. Jazz is a reflection of an American ideal and the uniqueness of the American experience. We will examine the development of the art through the social, political, cultural and historical events and ideas that shaped the music. This course is a lecture course with an emphasis on listening, analyzing and comparing and contrasting the different periods in jazz history.

The student will study the roles of all the different instruments and how they evolved in each period in jazz, biographical material on all the great instrumentalists and composers, the vocabulary of the jazz world as they relate to the evolution of jazz and learn how to listen and appreciate jazz on many different levels. There is no prerequisite required to take this course.

MUS 109 History of Rock

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the musical styles present in the rock music genre and to historical and social aspects affecting its evolution over the past fifty years. Explore the form, texture, melody, rhythm, lyrics, and instrumentation of selected examples from the historical periods of Rock. Through critical listening, students will analyze music from various Rock periods: Blues Rock, Country Rock, Gospel Rock, Early Sixties Rock, The Beatles, The British Invasion, Folk Rock, Soul Music/Motown, and Rock in the 70s, 80s and 90s, and Jazz Rock.

MUS 110 Music Across Cultures

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores music across national boundaries in its cultural context. At the same time, it enhances the students' listening, critical, and analytical skills along with their aesthetic ability. It is an excursion in non-western music with an emphasis on the cultures in which it flourished such as the selected music of China, Japan, India, Middle East, Latin America, Ethnic North America, Africa, and Eastern Europe. This course is open to music and non-music majors.

MUS 220 Band Management & the Music Business

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will present students with the opportunity to learn about the many facets of the music business including: managing a band, recording and record deals, touring, writing and publishing music, merchandising, knowing pertinent laws, selecting a manager/advisor or attorney, selling music on the internet, and entering the motion picture music field. The course will prepare students to make knowledgeable, practical decisions while pursuing a career in music.

PARALEGAL STUDIES

LAW 101 Introduction to Paralegal Studies

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the basic legal principles, practices, and procedures used in the paralegal profession. Topics include an overview of substantive areas of law, as well as law office and courtroom procedures. Students are also introduced to legal research and writing skills. Prerequisite or corequisite: ENG 101.

LAW 123 Interviewing & Investigation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will provide the paralegal student with a practical understanding of, and hands-on experience in, the skills and techniques of obtaining information with specific emphasis on client and witness interviewing. Prerequisite or corequisite: ENG 101. Prerequisites: LAW 101 and LAW 255.

LAW 201 Business Law I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will introduce the student to the basic concepts and practices in the areas of torts, contracts, sales, and consumer protection law as they relate to business. Corequisite: ENG 101.

LAW 203 Cyber Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Developing computer technology has led to the development of new law relative to both the acquisition of information and doing business in cyberspace. This course will explore the legal issues arising from those changes. While focused primarily on business applications, the material covered will include contracts and torts related to the Internet, intellectual property rights, security, and privacy rights of the Internet user. Court decisions, statutes and administrative rulings will be presented.

LAW 207 United States Judicial Systems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course studies the federal and state courts. Topics include the role of the judicial system in society, the structure of the court systems, and how judicial decisions are made. Prerequisite or corequisite: ENG 101.

LAW 209 Real Estate Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides a practical understanding of the basic legal principles related to real estate and the practice and procedures involved in conveyancing. Prerequisite or corequisite: ENG 101.

LAW 210 American Constitutional Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The Constitution and the Supreme Court are studied through history and politics of key constitutional cases. Special attention is given to the nature and source of judicial power. The organization, jurisdiction, procedures, and restraints upon courts, particularly the U.S. Supreme Court, are considered. The establishment of judicial review and its function through time, federalism, due process, equal protection, and the incorporation of the Bill of Rights and civil rights and liberties are studied. Prerequisite or corequisite: ENG 101.

LAW 215 Legal Research & Writing

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

Students learn how to analyze a legal problem and how to find and interpret case law and statutes applicable to the problem by using primary and secondary reference materials and law finders. Students will be required to write legal memoranda using the law found through their research. Prerequisite or corequisite: ENG 101.

LAW 220 Litigation & Procedure

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The student learns civil procedure and the role a paralegal plays in litigation by taking a mock case through each stage of litigation beginning with a client interview to the enforcement of a judgment after trial. Students will draft documents involved in litigation. Prerequisite or corequisite: ENG 101. Prerequisite: LAW 101.

LAW 221 Comparative Legal Systems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an introductory level exploration of the diverse legal systems used in various countries around the world. By understanding the similarities and differences in the systems used in the various countries, students will develop a greater appreciation for the diverse approaches to law, and a better ability to assist a lawyer in representing clients who are from, or are involved in transactions and events occurring in, other countries. Prerequisite or corequisite: ENG 101.

LAW 225 Family Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with the general understanding of the law and procedure involved in separation, divorce, child custody, support, cohabitation, and paternity cases, with an emphasis on the preparation of the forms and documents used in divorce practice. Prerequisite or corequisite: ENG 101.

LAW 230 Estate Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with a general understanding of the law and procedure involved in the administration of testate and intestate estates, wills, estate tax and probate court procedure. Prerequisite or corequisite: ENG 101.

LAW 235 Law of Business Organizations

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The student will learn the procedure and basic legal concepts involved in the formation and functioning of sole proprietorships, partnerships and corporations. Prerequisite/corequisite: ENG 101.

LAW 245 Administrative Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The student will learn the legal concepts and procedures involved in state and federal administrative agencies' legal proceedings. Prerequisite or corequisite: ENG 101.

LAW 250 Bankruptcy Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The student will learn the basic legal concepts and the procedures involved in personal bankruptcies and business reorganizations. Prerequisite or corequisite: ENG 101.

LAW 255 Legal Ethics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to introduce and familiarize the student with the basic ethical requirements of the practice of law and how those requirements relate to the paralegal's participation in the practice of law. The student will learn the rules of professional responsibility and how the rules apply to a paralegal's relationship to clients, adversary parties, attorneys, courts and the general public. Prerequisite or corequisite: ENG 101.

LAW 260 Environmental Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with an overview of government policy relating to environmental law and the statutes and regulations

enacted to promote environmental protection. Prerequisite or corequisite: ENG 101.

LAW 297 Paralegal Internship

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will provide an opportunity for the student to observe and participate in the practice of a law firm, government agency, or court, under the supervision of an attorney in practice. Prerequisites: LAW 215, LAW 220, and LAW 255, 30 credits completed and a GPA of 3.1 or higher.

PHILOSOPHY

PHL 101 Introduction to Philosophy

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is an introduction to Western philosophical thought. Students will be introduced to the vocabulary and the method of philosophical thinking. Basic questions concerning reality, knowledge, value (ethics) and society will be considered from several philosophical viewpoints—for example, idealism, materialism, empiricism, utilitarianism. Questions considered include: What is the nature of God? Is there good and evil? How can we know? What makes for a just society? Students will also be introduced to the historical development of important schools of philosophical thought, as well as to the life and contributions of their founders. Placement at ENG 101 level strongly advised.

PHL 102 Topics in 20th Century Philosophy

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on a major trend in 20th Century philosophy. The organizational structure may be by problematic consideration such as religious or moral questions by philosophers who have voiced their ideas, such as Sartre or James, or by existing schools of inquiry, such as European Existentialism or American Pragmatism.

PHL 103 Medical Ethics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will examine a number of value problems arising from the broader context of ethical systems and explore them within the context of medicine and health care. Among the ethical problems, particular considerations will be given to euthanasia, abortion, genetic research, and human experimentation. Issues of medicine and the public interest will also be discussed. Open to all students. Placement at ENG 101 level strongly advised.

PHL 105 Introduction to Logic & Critical Thinking

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on developing critical thinking and reasoning patterns for use by the individual to more effectively express his or her viewpoint, to better identify and rebut faulty logic, and to aid in the logical organization and presentation of ideas. Emphasis will be placed on everyday life situations. Placement at ENG 101 level strongly advised.

PHL 108 Ethics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will introduce students to classical and contemporary moral theories, including those of Aristotle, Hobbes, Hume, Sumner,

Saint Thomas Aquinas, Kant, Mill, Russell, Kohlberg, Tam, and Gilligan. Students will examine both civic and personal morality. Students will learn the basics of moral thinking, including the need for impartiality. They will learn about Cultural Relativism, Altruism, Self-Interest, Natural Law, Communitarianism, and Utilitarianism. Various theories will be applied to contemporary social issues. Students will formulate personal ethical frameworks as a foundation for their moral judgment. Critical thinking will be used as a primary tool in evaluating the quality and viability of historical contemporary, and personal ethical systems. Placement at ENG 101 level strongly advised.

PHL 110 Major Religions of the World

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will acquaint the student with a wide variety of religious traditions against their historical background and within their cultural context. Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam are among those religions which will be studied. In addition to class lectures, slides and films will be used in the presentation of the material. Placement at ENG 101 level strongly advised.

PHL 113 Death and Dying

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a philosophical, sociological and psychological study of death and dying that seeks to explore this universal experience in what is essentially a death denying society. Among the topics covered are the historical, cultural and religious attitudes toward death, the funeral service industry, the ideas of facing one's own death and experiencing a "good death", the physical and emotional processes involved in dying, grief and bereavement, mourning rituals, death and dying among children and adolescents, legal implications, suicide, end-of-life issues, euthanasia and death from a global perspective. Prerequisite: completion of ENG 101 or permission of the instructor.

PHLEBOTOMY

PHB 115 Phlebotomy

2 Credits (2 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Lecture 0 Lab 0 Clinical) *10 wks

This course will provide the theory required for a student to perform both routine and challenging venipunctures and capillary skin punctures on adults. In addition, the collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized. The course includes an anatomic review of the human cardiovascular system and basic hematology. Upon successful completion of this course and PHS 125, the student will have entry level skill as a phlebotomy technician. This course is only open to students admitted into the Phlebotomy Certificate Program or Clinical Laboratory Technician Program. Otherwise, special permission is required from the Chair overseeing the Phlebotomy Program. Co-requisite: PHB 125.

PHB 125 Phlebotomy Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (0 Lecture 2 Lab 0 Clinical) *10 wks

This course will provide the student with the practice required to perform both routine and challenging venipunctures and capillary skin punctures on adults. In addition, the collection, processing, and distribution of lab specimens according to standard procedures will

be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized. The course allows the student to apply his/her knowledge of human anatomy, the cardiovascular system, and basic hematology in the laboratory/simulated clinical setting through the practice of blood collection techniques on mannequins and live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture will be reinforced in the laboratory. Upon successful completion of this course and PHB 115, the student will have entry level skill as a phlebotomy technician. This course is only open to students admitted into the Phlebotomy Certificate Program or Clinical Laboratory Science Program. Otherwise, special permission is required from the Chair overseeing the Phlebotomy Program. Co-requisite: PHB 115.

PHB 136 Phlebotomy Clinical Practicum

3 Credit (2 Lecture 0 Lab 1 Clinical)

120 Hours/Week (0 Lecture 0 Lab 120 Clinical) *3-6 wks

This course is designed to supplement and expand upon the foundational knowledge provided in PHB 115 and PHB 125-L. Students will be required to perform both routine and challenging venipunctures on adults in the clinical setting. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to apply his/her knowledge of human anatomy, the cardiovascular system, and basic hematology in the clinical setting through the practice of blood collection techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of 73%/C) is required for graduation from the Phlebotomy Certificate Program. This course is only open to students admitted into the Phlebotomy Certificate Program. Additionally, students will not be allowed to enroll in a clinical practicum until the Phlebotomy Clinical Supervisor and the Lab instructor grant permission. Prerequisites: Admission to the Phlebotomy Certificate Program, permission of the Phlebotomy Lab instructor and Clinical Supervisor overseeing the Phlebotomy Program, and certification in CPR for the Health Care Provider. Co-requisites: PHB 115 and PHB 125-L.

PHYSICAL THERAPIST ASSISTANT

PTA 100 Introduction to the Physical Therapist Assistant

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hr. Lecture) *15 wks

This course introduces the student to the physical therapy profession. Topics include: the history of physical therapy, pertinent laws of practice, code of conduct, the role of the professional association and regulatory boards, the role of the physical therapist and physical therapist assistant, definition of the rehabilitation population, communication skills and psycho-social aspect of disabilities, industry trends, death and dying, and grief. Prerequisites: Admission to the PTA Program

PTA 110 PTA Intervention I

5 Credits (2 Lecture 6 Lab 0 Clinical)

8 Hours/Week (2 Hr. Lecture, 6 Hrs. Lab) *15 wks

This course will introduce the student to fundamentals of patient care procedures including body mechanics; bed and chair positioning; bed mobility; transfers; aseptic procedures; burn and wound care; vital signs and their relationship to treatment programs; measurement of assistive devices and ambulation training, wheelchair mobility, and measurement; and introduction to basic

principles of therapeutic exercise. Guidelines for documentation of physical therapy treatment will be introduced. Prerequisites: Admission to the PTA Program

PTA 112 PTA Interventions II

5 Credits (2 Lecture 6 Lab 0 Clinical)

8 Hours/Week (2 Hr. Lecture, 6 Hrs. Lab) *15 wks

This course includes the PT intervention skills, knowledge and modalities used for pain relief and nonnalization of soft tissues. This course will emphasize the principles and uses of: hot packs and cryotherapy, therapeutic ultrasound and phonophoresis, aquatics, hydrotherapy, spinal traction, electromagnetic radiations (laser, ultraviolet, diathermy), electrical stimulation (including high/low voltage, interferential and TENS) and biofeedback. Students learn to document treatment parameters appropriate for PT A Intervention II level documentation of patient responses to treatment and interpret professional literature relative to evidence-based practice. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110.

PTA 113 Critical Application Skills I

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Hr. Lecture) *15 wks

This course is designed to complement the didactic knowledge that the students are learning throughout the semester in PTA 101, Kinesiology, and Anatomy and Physiology 2. The course will focus on utilizing critical thinking skills to apply the didactic knowledge to patient cases. Participating students will be asked to utilize case studies to assess problems, create solutions, prepare appropriate documentation, and develop a beginning level of understanding of their role within the healthcare system. All PTA students are required to take this course. Prerequisites: Admission to the PTA Program.

PTA 115 Medical Terminology for the PTA

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Hr. Lecture) *15 wks

This course includes an introduction to word parts, building medical terms, instruction in organization of the body, directional terms, abbreviations, and an overview of the different systems in the body. Students will review physical therapy documentation considering medical terminology and medical abbreviations, pathological conditions, short- and long-term goals, and psychosocial factors as they relate to the contemporary practice of physical therapy. Prerequisites: Admission to the PTA Program

PTA 120 Musculoskeletal Anatomy and Function

4 Credit (2 Lecture 4 Lab 0 Clinical)

6 Hour/Week (2 Hr. Lecture, 4 Hrs. Lab) *15 wks

This course provides the student with a review of the kinesiological function of the musculoskeletal anatomy system. The course presents basic anatomical information as it pertains to the musculoskeletal system, with emphasis on the origin, insertion, nerve innervations, and actions of all major muscle groups. Muscle testing and goniometry measurements for the head, spine, and extremities are included. Therapeutic exercise principles will be addressed in addition to some of the commonly recognized orthopedic conditions. Students are required to document and utilize a plan of care including recognition of applicable PTA skills, identification of need for change, and progression within a plan of care. Prerequisites: Admission to the PTA Program.

PTA 125 Manual Therapy for the PTA

2 Credit (1 Lecture 2 Lab 0 Clinical)

3 Hour/Week (1 Hr. Lecture, 2 Hrs. Lab) *15 wks

This course introduces the student to theory and techniques of soft tissue mobilization and therapeutic massage. Specific techniques such as effleurage, petrissage, tapotement, vibration and friction will be taught. Students will have the opportunity to apply MFR, TgP therapy and active release techniques to address specific musculoskeletal pain issues in Physical Therapy. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110.

PTA 210 PTA Interventions III

4 Credit (3 Lecture 2 Lab 0 Clinical)

5 Hour/Week (3 Hr. Lecture, 2 Hrs. Lab) *15 wks

This course will focus on the etiology, pathology, clinical signs, and medical management of those presenting with cardiovascular and/or pulmonary diseases. The course and lab component will cover physical therapy interventions appropriate for cardiovascular and pulmonary conditions. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110, PTA 115, PTA 112, PTA 125, PTA 213, PTA 240, PTA 270

PTA 213 Critical Application Skills II

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Hr. Lecture) *15 wks

This course complements the didactic knowledge students are learning throughout the semester in PTA 112, PTA 240, and PTA 125. The course focuses on utilizing critical thinking skills to apply the didactic knowledge to patient cases. Participating students are asked to utilize case studies to assess problems, create solutions, prepare appropriate documentation and develop a deeper level of understanding of their role within the healthcare system. All PTA students are required to take this course. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110.

PTA 220 PTA Interventions IV

4 Credits (2 Lecture 2 Lab 0 Clinical)

7.2 Hours/Week (2 Hrs. Lecture, 4 Hrs. Lab, 1.2 Hrs. Clinical) * 15 wks

This course for the Physical Therapist Assistant will provide a link between the pathophysiology of neurologic deficits and possible rehabilitation interventions for improving movement outcomes. It introduces the basic structure and function of the nervous system and describes normal motor development, motor control and motor learning. The course will emphasize integrating previously learned and new skills/techniques into the comprehensive rehabilitation of patients with neurological issues, amputees, pediatrics, CVA, SCI, and other musculoskeletal disorders. This course includes an integrated clinical education component. Students are assigned a clinical site and are given the opportunity to integrate knowledge they have learned in the class and lab setting into the clinical setting with patients. Prerequisites: PTA 100, PTA 110, PTA 113, PTA 120, PTA 115, PTA 112, PTA 125, PTA 213, PTA 270

PTA 224 Career Capstone

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Hr. Lecture) *15 wks

This course is a culmination of professional topics focused towards professional preparation of the Physical Therapist Assistant Topics include: behavioral considerations, professional habits, resume writing, interviewing skills, and licensure preparation and continuing education. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110, PTA 213, PTA 125, PTA 112, PTA 240, PTA 270, PTA 210, PTA 220, PTA 260

PTA 240 Pathology for the PTA

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to review general pathological conditions

with a particular emphasis on those conditions commonly encountered in rehabilitation. Pathology, etiology, diagnosis, signs, symptoms and implications for rehabilitation will be covered
Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110.

PTA 260 Critical Application Skills III

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hours/Week (1 Hr. Lecture) *15 wks

This course complements the didactic knowledge students are learning throughout the semester in PTA 210 and PTA 220. The course focuses on utilizing critical thinking skills to apply the didactic knowledge to moderately complex and complex patient cases. Participating students are asked to utilize case studies to assess problems, create solutions, prepare appropriate documentation and develop a deeper level of understanding of their role within the healthcare system. All PTA students are required to take this course. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110, PTA 115, PTA 112, PTA 125, PTA 213, PTA 240, PTA 270

PTA 270 Clinical Education I

3 Credit (0 Lecture 0 Lab 200 Clinical)

40 Hours/Week (200 Hrs. Clinical) *5 wks

This is the first of three full-time (40 hours a week) clinical affiliations in the Physical Therapist Assistant Program. This is a five week affiliation. Under the direction and supervision of a clinical instructor who is a licensed physical therapist or physical therapist assistant, students are given the opportunity to integrate knowledge they have learned in the class and laboratory settings into the clinical setting with patients. Students have the opportunity to apply patient care skills and further develop patient/family education, communication and documentation skills. Students and clinical instructors are expected to always work within their scope of practice and practice legally and ethically. Upon completion of the affiliation, students must complete a reflection assignment, reflecting upon the entire first experience, identifying areas of strength and areas that may need improvement during the next affiliation. Prerequisites: PTA 100, PTA 110, PTA 113, PTA 120, PTA 115, PTA 112, PTA 125, PTA 213, PTA 240

PTA 280 Clinical Education II

3 Credit (0 Lecture 0 Lab 200 Clinical)

40 Hours/Week (200 Hrs. Clinical) *5 wks

This is the second of three full-time clinical affiliations in the Physical Therapist Assistant Program. This is a five-week affiliation (40 hours per week). Under the direction and supervision of a clinical instructor who is a licensed Physical Therapist or Physical Therapist Assistant, students are given the opportunity to integrate knowledge they learned in the class and laboratory setting into the clinical setting with patients. Students have the opportunity to apply patient care skills and further develop patient/family education, communication, and documentation skills. Students and Clinical Instructors are expected to always work within their scope of practice and practice legally and ethically. It is expected that the student demonstrate sufficient progress from their completion of clinical education one to the completion of clinical education two. Upon completion of the affiliation, students must complete a reflection assignment, reflecting upon the entire first experience, identifying areas of strength and areas that may need improvement during the next affiliation. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110, PTA 213, PTA 125, PTA 112, PTA 240, PTA 270, PTA 210, PTA 220, PTA 260

PTA 290 Clinical Education III

3 Credit (0 Lecture 0 Lab 200 Clinical)

40 Hours/Week (200 Hrs. Clinical) *5 wks

This is the third and final, six-week (40 hours per week) clinical affiliation in the Physical Therapist Assistant Program. Under the direction and supervision of a clinical instructor who is a licensed Physical Therapist or Physical Therapist Assistant, students are given the opportunity to integrate knowledge they have learned in the class and laboratory setting into the clinical setting with patients. Students have the opportunity to apply patient care skills and further develop patient/family education, communication and documentation skills. Students and Clinical Instructors are expected to always work within their scope of practice and practice legally and ethically. Students are provided the opportunity to meet entry level requirements of a physical therapy assistant during this affiliation. By the completion of this experience, it is expected that the student will be functioning like a new graduate physical therapy assistant. At the completion of this affiliation, students will complete a written reflection assignment on this experience, identifying career and continuing education goals. Prerequisites: PTA 100, PTA 113, PTA 120, PTA 110, PTA 213, PTA 125, PTA 112, PTA 240, PTA 270, PTA 210, PTA 220, PTA 260

PHYSICS

PHY 111 General Physics I

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture, 2 Hrs. Lab) *15 wks

This is an algebra-based physics course designed to introduce students to ideas of measurements, units, motion, force, energy, momentum, rotation, and fluids. Students will analyze the motion of physical systems including objects in free-fall, objects moving at a constant velocity, objects moving with constant acceleration, collisions between multiple objects, and systems undergoing rotation. During the lab component of the course, students will design and perform experiments, collect and analyze data, and communicate experimental results. Prerequisite: MAT 103 with a grade of 'C' or higher. Strongly recommended: MAT 113 or MAT 204

PHY 112 General Physics II

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture, 2 Hrs. Lab) *15 wks

This is an algebra-based physics course covering electricity, magnetism, optics, and waves. Students will study electric and magnetic fields, the motion of charged particles, the function of simple electric circuits, periodic motion, oscillations, and the propagation of light through various media. During the lab component of the course, students will design and perform experiments, collect and analyze data, and communicate experimental results. Prerequisite: PHY 111 with a grade of 'C' or higher.

PHY 211 College Physics I

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture, 2 Hrs. Lab) *15 wks

This is a calculus-based physics course designed to introduce students to ideas of measurements, units, motion, force, energy, momentum, rotation, and gravitation. Topics include analyzing the motion of physical systems including objects in free-fall, objects moving at a constant velocity, objects moving with constant acceleration, collisions between multiple objects, and systems undergoing rotation. In addition, during the lab component of the course, students will design and carry out experiments, collect and analyze data, and communicate experimental results. Prerequisite: MAT 204.

PHY 212 College Physics II

4 Credits (3 Lecture 1 Lab 0 Clinical)

5 Hrs./Wk. (3 Hrs. Lecture, 2 Hrs. Lab) *15 wks

This is a calculus-based physics course covering electricity, magnetism, optics and waves. Students will study electric and magnetic fields, the motion of charged particles, and the function of simple electric circuits. Students will also study periodic motion, oscillations, waves and the propagation of light through various media. In addition, during the lab component of the course, students will design and carry out experiments, collect and analyze data, and communicate experimental results. Prerequisites: PHY 211 with a 'C' or better.

PRACTICAL NURSE**PNU 101 Growth & Development**

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course is an overview of the basic manifestations of normal physical, psychological, emotional and social growth and development including the prenatal period, infancy, toddler, childhood, adolescence, adulthood and aging. It includes the stages and factors necessary for normal growth, development and obvious deviations from the normal. Prerequisites: Admission to the Practical Nurse Program.

PNU 111 Human Behavior

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course introduces physical, psychosocial, cultural and spiritual factors that affect human behavior. Effects of internal and external stressors and the individual's response to these stressors are discussed. Guidelines for the promotion of psychological and spiritual comfort, interpersonal behavior and self-assessment by the student are presented. Prerequisites: Admission to the Practical Nurse Program.

PNU 131 Nutrition

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course introduces the principles of normal nutrition, with emphasis on the nutritional needs across the life span. This course is designed to provide a working knowledge of nutrients, food sources, and menu planning and food preparation in a culturally diverse American society. The basic food group pyramid and "Guidelines for Healthy Americans" are introduced. Physical, psychological, economic, cultural and religious factors affecting nutrition are included. An overview of federal regulations related to nutrition is also presented. Prerequisites: Admission to the Practical Nurse Program.

PNU 141 Microbiology

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course provides a general study of common and newly emerging microorganisms and their characteristics in relation to health and control of disease. Included is an introduction to concepts of infection and immunity and the more common methods of destroying microorganisms. Emphasis is on infection control. No labs. Prerequisites: Admission to the Practical Nurse Program.

PNU 145 Fundamentals of Practical Nursing I

5 Credits (3 Lecture 2 Lab/Clinical)

22 Hours/Week (6 Lecture 16 Lab/Clinical) *8 wks

The hourly breakdown is for full-time students only.

This is a level I concentration course designed to introduce the practical nurse student to contemporary nursing practice. Course content identifies the concepts of communication, client assessment, the role of the practical nurse, healthy psychological and physiological responses of clients across the life span, with a focus on the aging adult client as well as including health promotion strategies. The course content emphasizes the client as a self-care agent. The concepts of self-care requisites and the presence of self-care deficits guide the development of nursing interventions and evaluation. The nursing process is introduced as the framework for identifying the client's biopsychosocial needs. Theoretical and clinical content focuses on applying basic nursing principles. The course presents concepts of critical thinking, decision making and priority setting based on hierarchy of needs. Prerequisites: Admission to the Practical Nurse Program. Pre-or-co-requisites: PNU 111, PNU141, HSC 149.

PNU 146 Fundamentals of Practical Nursing II

5 Credits (3 Lecture 2 Lab/Clinical)

22 Hours/Week (6 Lecture 16 Lab/Clinical) *8 wks

The hourly breakdown is for full-time students only. This is a level I concentration course designed to continue to build upon the concepts, knowledge, and skills introduced in PNU 145. This course continues to emphasize the client as a self-care agent and nursing process as a framework for identifying the client's biopsychosocial needs. Pharmacology and math calculations for medications are introduced. Emphasis will be placed on nursing responsibilities in the preparation and safe administration of medications as well as documentation. Course content continues to identify the concepts of the role of the practical nurse for clients across the life span, with focus on the aging adult client. Theoretical and clinical content focuses on applying basic nursing principles. The course presents concepts of critical thinking, decision making and priority setting based on hierarchy of needs. Pre-requisites: PNU 145; Pre-or-co-requisites: MAT 103, PNU 101, PNU 131.

PNU 153 Introduction to Care of the Adult

8 Credits (5 Lecture 3 Lab/Clinical)

24 Hours/Week (8 Lecture 16 Lab/Clinical) *10 wks

The hourly breakdown is for full-time students only. This is a Level II concentration course designed to assist the practical nurse student in the integration of concepts mastered at Level I. Course content identifies nursing care of adult clients experiencing actual/potential self-care deficits and includes health promotion strategies. The concepts include nursing care of the perioperative client, care of clients with endocrine, immune, respiratory, sensory and musculoskeletal deficits. The course also presents the nursing care of clients experiencing mental health issues. The nursing process is used as the framework for meeting the self-care deficits of adults in structured clinical settings. Theoretical and clinical content focuses on applying nursing care within the student practical nurse role including the administration of medications. The course introduces concepts of leadership and management. Critical thinking skills with decision making and priority setting continue to be reinforced. Prerequisites: PNU 146.

PNU 154 Medical Surgical Nursing

8 Credits (5 Lecture 3 Lab/Clinical)

24 Hours/Week (8 Lecture 16 Lab/Clinical) *10 wks

The hourly breakdown is for full-time students only. This is a Level III concentration course designed to assist the practical nurse student in the integration of concepts mastered at Level I and II. Course content identifies nursing care of adult

clients experiencing actual/potential self-care deficits and includes health promotion strategies. The concepts include care of clients with cancer, blood, circulatory, neurological, gastrointestinal, genitourinary and reproductive deficits. Nursing care of clients experiencing emergency situations, including burns, fractures, exposure to biochemical substances is also included. The nursing process is used as the framework for meeting the self-care deficits of adults in structured clinical settings. Theoretical and clinical content focuses on applying nursing care within the practical nurse student role including the administration of medications. Concepts of priority setting, decision making, delegation and supervision are integrated in caring for a group of clients. Prerequisites: PNU 153.

PNU 157 Practical Nursing Across the Continuum

7 Credits (4 Lecture 3 Lab/ Clinical)

34 Hours/Week (10 Lecture 24 Lab/Clinical) *6 wks

The hourly breakdown is for full-time students only.

This is a Level IV concentration course designed to assist the Practical Nurse student in the integration of concepts mastered at Levels I, II and III. Basic concepts of maternity and pediatric nursing are introduced. Course content includes family centered nursing care with health promotion and maintenance. Also included are the responsibilities of the Practical Nurse with an emphasis on transition to practice. The nursing process is used as the framework for meeting the self-care requisites of clients across the life span, including use of pharmacologic agents used for all age groups. Course concepts represent nursing care in both the community and inpatient settings. Prerequisites: PNU 154.

PSYCHOLOGY

PSY 101 General Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is an introduction to the basic concepts, major theories, different theoretical perspectives and research methods in psychology. The focus is on theories of personality, motivation, learning, intelligence, emotions, developmental processes, physiological psychology, perception, and psychological assessment. Placement at ENG 101 level strongly advised.

PSY 103 Child Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the student with an integrated understanding of child development as it relates to early childhood education. A broad theoretical background is combined with principles of application. Emphasis is on the social context of early development, group processes, influence of the family, role of play, and the development of cognitive capabilities. Visitations to pre-school centers required.

PSY 200 Positive Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The broad goal of this course is to examine well-being theory. The main objective is to help students measure and build the elements that contribute to human flourishing. The course is designed to introduce the concepts (e.g., biological, psychological, social, emotional), research behind the concepts, techniques, and activities that enhance wellbeing. In addition, students will have the opportunity to engage in a detailed analysis and positivity change process utilizing validated questionnaires and evidence-based positive psychology and well-being enhancing interventions.

Prerequisites: ENG 101

PSY 201 Child Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides the student with a broad theoretical and practical basis for the understanding of human development. Emphasis is on the interaction of biological, psychological, and social factors, which affect the human organism from conception through adolescence. Various theoretical models including, Freud, Piaget, Erikson, Kohlberg, Bowlby, and Elkin are discussed. Prerequisites: PSY 101, or permission of the instructor.

PSY 203 Adolescent Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A comprehensive study of the adolescent dealing with adolescent development with a focus on physical, cognitive, emotional, and self-concept changes. Particular emphasis is placed on the adolescent in society and his/her relationship to parents and peers and how this influences development. Prerequisite: PSY 101.

PSY 205 Psychology of Change

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines major issues influencing adjustment and requires the student to explore these issues in relation to his/her own life. Some of the issues discussed include: Values clarification, racial/ethnic identity development, aggression, intimacy, depression, anxiety, and stress. Prerequisite: PSY101 or PSY216.

PSY 210 Psychology of Learning

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This educational psychology course will explore the teaching and learning process; teaching with an emphasis on planning effective instructional strategies, classroom management, and assessment. It focuses on human development, learning theories, individual difference, and motivation. Prerequisite PSY 101.

PSY 212 Group Dynamics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A course designed to enable students to understand common group interactions and the individual's attitudes and reactions to those situations. It aids students in understanding the socialization process, group theory, the characteristics of effective leadership in a variety of group structures, and the skills required to work effectively within teams. Prerequisite: PSY 101.

PSY 215 Abnormal Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a comprehensive study of the major mental disorders as defined by the DSM-IV TR. Etiologies and treatment for each disorder or cluster of disorders will be covered. Major disorders examined include the following: Anxiety disorders, dissociative & somatoform disorders, mood disorders, personality disorders, schizophrenia, substance abuse, sexual dysfunction, neuropsychological disorders, and disorders of childhood and adolescence. Prerequisites: PSY 101 or permission of the instructor.

PSY 216 Growth & Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores human growth and development across the lifespan, from how the fetus develops a preference for familiar voices, to the adolescent identity crisis, to the development of wisdom in late adulthood. The course is organized around major developmental periods in the lifespan. Contributions of significant developmental theorists are highlighted. Placement at ENG 101 level strongly advised.

PSY 221 Health Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is intended to introduce the student to the tenets of health psychology, including, but not necessarily limited to, a history of health psychology; models of health psychology; an examination of the basic principles and theories pertinent to this field including the prevention and modification of health compromising behaviors; as well as the influences of psychosocial factors on mental health (e.g. stress, depression), physical health (e.g. heart disease, chronic illness, pain) and health-related behaviors (e.g. substance use and abuse, aggression, sexual behavior). Prerequisites: PSY 101 or permission of the instructor.

PSY 230 Sport Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course focuses on the many areas of psychology that apply to sports. A wide array of psychological subjects will be explored, including motivation, team experience, mental imagery, performance anxiety, youth sports, gender issues, and more. Multicultural and international views of the field will be included and class discussion of theories and research will be encouraged. Placement at ENG 101 level strongly advised.

PSY 231 Psychology of Gender and Culture

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The first part of this course will provide a critical examination of the theories and interesting debates that exist within the psychology of gender. The second part of the course will provide an introduction to the field of cultural psychology, including discussion of the psychology of race and ethnicity. As we discuss psychology's tradition of focusing on differences between people, we'll keep our similarities in mind.

PSY 280 Research Design & Methodology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The goal of this course is to familiarize the student with the experimental methods used by psychologists and other social scientists in conducting their research. Students will be exposed to a variety of research designs as well as basic statistical theory covering hypothesis testing, ANOVA, and correlational analyses. Students will participate in the process of conducting research by formulating a testable idea, developing a method by which to test their idea, and communicating their idea to others. Prerequisite: ENG 101 and PSY 101

PSY 290 Introduction to Social Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a systematic study of interpersonal behavior, the manner in which individuals are influenced by the function within a group. Topics of particular focus include attitude formation,

persuasion, prejudice, conformity, social perception, leadership, attraction, affiliation, and aggression. Prerequisites: PSY 101, or SOC 101, or permission of the instructor.

NURSING

RNU 108 Fundamental Concepts of Client Care

7 Credits (4 Lecture 3 Lab/Clinical)

12 Hours/Week (4 Lecture 8 Lab/Clinical) *15 wks

Fundamental Concepts of Client Care is designed to introduce the student to the foundational principles of contemporary nursing practice. Emphasis is placed on developing skills related to health assessment and health intervention with a holistic emphasis. Theoretical content includes principles of physical and psychosocial care, communication, growth and development, teaching and learning, wellness, families, communities, cultures, and professional issues. Nursing process is taught as the methodology for meeting the clients' health care needs. Related learning experiences are scheduled for the college laboratory, medical - surgical units at health care agencies, and the community. Prerequisites: Admission into the Associate Degree in Nursing Program. Pre- or Co-requisites: BIO 131, ENG 101 or higher; and MAT core (MAT 103 recommended).

RNU 109 Advanced Concepts of Client Care I

10 Credits (5 Lecture 5 Lab/ Clinical)

21 Hours/Week (5 Lecture 16 Lab/Clinical) *15 wks

Advanced Concepts of Client Care I is designed to provide the student with the cognitive and psychomotor skills to promote health maintenance and health restoration across the lifespan. Content includes selected principles of maternity, neonatal, and Medical-surgical care. The principles of basic fluid and electrolyte management, peri-operative care, and care of the medical-surgical client experiencing an oncology diagnosis are presented. Diabetes, hematology, vascular function, and orthopedic trauma content are presented from a lifespan perspective. Nursing process continues as the framework for meeting the client's health care needs. Related clinical learning experiences are scheduled for the college lab, maternity and medical-surgical units at health care agencies, and the community. Prerequisites: RNU 108. Pre-or-Co-requisite: BIO 132, Social Science/Psychology core (PSY 101 recommended).

RNU 206 Advanced Concepts of Client Care II

10 Credits (6 Lecture 4 Lab/Clinical)

22 Hours/Week (6 Lecture 16 Lab/Clinical) *15 wks

Advanced Concepts of Client Care II presents principles and practices related to comprehensive nursing care. This course examines systems that have the high incidence of morbidity and mortality in the United States: Respiratory, Cardiac, Renal, Gastro- intestinal, Endocrine (diabetes mellitus) and mental health conditions. The nursing process continues to be the methodology to assist culturally diverse clients across the lifespan. The therapeutic nurse-client relationship will be analyzed to promote bio-psychosocial health in all settings. Students will have clinical placements in the following settings: medical, surgical, pediatric, and mental health. Prerequisites: RNU 109; Pre-or-Co-requisites: BIO 251 (formerly BIO 151), computer science core (CSI 101 recommended).

RNU 208 Advanced Concepts of Client Care III

10 Credits (6 Lecture 4.0 Lab/Clinical)

22 Hours/Week (6 Lecture 16 Lab/Clinical) *15 wks

Advanced Concepts of Client Care III presents principles and practices related to the care of clients with multi-system health problems. Systems examined include: gastrointestinal part II, neurological-sensory, endocrine - part II, hematological and

immunological, musculoskeletal, integumentary. Changes affecting mental health will be discussed. The nursing process continues to be the methodology to assist culturally diverse clients across the lifespan. Students will have the following traditional and nontraditional clinical placements: medical-surgical, pediatric and mental health. Prerequisites: RNU 206; Pre-or-Co-requisites: ENG 102, History/Government core.

SOCIOLOGY

SOC 101 General Sociology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An examination of the behavior of humans in social groups. Emphasis will be placed on concepts including culture, society, socialization, role, personality, institutions and social change. Placement at ENG 101 level strongly advised.

SOC 102 Contemporary Social Problems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An analysis of the chief areas of social mal-adjustment. Consideration is given to selected critical problems including race relations, ethnic discrimination, changing sex role patterns, family dislocation, and an aging population, mental illness, crime, alcoholism and drug addiction.

SOC 105 Sociology of Deviance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Consideration of the cultural definition of deviance and the causal societal context; social analysis of problems such as mental illness, suicide and abnormal sexual behavior. Prerequisites: SOC 101 or permission of instructor.

SOC 112 Interpersonal Communication

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An experience-based introduction to the concepts and skills in oral communication; listening, feedback, group discussions, speeches, self-disclosure and relational communication.

SOC 116 Intercultural Communication

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will develop awareness of how human culture affects individual perception and interpersonal communication. Through literature and journalism, film and music, communicative activities and research projects, students will expand their capacity to understand themselves and communicate with other members of the human family. Particular attention will be paid to other cultural groups represented by class members.

SOC 120 Sociology of Medicine, Illness, & Health

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a critical approach to how society defines, categorizes, and treats people who are sick. We will compare the social distribution of illness and death in the US and in less developed nations. We will consider the patient's experience of illness and the health care systems that have developed to treat these physical and mental illnesses. We will examine the profession of medicine and the emergence of alternative health care, as well as recent issues of bioethics.

SOC 140 Aging in America

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students will explore the process of aging in America from a sociological perspective. Explore roles of the aged today as they compare to other societies and times, the status of elderly in America, the effects of elderly boomers on commercial and cultural images, and the ethical dilemmas raised by the new elders in our society. Prerequisite: SOC 101 or permission of the instructor.

SOC 150 Women in Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An examination of the roles of women in American society, both past and present. Students will build an understanding of the issues impacting women's roles. Topics covered include: women's work and economic status, sex roles, gender expectations, the socialization of women, women and children, women's roles in other societies, and the results of the women's movements.

SOC 155 Race, Class, Gender, Social Justice

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will explore the relationship between race, class, gender and social justice. Topics will include the following: the origins and consequences of racial, class, ethnic discriminations; the changing role of women; immigration policies; movements for integration and separatism; and the impact of past and present day problems and policies.

SOC 156 Media in Social Perspective

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the impact of new media technologies on our social relationships and institutions. We will investigate new social realities in print, radio, television, telecommunications, and the internet. We will explore the relationship of individuals and community in society. The class will probe the relationship between economic, political, and cultural globalization and the rise of a networked society. Topics will include monopolies; digital divides; social psychology of the mediated self; invasions of privacy; media saturation; copyright and intellectual property; gaming and learning; social networking; citizen journalism. Prerequisites: Sociology 101 or permission of instructor.

SOC 201 Cultural Anthropology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A course concerned with humans as members of society and the effects of culture on individuals and groups. The main emphasis will be placed on the study of human behavior in different cultural settings. A main objective of the course is to help students understand their own behavior and reflect upon individual and group values.

SOC 203 Sociology of the Family

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on the family as a primary social institution. Emphasis will be placed on theoretical perspectives, variations, and alternatives, as well as the changing family over the life span. Special topics include cross-cultural influences, issues related to courtship, marriage and family development, and the effects of

changes in the American family. Prerequisite: SOC 101 or permission of the instructor.

SPANISH

SPN 101 Spanish I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed primarily to teach the fundamentals of Spanish through basic grammar as well as strong emphasis on conversation and writing. Aside from language skills, there is a special project on a Latin American country to introduce and familiarize students with its culture and politics.

SPN 102 Spanish II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed for an index grammar level. There is strong emphasis on conversational and writing skills, and each student will be responsible for an extensive paper on one Latin American country. Prerequisites: SPN 101.

SPN 108 Spanish for Healthcare Providers

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the health care professional with the vocabulary and grammatical structures to be able to communicate with Spanish-speaking patients in the medical context, using standardized universal Spanish. Prerequisites: HSC 140

SPN 201 Spanish III

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A review of grammar with emphasis on correct usage in writing and the development of fluency through planned conversation. Reading is developed through the use of short stories of Hispanic culture, terminating with the reading of one of the classic Spanish novels. Prerequisites: SPN 102.

SURGICAL TECHNOLOGY

SUR 102 Microbiology for the Surgical Technologist

2 Credits (2 Lecture 0 Lab 0 Clinical)

2 Hours/Week (2 Lecture 0 Lab 0 Clinical) *15 wks

This course is a general study of common and newly emerging microorganisms and their characteristics in relation to health and control of disease. Special emphasis is placed on the concept of asepsis and the surgical environment. Focus will be on the Surgical Technologist's role in maintaining aseptic technique with emphasis placed on safety and infection control. Prerequisites: Admission into the Surgical Technology Program. Corequisites: HSC 149 (formerly ALH 149) (or equivalent transfer), and PNU 111 (or equivalent) SUR 111, SUR 121.

SUR 111 Surgical Technology I

5 Credits (5 Lecture 0 Lab 0 Clinical)

5 Hours/Week (5 Lecture 0 Lab 0 Clinical) *15 wks

This course is designed to introduce students to the principles and practice of Surgical Technology. Topics include: hospital organization and physical environment of the operation room; ethical, moral and legal issues; patient care and safety; asepsis and sterile technique; surgical pharmacology and anesthesia; preparation, care and handling of instrumentation, equipment and

supplies used in the operating room; closure of the surgical wound, wound healing and wound classifications; and the development of a surgical conscience. Students will be introduced to the basics of preoperative, intraoperative and postoperative surgical case management. Prerequisites: Admission into the Surgical Technology Program. Co-requisites: HSC 149 and PNU 111 (or their equivalents), SUR 102, SUR 121.

SUR 121 Surgical Technology I Lab

4 Credits (0 Lecture 4 Lab 0 Clinical)

8 Hours/Week (0 Lecture 8 Lab 0 Clinical) *15 wks

This laboratory course is designed to complement and reinforce concepts covered in SUR 111 (lecture) by allowing the practice and return-demonstration of the principles and procedures related to the knowledge, skills, and techniques utilized during the surgical experience. Skills taught in this course include: preoperative patient care, principles of sterile technique, the surgical scrub, gowning and gloving (self & others), case set up, medication handling, counts, draping, proper instrument handling, and the establishment and monitoring of the sterile field. Students are also taught to work with sutures, instruments, and supplies in a non-patient contact environment. Successful completion of this course is required for clinical placement. Prerequisites: Admission into the Surgical Technology Program. Co-requisites: HSC 149, PNU 111 (or their equivalent), SUR 102, and SUR 111 (lecture).

SUR 142 Surgical Technology II

16 Credits (10 Lecture 0 Lab 6 Clinical)

34 Hours/Week (10 Lecture 0 Lab 24 clinical) *15 wks

The study of Surgical Technology II is concentrated on providing the student with extensive practice in surgical procedures. During this course the correlation of theory with clinical practice begins, with lab reinforcement continuing as necessary. Classroom focus is on presentation of surgical procedures by specialty. In each specialty the following will be reinforced: relevant anatomy, pathological conditions, diagnostic procedures and tests, preoperative, intraoperative and postoperative procedural sequence, special instrumentation, equipment, supplies and drugs, and patient preparation in the OR. Prerequisites: All first semester courses in the Surgical Technology Program.

SUR 143 Surgical Technology III

8 Credits (3.7 Lecture 0 Lab 4.3 Clinical)

32 Hours/Week (8 Lecture 0 Lab 24 Clinical) * 8wks

This course is designed to prepare the graduating surgical technology student for entrance into the workforce. Topics include: professionalism, resume preparation, interviewing techniques, basic computer skills and the biomedical sciences such as robotics, physics and electricity. Through lecture, discussion, guest speakers and mock interviews, students will learn how to conduct themselves during the interview process, what potential employers are looking for and how to best present themselves. This course will also serve as a preparation for students to sit for the National Certification Examination offered through the National Board of Surgical Technology and Surgical Assisting (NBSTSA) upon graduation. Test taking strategies, review of material and the application process will be covered in this section. Students will have an opportunity to take a certification exam practice test to determine their strengths. Clinical rotation continues during this course. Prerequisites: All first and second semester courses in the Surgical Technology Program.

GOVERNANCE**Board of Governors**

Paul Barbadoro, Esq., Chairperson

Joseph P. Shea, First Vice Chairperson

Carolyn O'Toole, R.N., Second Vice Chairperson

Eileen Bevivino-Lawton

Mary Jo Broгна

Christopher N. Carroll

Barbara Clarke

Katherine P. Craven

Thomas Fitzgerald, M.D.

Gregory Hanley

Reverend James F. Hawker

COLLEGE CABINET

Michael G. Bellotti, J.D.
President
B.A., Boston College
J.D., New England School of Law

Gerald Koocher
Provost & Senior Vice President for Academic Affairs
B.A., Boston University
M.S., University of Missouri
Ph.D., University of Missouri

Jennifer Luddy
Senior Vice President for Enrollment Management & Strategic Planning
B.A., University of Massachusetts, Amherst
M.S., University of Massachusetts, Amherst
Ph.D., University of Maryland

Chris Bell
Senior Advisor to the President
B.A., University of Massachusetts, Boston
Graduate Certificate, Southern New Hampshire University

Jessica Cherry
General Counsel
B.S.B.A., University of Massachusetts, Lowell
J.D., Suffolk University

Thomas C. Pham
Vice President for Mission Support & Technology
A.L.M., Information Technology, Harvard Extension School
B.S., University of Massachusetts-Boston

COLLEGE SENIOR STAFF

Robert Baker, Jr., J.D.
Dean of the Academic Division of Liberal Arts
B.A., Tufts University
J.D., Boston University

William F. Brennan, Jr.
Dean of the Academic Division of Professional Programs
B.A., Providence College
M.P.A., Suffolk University
M.S., Lesley University

Dennis Burke, D.C.
Dean of the Academic Division of Natural & Health Science
A.S.N., Excelsior College
B.S., Palmer College of Chiropractic
D.C., Palmer College of Chiropractic

Roxanne Mihal, DNP, RN, CS-ANP
Dean of the Academic Division of Nursing
A.S., Catherine Labouré Junior College
B.S., Southeastern Massachusetts University
M.S.N., MGH Institute of Health Professions
Ph.D., Regis College

Martin Ahern
Vice President of Finance
B.Sc., Trinity College (Ireland)

Susan G. Bossa
Associate Vice President for Student Development
B.S., Wheelock College
M.Ed., Eastern Nazarene College

J. Taggart Boyle
Associate Vice President for Communications & Marketing
B.A., Connecticut College
M.S., Boston University

Tina Cahill
Director of Institutional Advancement
B.S., Bridgewater State College

Rose M. DeVito
Associate Vice President for Financial Aid
B.S., Bentley College
M.Ed., Eastern Nazarene College

William C. Hall
Director of Administrative Services & Facilities
A.A., Quincy College
B.S., Madison University

Kate Lopci
Director of Workforce Development & Community Engagement
B.A., Boston University
M.A., Boston University

Catherine C. Maloney
Director of Student Records & Registrar
A.A., Eastern Nazarene College
B.A., Curry College

Ron McCarthy
Director of Plymouth Campus
B.A., Bridgewater State College
M.Ed., Bridgewater State College

Craig Rondeau
Director of Enrollment Management
A.S., Massasoit Community College
B.S., Bridgewater State University
M.B.A., Southern New Hampshire University

Lisa J. Stack
Director of International Student Services
B.S., Suffolk University

Katherine Collins
Director of Library Services
B.A., University of Massachusetts
MLS, Simmons College

FACULTY AND ADMINISTRATION**Faculty**

Leor Alcalay, Ed.D.

Professor, English as a Second Language

A.B., Harvard College

M.A., University of Massachusetts Boston

M.A., University of Massachusetts Boston

Ed.D., University of Massachusetts Amherst

Isso Bayala, Ph.D.

Assistant Professor, Biotechnology & Compliance

B.S., University of Simferopol

M.S., University of Massachusetts-Lowell

Ph.D., University of Massachusetts-Lowell

Diana Belanger, Ph.D.

Associate Professor, Science

B.S., Northeastern University

M.S., City University of New York

Ph.D., City University of New York

Robert Bostrom

Instructor of Mathematics

B.S., Northern Illinois University

M.S., Northwestern University

Richard Bramante

Assistant Professor of Computer Science, Engineering Technology

B.S.E.E., Lowell Technological Institute

M.S.E.E., University of Massachusetts Lowell

Nathaniel R. Brown

Professor, Mathematics

B.A., Bates College

M.S., Boston University

M.S., Northeastern University

Chelsea Cheng, R.N.

Instructor, Nursing

B.S.N., Belmont University

M.S.N., Duke University

Maureen Chisholm

Professor, Business

B.S., Eastern Nazarene College

M.S.M., Lesley University

Joanne Ciesielski, MSN, RNC-MNN, IBCLC, CNE

Instructor, Nursing

A.S.N., Massasoit Community College

B.S.N., Northeastern University

M.S.N., Northeastern University

Karmle Conrad

Instructor, Healthcare Administration/Medical Billing & Coding

B.A., Harvard University

M.H.A., Suffolk University

Christine Costa, MSN, RN, ONC

Instructor, Nursing

A.S.N., Bristol Community College

B.S., Bridgewater State University

M.S.N., Walden University

J. Benjamin Cronin, Ph.D.

Instructor, Physics

B.A., Williams College

Ph.D., University of Michigan

Bethann Davis, MSN, RN, NP

Instructor, Nursing

B.S.N., University of Massachusetts Boston

M.S.N., Simmons College

Matthew Delaney

Professor, Criminal Justice

B.A., Curry College

M.B.A., Nichols College

Elizabeth Do

Librarian

B.A., University of Wisconsin Madison

M.S., University of Illinois Urbana-Champaign

Sarah Dolan

Librarian

B.A. University of Massachusetts, Amherst

M.S., Simmons College

Steven M. Dooner

Professor, English/Humanities

B.A., University of Massachusetts

M.A., University of Delaware

M.Ed., Eastern Nazarene College

James Downey

Assistant Professor, Business

B.S., Suffolk University

M.B.A., Western New England University

Frederick Doyle

Instructor, Various Disciplines

A.B., College of the Holy Cross

J.D., Suffolk University Law School

Paul Felker

Instructor, Mathematics

B.A., University of Delaware

M.A., Boston College

James Fox

Professor, History

B.A., University of Illinois at Urbana-Champaign

M.A., Boston University

Glenn Gaudreau, Ph.D.

Instructor, Science

B.S., University of Massachusetts Amherst

M.S., Northeastern University

Ph.D., Boston University

Meghan Germinaro

Instructor, Early Childhood Education

B.S., University of Central Florida

M.Ed., Bridgewater State University

Emily Gesner, R.N., D.N.P.

Instructor, Nursing

B.S.N., University of Massachusetts-Boston

M.S., Excelsior College

D.N.P., Northeastern University

Kristin Gill, R.N.

Instructor of Nursing

A.S.N., Bristol Community College

B.S.N., Chamberlain College of Nursing

M.S.N., Chamberlain College of Nursing

Raymond Guillette, Ed.D.

Assistant Professor, Business

B.A., Bridgewater State College

M.B.A., Anna Maria College

Ed.D., Johnson & Wales University

Elena Heineke, Ed.D.

Assistant Professor, Developmental Mathematics

B.A., Moscow State Pedagogical University

M.A., Moscow State Pedagogical University

Ed.D., Russian Academy of Education

Joyce Higgins

Assistant Professor, Computer Science

B.S., University of Massachusetts-Dartmouth

M.S., University of Massachusetts-Dartmouth

Madalina Johnson

Coordinator, Science Laboratories

B.S., University "Ovidius"

Diploma of Advanced Studies, University "Ovidius"

Marie Keough

Assistant Professor, Business

B.S., Johnson & Wales University

M.S., Johnson & Wales University

Sharon King

Assistant Professor, Medical Laboratory Technician Program

B.S., Bridgewater State College

M.Ed., Curry College

Laurel Kornhiser, Ph.D.

Professor, English/Humanities

A.A., Cape Code Community College,

B.A., Boston University,

M.A., Boston College

Ph.D., Northeastern University

Janet Lanigan

Librarian

B.A., Boston College

M.S., Florida State University

Ross Little

Assistant Professor, Surgical Technology

A.S., East Central Community College

B.S., Kaplan University

M.S.Ed., University of New England

Mariana Matrajt, Ph.D.

Assistant Professor, Microbiology

M.S., University of Buenos Aires

Ph.D., University of Buenos Aires

Andrea McLain

Chair, Medical Laboratory Technician Program

B.S., Simmons College

M.H.A., Simmons College

Heidi McLore

Assistant Professor, English

B.A., Massachusetts State College of Liberal Arts

M.A., Fitchburg State University

Veronica McLaughlin, D.P.T.

Instructor, Physical Therapist Assistant Program

B.S., Northeastern University

M.S., Northeastern University

D.P.T., Northeastern University

Dorothy Megnia, MSN, RN, CNOR, CNE

Instructor, Nursing

A.S.N., Quincy Hospital School of Nursing

B.S.N., Curry College

M.S.N., Regis College

Sabrina Mohan

Professor, Human Services

B.A. Wheaton College

M.S.W., Wheelock College

Kelly Murray

Instructor, English

B.A., Fairfield University

M.Ed., University of Massachusetts-Boston

Kristin Noone, Ph.D.

Instructor, Business

A.S., Wentworth Institute of Technology

B.S., Northeastern University

M.B.A., University of Phoenix

Ph.D., University of Phoenix

Charles Norvish

Professor, Mathematics

B.A., Bridgewater State University

M.Ed., Bridgewater State University

C.A.G.S., Fitchburg State University

Ifeoma Ogbonna, DNP, RN, PMHNP

Instructor, Nursing

B.S.N., Rutgers University

M.S.N., University of South Alabama

D.N.P., University of South Alabama

Debra A. Panasuk

Professor, Developmental Math
B.A., St. Rose College
M.Ed., Boston College

Cleo Papavizas-Cakridas

Instructor, Development Reading/Humanities
B.S. Ed., Eastern Nazarene College
M.Ed., Suffolk University

Jason Paynich

Professor, Criminal Justice
A.A., Dawson Community College,
A.A.S., Dawson Community College,
B.S., Minot State University
M.S., Minot State University

Edith Pemberton, R.N.

Professor, Nursing
B.S.N., Lowell University
M.S.N., Boston University

Carol Pepoli,

Professor, Developmental English/Humanities
B.A., Suffolk University
A.L.M., Harvard University Extension School

Ruth Perez

Librarian
B.S., Simmons College
M.S., Simmons College

James Peters

Assistant Professor, Computer Science
A.S., Quincy College
B.S., Northeastern University
M.S., Boston University Metropolitan College

Robert Pitts, Ph.D.

Instructor, Computer Science
B.S., American International College
M.A., Boston University
Ph.D., Boston University

Cheryl Proffitt, DNP, RN

Instructor, Nursing
B.S.N., University of Massachusetts Boston
M.S.N., University of Phoenix

Julie Resendes, R.N.

Instructor, Nursing
B.S.N., University of Massachusetts-Dartmouth
M.S.N., University of Massachusetts-Dartmouth

David Ricca, Ph.D.

Associate Professor, Science
B.S., University of Massachusetts-Boston
Ph.D., University of Massachusetts-Boston

Jason Roberts, Ph.D.

Professor, History & Government
B.S., Northwest Missouri State University
Ph.D., George Washington University

Christine Rodday, Ph.D.

Chair, Physical Therapist Assistant Program
B.S., Northeastern University
Ph.D., Northeastern University

Henry Rubin, Ph.D.

Professor, Sociology
B.A., University of California, Santa Cruz
M.A., Brandeis University
Ph.D., Brandeis University

Deborah Saitta-Ringger

Professor, English/Humanities
A.B., Boston College
M.A., University of Wisconsin

Patricia Scanlon, MSN, APRN, FNP-C

Instructor, Nursing

Deborah H. Stockbridge

Professor, Computer Science
B.A., Northeastern University
M.Ed., Northeastern University
M.S., Bridgewater State University

Margaret Sullivan, R.N.

Instructor, Nursing
B.A., Boston University
M.S.N., MGH Institute of Health Professions

Matthew Sullivan

Coordinator, Science Laboratories
B.S., University of Maine
M.S., University of Maine

Paul Sullivan

Instructor, Psychology
B.S., University of Southern Maine
M.Ed., Springfield College

Kenneth Texiera, Ph.D.

Professor, Psychology/Sociology
A.S., Cape Code Community College
B.S., University of Massachusetts Amherst
Ph.D., Fordham University

Victor Tsveybel, R.N.

Assistant Professor, Nursing
B.S.N., Northeastern University
M.S.N., MGH Institute of Health Professions

Lori A. Tyszkowski, D.C.

Professor, Science
B.A., College of the Holy Cross
B.S., National College of Chiropractic
D.C., National College of Chiropractic

Bruce Van Dyke
Chair, Biotechnology & Compliance
 B.S., University of California San Diego
 M.S., Western Washington University

Wayne Westcott, Ph.D.
Chair, Exercise Science Program
 B.S., Pennsylvania State University
 M.S., Pennsylvania State University
 Ph.D., Ohio State University

Jeffrey Wetter, Ph.D.
 Assistant Professor, Physics
 B.A., Middlebury College
 M.S., Tufts University
 Ph.D., Tufts University

Servet M. Yatin, Ph.D.
Professor, Chemistry
 B.S., M.E. Tech. University (Turkey)
 M.B.A., Babson College
 Ph.D., University of Kentucky
 P. Doctorate, Harvard Medical School

Administration

Nancy Ambrose
Manager of Payroll Services
 A.S., Massasoit Community College
 B.S., Eastern Nazarene College
 M.S.M., Eastern Nazarene College

Judy Benson
Admissions Associate
 B.A., Dillard University
 M.S., University of Massachusetts-Boston

Julie Blackburn
Mission Support & Technology Specialist

Max H. Blakemore
Mission Support & Technology Specialist
 B.A., Bridgewater State University
 M.Ed., Eastern Nazarene University

Donna Brugman
Executive Assistant to the President
 A.S., The New England Banking Institute

Jenny Chan
Associate Director, Registrar
 B.S., Lesley University

Cynthia Chapman
Student Development Associate
 B.S., Providence College
 M.A., Lesley University

Karen Connick
Military and Veteran Services Associate
 B.S., Suffolk University
 M.A., University of Massachusetts-Boston

Barbara Cornell
Clinical Supervisor, Medical Laboratory Technology
 B.L.S., Boston University

Amanda Deck
Director of Student Life
 B.S., College of Saint Rose
 M.Ed., College of Saint Rose

Carmelo Delgado
Manager of Student Accounts
 B.S., Universidad Central de Bayamon, (Puerto Rico)

James M. Dennis
Associate Director, Finance & Accounts Payable
 B.A., Salem State University

Leanne DiLeo
Financial Aid Associate
 B.A., Boston University

Brian DiRamio
Manager, Evening & Weekend Operations
 A.S., Quincy College
 B.S., Western New England University
 M.S., Western New England University

Melissa Dowd
Academic Services Specialist
 A.A., Quincy College

Tina Falconi
Mission Support & Technology Specialist
 A.S., Quincy College
 B.A., Eastern Nazarene College

Nathalie Fulford
Clinical Supervisor, Surgical Technology
 Certificate, Surgical Technology, Quincy College

Diane Gillis, DNP, RN
Assistant Dean for Laboratory Experiences

Rhiannon Gorham
Advising Specialist
 B.A., Eastern Nazarene College

Tricia Hall
Registrar Specialist
 B.A., Bridgewater State College

Patricia Hansbury
Financial Aid Associate
 B.S., Bridgewater State College

Cynthia Hernan, R.N.

Assistant Dean, Clinical Experiences
B.S.N., Northeastern University
M.S.N., Simmons College

Daniela Huynh

Assistant Director, Communications & Marketing
B.S., Boston University
M.S., Boston University

Heather Keen

Academic Advising Associate
B.A., Manhattanville College
M.S., Bay Path College

Mary Jane Knox

Financial Aid Specialist
A.S., Quincy College

William Laukkanen

Auxiliary & Mail Services Specialist

Alison MacDonald

Staff Accountant

Meghan MacDonald

Communications & Marketing Specialist
B.A., Mount Ida College

Blerina Mance

Clerical Assistant & Test Proctor
A.S., Quincy College

Robert Martell

Janitor

Dara McGrath

Janitor

Mary McLeod

Online Content Specialist
B.A., University of Massachusetts, Boston
M.P.S., Northeastern University

Thomas F. Meagher

Associate Director, Mission Support & Technology
A.S., Fisher College
B.S., Northeastern University

Lewann Mina

Student Development Associate
B.S., Eastern Nazarene College
M.S., Eastern Nazarene College

Julie Mitchell

Library Clerk
B.S.B.A., Stonehill College

Mary Moriarty

Registrar Specialist

Daniel Myers

Janitor

Zung Nguyen

Mission Support & Technology Associate
B.S., Worcester Polytechnic Institute

Paul Oldham

Facilities Specialist

Nichelle Orel

Admissions Associate
B.A., Rutgers University

Bilun Ozbilen

Admissions Associate
B.A., Bridgewater State University
M.Ed., Cambridge College

Janet Pearson

Admissions Associate

Jay Peckham

Mission Support & Technology Specialist
A.A., Quincy College

Celeste Perkins

Tran Pham

Business Associate
B.A., University of Massachusetts- Boston

Samuel Pizza

Janitor

Kenneth Reale

Janitor
A.A., Quincy College

Nicole Robinson

Financial Aid Agent
A.S., Quincy College

Karen Salhaney Smizer

Director of Career Development & Internships
B.A., Emmanuel College
M.A., Eastern University

Kytia K. Saucer

Associate Director, Financial Aid
A.S., Quincy College
B.S., Grambling State University
M.Ed., Capella University

Karen Scheele

Admissions Specialist

Jessica Sircar

Advising Specialist
B.A., Bridgewater State University
M.A., Bridgewater State University

Cheryll Skarzenski
Education Services Associate, Nursing

Kathryn Spencer Johnson
Communications & Marketing Specialist
B.A., Wheaton College

Amanda Sullivan
Auxiliary & Copy Services Specialist
A.A., Massasoit Community College

Felix Tai
Assistant Director, Finance & Student Accounts
B.A., University of Massachusetts, Amherst

Lu Wang
Analyst
B.S., Nanjing University
M.B.A., Clark University

Michele Wilbur
Administrative Assistant

Loretta A. Zannis
Registrar Associate

Professors Emeriti

Elizabeth Chandler, R.N.

Professor Emeritus, Nursing

A.S.N., Curry College

B.S.N., Curry College

B.S., Wheaton College

M.S.N., Boston College

Josephine Fay, R.N.

Professor Emeritus, Nursing

B.A., Stonehill College

M.Ed., Bridgewater State University

Edward Kelly

Professor Emeritus, Liberal Arts

A.S., Quincy College

A.B., Suffolk University

M.A.T., University of Maine

D.Ed., Boston University

Maureen Kiley

Professor Emeritus, Computer Science

B.S., University of Massachusetts, Boston

M.S., Lesley College

Joan M. McAuliffe, Esq.

Professor Emeritus, History and Government

A.S., Quincy College

B.A., Suffolk University

J.D., Suffolk University

Margaret C. O'Hara, R.N.

Professor Emeritus, Nursing

B.S.N., Salem State

M.S.N., Salem State

Kristin Parks, R.N.,

Professor Emeritus, Nursing

B.S.N., University of Massachusetts-Amherst

M.S.N., Boston University

Barbara Welch

Professor Emeritus, English

B.A., Regis College

M.A., Assumption College

M.Ed., Cambridge College

M.A., University of Massachusetts, Boston

Paul White

Professor Emeritus, Sociology

B.A., Boston College

M.P.A., Northeastern University

Adjunct Professors

Michael Abruzzese

Adjunct Professor, Mathematics

B.S.B.A., Suffolk University

M.B.A., Suffolk University

Brian Adgate

Adjunct Professor, Fine Arts

B.F.A., New York Institute of Technology

M.A., University of Wisconsin

David Allen

Adjunct Professor, Liberal Arts

B.A., Stonehill College

M.Ed., Bridgewater State College

Howard Beach

Adjunct Professor, Microbiology

B.S., Northeastern University

M.S., Northeastern University

Mary Bennett

Adjunct Professor, Education

B.A., Rhode Island College

M.Ed., Tufts University

Kujtim Bodinaku, Ph.D.

Adjunct Professor, Natural & Health Science

D.S., University of Tirana

Jean Borgard

Adjunct Professor, Professional Programs

B.S., University of Massachusetts-Boston

George Bukow

Adjunct Professor, Physics

B.E.E., University of Santa Clara

M.S.E.E., Massachusetts Institute of Technology

John Butler

Adjunct Professor, Criminal Justice

A.S., Greenfield community College

B.S., Western New England University

M.A., Anna Maria College

Robert Cady

Adjunct Professor, Chemistry

A.B., Northeastern University

M.S., Northeastern University

Paul Canniff

Adjunct Professor, Natural & Health Science

B.S., Bridgewater State College

M.A., Bridgewater State College

Janice Capofreddi

Adjunct Professor, Business, Computer Science, & Mathematics, Plymouth Campus

B.S., Pace University

M.B.A., Babson College

Mary Lou Clark

Adjunct Professor, Fine Art

B.A., Southern Methodist University

A.M., The George Washington University

Joan Clifford
Adjunct Professor, Art
 B.S., Salem State College
 M.S., Boston University

Richard Coletti
Adjunct Professor, Criminal Justice
 A.S., Quincy College
 B.S., Western New England College
 M.A., Anna Maria College

Francis Condon
Adjunct Professor, Computer Science
 B.S., Boston State College

Gregory Cunningham
Adjunct Professor, Liberal Arts
 B.A., Stonehill College
 M.A., Suffolk University

Thomas Curran
Adjunct Professor, Criminal Justice
 A.S., Quincy College
 B.S., Northeastern University
 M.A., Anna Maria College

Warren Englund
Adjunct Professor, Philosophy/Liberal Arts
 A.B., Simpson College
 M.S. Ed., Drake University

William Finn
Adjunct Professor, Professional Programs
 B.S., Northeastern University
 M.A., Anna Maria College

Christopher Gambardella
Adjunct Professor, Liberal Arts
 B.A., Marist College

Gjergj Gjura
Adjunct Professor, Computer Science
 B.S., University of Tirana, Albania
 Candidate of Sciences (M.S.), Academy of Sciences, Albania

Vivian Hatziyannis
Adjunct Professor, Professional Programs
 B.A., Boston University
 M.A., Tufts University

Michael Jacobs
Adjunct Professor, Natural & Health Science
 B.S., Yale University
 M.S., Columbia University

Robert Josepshs, J.D.
Adjunct Professor, Professional Programs
 B.A., Brandeis University
 M.B.A., Boston University
 J.D., Massachusetts School of Law

John Lacey
Adjunct Professor, Economics
 A.B., Boston College
 M.Ed., Boston College

Michael LaFerney
Adjunct Professor, Psychology
 A.D.N., San Antonio College
 B.S., The University of the State of New York
 M.A., Ball State University
 C.A.G.S., Bridgewater State College

Kerry Leary
Adjunct Professor
 B.A., Bridgewater State College
 M.Ed., Bridgewater State College

Aaron Levine
Adjunct Professor, English
 B.A., Iowa State Teachers College
 M.A., University of Missouri

Louisa Mackay-Demerjian
Adjunct Professor, English
 B.A., University of Vermont
 M.A., University of Massachusetts-Boston

Joyce McDonough
Adjunct Professor, Natural & Health Sciences
 B.A., Russell Sage College
 M.Ed., Lesley University

William Messmer
Adjunct Professor, Mathematics
 B.S., U.S. Naval Academy
 M.B.A., Northeastern University

Victoria Middleton
Adjunct Professor, Accounting
 B.S., Northeastern University
 M.Ed., Cambridge College

Ann Mileris
Adjunct Professor, Mathematics
 B.S., Bridgewater State College
 M.Ed., Bridgewater State College

Katherine Nolin
Adjunct Professor, Computer Science
 B.S., Lesley University
 M.A.Ed., University of Phoenix

Martha Jane Nugent
Adjunct Professor, Psychology
 B.S., University of Houston
 M.S., University of Massachusetts, Amherst
 Ph.D., University of Massachusetts, Amherst

Margaret Percy
Adjunct Professor, Liberal Arts
 B.A., Framingham State College
 M.A., Boston College

Mary Phelan
Adjunct Professor, Accounting
B.S., Suffolk
M.B.A., Clark University

David Savalani
Adjunct Professor, Liberal Arts
B.A., Newbold College
M.A., Newbold College

Sydney Scales
Adjunct Professor, Computer Science
B.A., Saint Anselm College

Usha Sharma, Ph.D.
Adjunct Professor, Natural & Health Science
B.Sc., Tribhuvan University
M.Sc., Tribhuvan University
Ph.D., University of Tokyo

James Sheets
Adjunct Professor, Liberal Arts
A.B., Eastern Nazarene College
M.A., Clark University

Miriam Sidanius
Adjunct Professor, Liberal Arts
B.A., California State University
M.S., California State University

Theresa Spadafora
Adjunct Professor, Art
B.A., Boston University
M.F.A., State University of New York, New Paltz

Frank Spaulding
Adjunct Professor, Liberal Arts
B.S., Bridgewater State College
M.A., Ohio State University
Ph.D., Ohio State University

Edward Sullivan
Adjunct Professor, Professional Programs
M.A., Suffolk University

Michael Szkolka
Adjunct Professor, History
B.S., Boston State College
M.A., University of Massachusetts-Boston

David Tandy
Adjunct Professor, Art
B.F.A., Chelsea School of Art, London, U.K.
M.F.A., Massachusetts College of Art

Thomas Towle
Adjunct Professor, Career & Workforce Development
B.S., Boston College
M.B.A., Babson

Erik Walker
Adjunct Professor, English
B.S., University of Illinois Champaign-Urbana
M.A., Eastern Illinois University

Walter Whidden
Adjunct Professor, Computer Science
B.A., Boston College
M.Ed., Eastern Nazarene College