NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
MINUTES

DATE: May 12, 2011

TIME: 5:30 p.m.

PLACE: Student Union, Room 209

PRESENT: Kevin Berthot
Charlie Boaz
Patricia Griffith
Clint Isaac
Mariam Mih
David Peter

PRESENT: Dr. Brian Inbody, President
Ben Smith, Vice President for Administration
Brenda Krumm, Dean of Outreach and Workforce Development
Eric Tincher, Dean of Student Development
Sandi Solander, Chief Financial Officer
David Smith, Special Assistant to the President/Faculty Member
Dale Ernst, Dean of Ottawa
Nathan Stanley, Faculty Senate
Marie Gardner, Faculty
Will Jordan, Faculty
Jon Seibert, Computer Applications Specialist
Dennis Peters
Jack Colborn
Kent Pringle, Board Attorney
Terri Dale, Board Clerk

Mr. Peter called the meeting to order.

III. Public Comment

Jack Colborn, 1015 South Allen, said he was representing people who live in the area around 10th & Allen Street. They would like the relocation of the softball field to be moved to a different spot. He said the residents that live near the proposed site would like a chance to meet with the President to discuss the plans.

V. Consent Agenda

The following items were approved by consent.

A. Minutes from April 14, 2011, 2011
B. Claims for disbursement for April 2011
C. Personnel
D. Course Inventory Revision

Agenda Item V-C: Personnel

1. Resignation

It is my recommendation that the Board approve the resignation of Melinda Taylor from her position as Registrar. Her resignation is effective June 30, 2011.

2. Athletic Trainer

It is my recommendation that the Board approve the employment of Tomomi Kamijo for the position of athletic trainer. Ms. Kamijo earned a Master of Science degree from Utah State University and a Bachelor of Science degree from Southern Utah University. She served as a graduate assistant athletic trainer at Utah State University.

Ms. Kamijo was hired by NCCC in August 2008 as an assistant athletic trainer. In 2010 she was named interim head athletic trainer.

She will be paid at the MS level, step 3 starting in August of this year with a ten month contract. Her salary will be $35,947 (10 month).

Consent Agenda Item V-D: Course Inventory Revisions

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to offer. This list of courses is referred to as the course inventory. Each change to the inventory must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the College Board of Trustees, as per NCCC policy.

A one-credit hour review course has been added to the Phlebotomy curriculum to bring the total credit hours of the certificate to 16. This allows students in the program to be eligible for financial aid.

Under Industrial Engineering Technology, the Associate of Applied Science degree has been in place for a number of years. Under this degree, there are several emphasis areas available, including welding, drafting-engineering design, and/or construction. The current program sheet in the College Catalog is very general in nature. The recommended sequence of courses does not list specific courses for the student's chosen emphasis area; it simply lists "technical core courses" and "career cluster courses." This new program sheet is being created to better communicate the requirements for an AAS with an emphasis in welding. It will better publicize the opportunity to earn an AAS degree and could encourage more students to continue on and finish a degree.

NCCC's Criminal Justice Program was recently updated to bring it into alignment with state wide recommendations from the Kansas Board of Regents. This involved the adding of two new courses to the program: CRIM 129 Criminal Justice Administration and CRIM 130 Juvenile Justice.

Course Inventory Changes
May Board Meeting

New Courses

ALMA 185	Phlebotomy National Exam Review, 1 credit hour
CRIM 129	Criminal Justice Administration, 3 credit hours
CRIM 130	Juvenile Justice, 3 credit hours
MFGT 112	Welding Safety, 1 credit hour
MFGT 114	Welding Cutting Processes, 3 credit hours
MFGT 116	Welding Gas Tungsten Arc Welding, 3 credit hours
MFGT 118	Welding Core: Shielded Metal Arc Welding, 3 credit hours
MFGT 120	Gas Metal Arc Welding, 3 credit hours
MFGT 122	Welding Blueprint Reading, 3 credit hours
MFGT 124	Advanced Gas Tungsten Arc Welding, 4 credit hours
MFGT 126	Advanced Gas Metal Arc Welding, 4 credit hours
MFGT 128	Advanced Shielding and Metal Arc Welding, 4 credit hours
MFGT 130	Specialized Welding, 4 credit hours
MGMK 200	Intro to Logistics Management, 3 credit hours
MGMK 201	Intro to Warehousing and Distribution Centers, 3 credit hours
MGMK 202	Intro to Supply Chain Management, 3 credit hours
MGMK 203	Intro to Transportation Operations and Management, 3 credit hours
SURG 106	Surgical Technology Clinical I, 2 credit hours

Name and Credit Hour Change

NURS 271 Nursing Care of the Complex Patient, 4 credit hours, to Nursing Care of the Complex Adult, 5 credit hours

NURS 272 Patient Care Management, 4 credit hours, to Clinical Care of the Complex Adult, 3 credit hours

SOSC 102 American Government II, 3 credit hours, to State and Local Government, 3 credit hours

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	ALMA (185)
Course Title:	Phlebotomy National Exam Review
Division:	Outreach and Workforce Development
Program:	Medical Assisting
Credit Hours:	1.0
Initiation/Revised Date:	Summer 2011
Instructor:	Jennifer Williams, RHIT, RMA jwilliams@neosho.edu
Assessment Goal per Outcome(s):	70%

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION

This course has been designed to prepare the student for national certification as a phlebotomy technician. Topics for review include Anatomy, Terminology, Order of Draw, Safety Guidelines, Patient Care and Venipunture/Capillary puncture techniques.

PREREQUISITIES AND/OR COREQUISITES

The student must have successfully completed or currently enrolled in: Fundamentals of Phlebotomy I, Fundamentals of Phlebotomy II, Phlebotomy Clinical Lab and Phlebotomy Practicum.

REQUIRED TEXTBOOKS

*The official list of textbooks and materials for this course are found on Inside NC.

Garza, Diana. Phlebotomy Handbook Blood Specimen Collection from Basic to Advanced, 8th edition, 2010.

COURSE OUTCOMES AND COMPETENCIES (as Required)
Outcome I:
Demonstrate an understanding of successful strategies for completion of the phlebotomy technician examination.
Competencies:

A. Utilize the official study guide "Study Guide for Phlebotomy Technicians" available through NHA and provide the list of suggested study materials from AMT.
B. Relay the date and location for taking the certification examination.
C. List time management techniques utilized in preparing for the phlebotomy technician examination.
D. Analyze how to use review textbooks to prepare for the phlebotomy technician examination.

Outcome II:
Demonstrate an understanding of anatomy and terminology related to the phlebotomy technician examination.

Competencies:

A. Define essential areas of the circulatory body system and blood cell types needed to pass the phlebotomy technician examination.
B. Define the stages of homeostasis as related in the phlebotomy profession as needed to pass a national certification exam.
C. Identify site selection when performing venipuncture and complete practice quizzes and review responses to determine additional areas of study.

Outcome III:
Demonstrate an understanding of safety and supplies utilized in phlebotomy to pass a national certification examination.

Competencies:

A. Identify supplies/equipment needed in proper specimen collection as related to the phlebotomy technician examination.
B. Review the OSHA Bloodborne Pathogens Standard as related to the phlebotomy technician examination.
C. Define quality assurance as relating to the healthcare facility and complete practice quizzes and review responses to determine additional areas of study.

Outcome IV:
Demonstrate the ability to organize steps in venipuncture and dermal puncture applications as related to the phlebotomy technician examination.

Competencies:

A. Explain steps required in obtaining accurate specimen collection via venipuncture.
B. Explain steps required in obtaining accurate specimen collection via dermal punctures.
C. Categorize specimen test tubes, additives and tests.
D: Identify the “Order of Draw” collection steps recognized by the National Heathcareer Association as the industry standard.

COURSE OUTLINE

I. Anatomy and terminology related to the phlebotomy technician examination.
II. Safety and supply issues related to the phlebotomy technician examination.
III. Venipuncure and dermal puncture techniques as related to passing the phlebotomy technician examination.

INSTRUCTIONAL METHODS

The instructional methods used include internet lecture, textbook review and review of the NHA Study Guide for Phlebotomy Technicians. A list of suggested review material from the American Medical Technologists will be provided. Students will be required to complete reading assignments, chapter reviews, and complete case studies with other classmates, on topics determined by the instructor to retain knowledge and demonstrate skill competency. Students must participate in all activities, as well as accurately complete assignments and examinations within the internet or classroom platform in a timely

manner. Therefore, it is imperative that students have a reliable internet provider, computer hardware, and email address to succeed in this course.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation is directly related to the performance objectives.
Performance is measured by examination, assignments, and/or quizzes.

GRADE SCALE

The letter grade is based on the percentage of the total weighted points earned throughout the semester based on the following scale:

A = 90 to 100%
B = 80 to 89%
C = 70 to 79%
D = 60 to 69%
F = 59% and below

Seventy-five percent of the final grade is based on textbook and study guide tests that evaluate knowledge of the information and ability to safely obtain laboratory specimens. Ten percent or five points (whichever is greater) will be deducted from each examination score that is not completed by its due date. This rule reinforces the need for on-time performance. Any make-up examination must be completed within 7 days of the scheduled examination or no points will be awarded for the examination.

Twenty-five percent of the final grade is based on comprehensive examination that mocks that of the national examination and scheduled during the semester's finals week. Further details and information will be provided closer to time of exam.

ASSESSMENT OF STUDENT GAIN

Student gain will be determined by student improvement in each of the areas of student competencies.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration; the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits.

Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

Note: Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published in writing and made available to students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Dean of Student Development*, Chanute Campus, Student Union, 620-431-2820, Ext. 213., or the *Dean*, Ottawa Campus, 785-242-2607 ext 312, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodation.

Phlebotomy
Certificate

The Phlebotomy certificate program prepares students to be proficient in their profession and to demonstrate successful competence in the outcomes as established by the Commission on Accreditation of Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs that mandate phlebotomy training.

Upon successful completion of this program the student will have the skills to pass the RPT (Registered Phlebotomy Technician) examination administered by American Medical Technologists (AMT) and to obtain an entry-level position in the laboratory technician profession.

General Education (GE) Courses
The phlebotomy program is designed as a terminal certificate program. Certificate students are not required to take specific elective courses for this program. If students choose to pursue continued education, the certificate will assist with skills needed in the medical assisting and nursing occupations Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

Program Core Courses
ALMA 126 Fundamentals of Phlebotomy I, ALMA 161 Fundamentals of Phlebotomy II, ALMA 182 Phlebotomy Clinical Lab, ALMA 181 Phlebotomy Practicum, ALMA 185 Phlebotomy National Exam Review.

Program Outcomes
1. Demonstrate fundamental safety procedures.
2. Discuss and perform specimen collections.
3. Process requisitions for tests performed in the laboratory.
4. Discuss the circulatory system.
5. Perform capillary punctures.
6. Communicate effectively.
7. Instruct patients.
8. Demonstrate patient preparation for procedure(s).

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation. Upon completion, the student will be awarded a 15-credit hour Certificate of Phlebotomy issued by the college.

Recommended Sequence of Courses

Semester I		
ALHE 105	Medical Terminology3	
ALMA 126	Fundamentals of Phlebotomy I	4
ALMA 161	Fundamentals of Phlebotomy II	4
	Total	**11**
Semester II		
ALMA 182	Phlebotomy Clinical Lab	2
ALMA 181	Phlebotomy Practicum	2
ALMA 185	Phlebotomy National Exam Review	1
	Total	**5**
Total Certificate Credits		**16**

For more information contact:
Program advisor
Jennifer Williams, 620-431-2820, ext. 214
jwilliams@neosho.edu

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	CRIM 129
Course Title:	Criminal Justice Administration
Division:	Liberal Arts
Program:	Criminal Justice
Credit Hours:	3
Initiation / Revision Date:	Spring 2011
Assessment Goals per Outcome:	75%

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

This course will introduce students to management issues in the context of criminal justice agencies. Students will gain familiarity with the personal and management skills necessary to effectively administer a law enforcement agency, the major management issues facing criminal justice administrators and issues surrounding the management of resources in the criminal justice context.

PREREQUISITES AND / OR COREQUISITES

None

TEXT

*The official list of textbooks and materials for this course are found on Inside NC.

Hess, Kären M. *Management and Supervision in Law Enforcement*, 6th ed. Belmont, Ca.: Cengage Wadsworth Publishing, 2012. ISBN: 9781439056448 .

COURSE OUTCOMES

Upon completion of this course, the student should be able to:

1. Explain the basic structure and organization of criminal justice agencies.
2. Demonstrate an understanding of the basic personal skills necessary to effectively manage a criminal justice agency.
3. Demonstrate an understanding of issues involved in the management of personnel in a criminal justice agency including training, personal development, and the maintenance of morale.
4. Explain the basic management problems of criminal justice agencies including discipline and behavior problems, grievances, conflict management and employment related hazards.
5. Demonstrate an understanding of resource management in the criminal justice context including the deployment of resources, budgeting, and employee evaluation and assessment.

COURSE OUTLINE

I. Management, Supervision and Leadership

a. The Structure and Organization of Law Enforcement Agencies
b. Management and the Police Mission

II. Basic Management and Personal Skills

a. Communication
b. Making Decisions and Problem Solving
c. Time Management

III. Managing Others

a. Training
b. Personal Development
c. Motivation and Morale

IV. Problems in Law Enforcement Management

a. Discipline and Problem Behaviors
b. Grievances and Conflict Management
c. Stress and Law Enforcement Job Hazards

V. Resource Management

a. Deployment and Productivity
b. Budgeting and Costs
c. Hiring and Unions
d. Employee Assessment and Evaluation

INSTRUCTIONAL METHODS

1. Lectures
2. Assignments
3. Scheduled Examinations
4. Current topics, reports, articles, statutes, and laws relating to the criminal law will be given to the students for discussion in class.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is based primarily upon results of announced and unannounced examinations and assignments as well as class participation. Students should report for class having read the assigned text and be prepared to participate in class discussions of the material.

GRADING SCALE

The following scale will be used in determining grades for examinations, assignments and a final grade:

90-100 = A
80 - 89 = B
70 – 79 = C
60 - 69 = D
0 - 59 = F

CHAPMAN LIBRARY

Reference materials, periodicals, Kansas statutes as well as numerous criminal justice internet sites are all available for research and use. Students will receive instruction in class on basic legal research both in hardbacks and on the internet. The staff at Chapman Library will assist students in finding materials either on site, through the internet or through interlibrary loans.

ATTENDANCE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	CRIM 130
Course Title:	Juvenile Justice
Division:	Liberal Arts
Program:	Criminal Justice
Credit Hours:	3
Initiation / Revision Date:	Spring 2011
Assessment Goals per Outcome:	75%

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

This course will introduce students to the juvenile justice system with an emphasis on the causes of juvenile delinquency and the special legal arrangements that have developed to deal with youth crime and corrections.

PREREQUISITES AND / OR COREQUISITES

None

TEXT

*The official list of textbooks and materials for this course are found on Inside NC.

Hess, Kären M. *Juvenile Justice*, 5th ed. Belmont, Ca.: Wadsworth Cengage Learning, 2010. ISBN: 9780495504375.

COURSE OUTCOMES

Upon completion of this course, the student should be able to:

1. Explain the history and philosophy of the juvenile justice system and identify the root causes of delinquency.
2. Demonstrate an understanding of the nature of juvenile crime including risk factors for endangered youth and gang participation.
3. Explain the role of the police, courts and corrections in the juvenile justice process.
4. Demonstrate an understanding of basic legal research utilizing
    a. Reporters
    b. Case Digests
    c. Shepherd's Citations
    d. Internet Sites

COURSE OUTLINE

I. Background

a. History and Philosophy of Juvenile Justice
b. Theories of Delinquency

II. Juvenile Crime

a. Risk Factors
b. Juvenile Offenders
c. Juvenile Victims
d. Gangs

III. Juvenile Justice Process

a. The Police and Juveniles
b. Juvenile Courts
c. Juvenile Corrections
d. Prevention of Recidivism and Delinquency

INSTRUCTIONAL METHODS

1. Lectures
2. Assignments
3. Scheduled Examinations
4. Current topics, reports, articles, statutes, and laws relating to the criminal law will be given to the students for discussion in class.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 112
Course Title: Welding Safety
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 1
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

Through a variety of classroom and/or lab learning and assessment activities, students in this course will: explain job/site safety and precautions for job/site hazards; determine the uses of personal protective equipment (PPE); identify the safety equipment and procedures related to safe work practices and environment; identify fire prevention and protection techniques; explore Hazardous Communications (HazCom) including Material Safety Data Sheets (MSDS).

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

CURSE OUTCOMES/ COMPETENCIES (as required)

1. Explain job/site safety and precautions for job/site hazards.
    a. Linked External Standards
        i. M1.a - Introduction to OSHA
        ii. E2.g - Safety and Health Program
        iii. O2.a – General industry hazards or policies and /or expand on the mandatory or elective topics.
    b. You will demonstrate your competence.
        i. By presenting a written or oral analysis
        ii. Or
        iii. By complying with the OSHA 10 General Industry Outreach Training Program
    c. Your performance will be successful when:
        i. Your analysis identifies a task of jobs to be performed.
        ii. Your analysis includes a list of possible hazards related to the task
        iii. Your analysis includes a list of precautions that need to be taken to safely perform tasks.
2. Determine the uses of personal protective equipment (PPE)
    a. Linked External Standards
        i. M1e – Personal Protective Equipment, Subpart I

b. You will demonstrate your competence:
    i. Through a written or oral evaluation of appropriate equipment for the job task
    ii. Or
    iii. By complying with the OSHA 10 General Industry Outreach Training Program
c. Your performance will be successful when:
    i. You describe the type of equipment
    ii. You describe the purpose of the equipment
    iii. You describe benefit of equipment

3. Identify the safety equipment and procedures related to safe work practices and environment
    a. Linked External Standards
        i. M1.a – Introduction to OSHA
        ii. M1.b. – Walking and Working Surfaces, Subpart D – including fall protection
        iii. E2.b – Materials Handling, Subpart N
        iv. E2g – Safety and Health Program
        v. O2.a – general industry hazards or policies and/or expand on the mandatory or elective topics
    b. You will demonstrate your competence:
        i. Through a written or oral instructor – provided evaluation tool
        ii. Or
        iii. By complying with the OSHA 10 General Industry Outreach Training Program
    c. Your performance will be successfully when:
        i. You describe industry standards applicable to walkways and working surfaces
        ii. You describe industry standards fire hazards, protection and plans
        iii. You describe industry standards electrical hazards, protections and plans
        iv. You describe industry standards applicable to machine guarding
        v. You identify safe lockout and tag out practices
        vi. You describe industry standards applicable to lifting
        vii. You explain what assured grounding is
        viii. You explain when GFCI is needed on a site
4. Identify fire prevention and protection techniques
    a. Linked External Standards
        i. M1.c – Exit Routes, Emergency Action Plans, Fire Prevention Plans, and Fire Protection, Subpart E & L
        ii. M1.d – Electrical, Subpart S
        iii. E2.a – Hazardous Materials, Subpart H
        iv. E2.b – Materials Handling, Subpart N
        v. E2.g – Safety and Health Program
        vi. O2.a – general industry hazards or policies and/or expand on the mandatory or elective topics
    b. You will demonstrate your competence:
        i. Using an instructor – provided oral or written evaluation tool
        ii. Or
        iii. By complying with the OSHA 10 General Industry Outreach Training Program
    c. Your performance will be successful when:
        i. You interpret the fire classification system
        ii. You identify the three components of a fire triangle
        iii. You describe the purpose of various fire extinguishers
        iv. You detail fire hazards potentials and system for preventing them.
5. Explore Hazardous Communications (HazCom) including Material Safety Data Sheets (MSDS)
    a. Linked External Standards

i. E2.a - Hazardous Material, Subpart H
ii. E2.b – Materials Handling, Subpart N
iii. O2.a – General industry hazards or policies and/or expand on the mandatory or elective topics

b. You will demonstrate your competence:
   i. Through an instructor – provided oral or written evaluation tool
   ii. Or
   iii. By complying with the OSHA 10 General Industry Outreach Training Program
c. Your performance will be successful when:
   i. You reference appropriate MSDS
   ii. You identify the various sections of an MSDS and its purpose
   iii. You identify the section and numbering of a container labeling system.

COURSE OUTLINE

I. Explain job/site safety and precautions for job/site hazards
II. Determine the uses of Personal Protective Equipment (PPE)
III. Identify the safety equipment and procedures related to safe work practices and environment
IV. Identify fire prevention and protection techniques
V. Explore Hazardous Communications (HazCom) including Material Safety Data Sheets.

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 100%

GRADING SCALE

On objective materials, the following scale is used:

90-100 %	A
80-89 %	B
70-79 %	C
60-69 %	D
0-59 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

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ACADEMIC INTEGRITY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 114
Course Title: Welding Cutting Processes
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 3
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

In this core curriculum introductory welding course students will examine a variety of cutting processes used in the welding trade and experience within a lab or shop setting safe practices, proper setup procedures and operation of cutting equipment. Learning activities will provide for practice and application of cutting process and students will also inspect metal cuts for quality and tolerance.

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

Reference Materials

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Distinguish several types of mechanical and thermal cutting equipment and processes used in the welding trade
    a. You will demonstrate your competence:
        i. through an instructor-provided evaluation tool
    b. Your performance will be successful when:
        i. you identify types of cutting process
        ii. you define the cutting process advantage
        iii. you define the cutting process disadvantage
        iv. you identify different components of the process equipment
        v. you describe required safety procedures of the process
        vi. you describe the set-up procedures of the process
2. Demonstrate the safe and correct set up, operation and shut down of the Oxy-fuel (OFC) workstation
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. by working with an Oxy-fuel (OFC) workstation

b. Your performance will be successful when:
    i. you use the proper personal protective equipment (PPE)
    ii. you identify safety hazards of the equipment
    iii. you properly set up the equipment
    iv. you properly light and adjust the torch
    v. you make a variety of quality cuts
    vi. you properly shut down the equipment

3. Demonstrate the safe and correct set up, operation and shut down of the Plasma Arc (PAC) workstation
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. by using the Plasma Arc (PAC) workstation
    b. Your performance will be successful when:
        i. you use the proper personal protective equipment (PPE)
        ii. you identify the safety hazards of the equipment
        iii. you properly set up the equipment
        iv. you properly shut down the equipment
        v. you make a variety of quality cuts on various types and sizes of metal
4. Demonstrate the safe and correct set up, operation and shut down of the Carbon Arc Cutting with Air (CAC-A) workstations
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. by using Carbon Air Cutting with Air (CAC-A)
    b. Your performance will be successful when:
        i. you use the proper personal protective equipment (PPE)
        ii. you identify the safety hazards of the equipment
        iii. you properly set up the equipment
        iv. you make a variety of quality gouges and cuts on various metals
        v. you properly shut down the equipment
5. Demonstrate safe and proper operation of several types of mechanical cutting equipment
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using institutional-provided mechanical equipment
    b. Your performance will be successful when:
        i. you identify safety hazards of the equipment
        ii. you use the proper personal protective equipment (PPE)
        iii. you properly set up the mechanical cutting equipment
        iv. you make a variety of quality cuts on various metals
        v. you properly shut down the equipment
6. Inspect quality and tolerance of cuts according to industry standards
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. by visually identifying quality cuts
    b. Your performance will be successful when:
        i. you inspect that the quality of edges are to industry standard
        ii. you use the proper inspection tools for the cutting process

COURSE OUTLINE

I. Distinguish several types of mechanical and thermal cutting equipment and processes used in the welding trade

II. Demonstrate the safe and correct set up, operation and shut down of the Oxy-fuel (OFC) workstation
III. Demonstrate the safe and correct set up, operation and shut down of the Plasma Arc (PAC) workstation
IV. Demonstrate the safe and correct set up, operation and shut down of the Carbon Arc Cutting with Air (CAC-A) workstations
V. Demonstrate safe and proper operation of several types of mechanical cutting equipment
VI. Inspect quality and tolerance of cuts according to industry standards

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 100%

GRADING SCALE

On objective materials, the following scale is used:

90-101 %	A
80-90 %	B
70-79 %	C
60-70 %	D
0-60 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 116
Course Title: Welding Gas Tungsten Arc Welding
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 3
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

In this course students will explore the tools, safety and operating procedures essential when working with Gas Tungsten Arc Welding equipment. In a supervised setting, students will set up equipment, build weld pads with selected electrodes and filler materials in both the flat and horizontal positions. Students will also weld selected joints and inspect GTAW welds for uniformity and tolerance.

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

Reference Materials

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Explain the gas tungsten arc welding process (GTAW)
    a. You will demonstrate your competence:
        i. through an instructor-provided written or oral evaluation tool
    b. Your performance will be successful when:
        i. you differentiate between types and uses of current
        ii. you identify the advantages and disadvantages of GTAW
        iii. you identify types of welding power sources
        iv. you identify different components of a GTAW workstation
        v. you describe basic electrical safety
2. Demonstrate the safe and correct set up of the GTAW workstation
    a. You will demonstrate your competence:
        i. in a lab or shop setting
        ii. using a GTAW workstation
    b. Your performance will be successful when:
        i. you demonstrate proper inspection of equipment
        ii. you demonstrate proper use of PPE
        iii. you demonstrate proper placement of workpiece connection

iv. you check for proper setup of equipment
v. you inspect area for potential hazards/safety issues
vi. you troubleshoot GTAW equipment and perform minor maintenance

3. Relate GTAW electrode and filler metal classifications with base metals and joint criteria
    a. You will demonstrate your competence:
        i. through a written or oral examination
    b. Your performance will be successful when:
        i. you identify electrode classifications
        ii. you explain the AWS electrode and filler metal nomenclature
        iii. you determine proper electrode and filler metal for given joint based on material and position of weld
        iv. you determine proper type of electrodes to be used in a variety of industry applications
4. Build proper electrode and filler metal selection and use based on metal types and thicknesses
    a. You will demonstrate your competence:
        i. in a lab or shop setting
        ii. using GTAW equipment
        iii. using appropriate tools
    b. Your performance will be successful when:
        i. you use safety hazard precautions and PPE
        ii. you properly prepare the tungsten electrode profile relative to base material
        iii. you perform weld using GTAW process appropriate to electrode size and filler metal size
        iv. you select the proper electrode and filler metal type and size relative to metal size, type and thickness
        v. you select the proper electrode and filler metal type and size based on material specifications
        vi. you use tools appropriate for the task
5. Build pads of weld beads with selected electrodes and filler material in the flat position
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GTAW equipment
    b. Your performance will be successful when:
        i. you use safety hazard precautions and PPE
        ii. you demonstrate proper equipment setup and troubleshooting
        iii. you create a pad of beads using GTAW process
        iv. your weld exhibits proper uniformity and profile
6. Build pads of weld beads with selected electrodes and filler material in the horizontal position
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GTAW equipment
    b. Your performance will be successful when:
        i. you use safety hazard precautions and PPE
        ii. you demonstrate proper equipment setup and troubleshooting
        iii. you create a pad of beads using GTAW process
        iv. your weld exhibits proper uniformity and profile
7. Perform basic GTAW welds on selected weld joints
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GTAW equipment

iii. using appropriate tools

b. Your performance will be successful when:
   i. you conduct proper base metal preparation
   ii. you use safety hazard precautions and PPE
   iii. you demonstrate proper equipment setup and troubleshooting
   iv. you perform fillet weld in flat position
   v. you perform a fillet weld in horizontal position
   vi. you perform a groove weld in a flat position
   vii. you perform a groove weld in a horizontal position
   viii. you use tools appropriate for the task

8. Perform visual inspection of GTAW welds
   a. You will demonstrate your competence:
      i. in the lab or shop setting
      ii. using proper inspection tools
   b. Your performance will be successful when:
      i. you identify common visual discontinuities and defects on welds
      ii. you determine causes of discontinuities and defects of welds
      iii. you inspect welds for pass/fail ratings according to industry standards
      iv. you use tools appropriate for the inspection

COURSE OUTLINE

1. Explain gas metal arc welding process (GMAW).
2. Demonstrate the safe and correct set up of the GMAW workstation.
3. Correlate GMAW electrode classifications with base metals and joint criteria
4. Demonstrate proper electrode selection and use based on metal types and thicknesses
5. Build pads of weld beads with selected electrodes in the flat position
6. Build pads of weld beads with selected electrodes in the horizontal position
7. Produce basic GMAW welds on selected weld joints.
8. Conduct visual inspection of GMAW welds

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)
9.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 90%

GRADING SCALE

On objective materials, the following scale is used:

90-102 %	A
80-91 %	B
70-79 %	C
60-71 %	D
0-61 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 118
Course Title: Welding Core: Shielded Metal Arc Welding
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 3
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

In this course students will explore the tools, safety and operating procedures essential when working with Shielding Metal Arc Welding (SMAW) equipment. In a supervised setting, students will set up equipment, build weld pads with selected electrodes in both the flat and horizontal positions. Students will also weld selected joints and inspect AMAW welds for uniformity and tolerance.

PREREQUISITE

MFGT 112 Welding Safety & MFGT114 Welding Cutting Processes

TEXTS

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

Reference Materials

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Explain the Shielded Metal Arc Welding process (SMAW).
    a. You will demonstrate your competence:
        i. through a written or oral instructor-provided evaluation tool
    b. Your performance will be successful when:
        i. you differentiate between types and uses of current
        ii. you identify the advantages and disadvantages of SMAW
        iii. you identify types of welding power sources
        iv. you identify different components of a SMAW station
        v. you describe basic electrical safety

2. Demonstrate the safe and correct set up of the SMAW workstation.
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
    b. Your performance will be successful when:
        i. you demonstrate proper inspection of equipment
        ii. you demonstrate proper use of PPE

iii. you demonstrate proper placement of workpiece connection
iv. you check for proper setup of equipment
v. you inspect area for potential hazards/safety issues

3. Relate SMAW electrode classifications with base metals and joint criteria
    a. You will demonstrate your competence:
        i. through a written or oral instructor-provided evaluation tool
    b. Your performance will be successful when:
        i. you explain the AWS electrode nomenclature
        ii. you determine proper electrode for given joint based on material and position of weld
        iii. you determine proper type of electrodes to be used in a variety of industry applications
        iv. you identify proper electrode storage and handling

4. Demonstrate proper electrode selection and use based on metal types and thicknesses
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
    b. Your performance will be successful when:
        i. you select the proper electrode type and size relative to metal size, type and thickness
        ii. you select the proper electrode type and size based on material specifications

5. Build pads of weld beads with selected electrodes in the flat position
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
    b. Your performance will be successful when:
        i. you use the proper safety procedures and PPE
        ii. you use the proper setup procedures
        iii. you create a pad of beads using SMAW electrode
        iv. your weld exhibits proper uniformity and profile

6. Build pads of weld beads with selected electrodes in the horizontal position
    a. You will demonstrate your competence:
        i. in the lab or shop setting
    b. Your performance will be successful when:
        i. you use the proper safety procedures and PPE
        ii. you use the proper setup procedures
        iii. you create a pad of beads using SMAW electrode
        iv. your weld exhibits proper uniformity and profile

7. Perform basic SMAW welds on selected weld joints.
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
        iii. using appropriate tools
    b. Your performance will be successful when:
        i. you use the proper setup procedures

ii. you use the proper safety procedures and PPE
iii. you perform a fillet weld in horizontal position
iv. you perform fillet weld in flat position
v. you perform a groove weld in a flat position
vi. you perform a groove weld in a horizontal position
vii. you use tools appropriate for the task

8. Perform visual inspection of welds
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using appropriate inspection tools
    b. Your performance will be successful when:
        i. you identify common visual discontinuities and defects on welds
        ii. you determine causes of discontinuities and defects of welds
        iii. you inspect welds for pass/fail ratings according to industry standards
        iv. you use appropriate inspection tools

COURSE OUTLINE

1. Explain the Shielded Metal Arc Welding process (SMAW).
2. Demonstrate the safe and correct set up of the SMAW workstation.
3. Demonstrate proper electrode selection and use based on metal types and thicknesses
4. Relate SMAW electrode classifications with base metals and joint criteria
5. Build pads of weld beads with selected electrodes in the flat position
6. Build pads of weld beads with selected electrodes in the horizontal position
7. Perform basic SMAW welds on selected weld joints.
8. Perform visual inspection of welds

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination. Boots will be required to work in the lab.

Grade evaluation will be broken up into four parts, each worth 25% of final grade. These four parts are as follows:

1. Lab work, which includes all welds and cuts performed in the shop.
2. Classroom work, which includes all written assignments, exams and projects made from a blueprint.

3. Attendance.
4. Conduct, which includes: safety, work habits, attitude, being trustworthy and ethical.

Safety and Health examination must be passed at 100%

GRADING SCALE

On objective materials, the following scale is used:

90-103 %	A
80-92 %	B
70-79 %	C
60-72 %	D
0-62 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 120
Course Title: Gas metal Arc Welding
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 3
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

In this introductory course students will be introduced to the Gas Metal Arc Welding (GMAW) principles, processes and safe practice. Through practice and application students will associate GMAW electrode classifications with base metals and joint criteria and build pads of weld beads in the flat and horizontal positions. Students will produce basic GMAW welds on selected weld joints and perform visual inspection of welds for quality and tolerance.

PREREQUISITE

MFGT 112 Welding Safety & MFGT114 Welding Cutting Processes.

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

Reference Materials

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Explain gas metal arc welding process (GMAW).
    a. You will demonstrate your competence:
        i. through an instructor-provided written or oral evaluation tool
    b. Your performance will be successful when:
        i. you describe different modes of transfer
        ii. you differentiate between types and uses of current
        iii. you identify the advantages and disadvantages of GMAW
        iv. you identify types of welding power sources
        v. you identify different components of a GMAW station
        vi. you describe basic electrical safety

2. Demonstrate the safe and correct set up of the GMAW workstation.
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using a GMAW workstation
    b. Your performance will be successful when:

i. you demonstrate proper inspection of equipment
ii. you demonstrate proper use of PPE
iii. you demonstrate proper placement of workpiece connection
iv. you check for proper setup of equipment
v. you inspect area for potential hazards/safety issues
vi. you troubleshoot the GMAW equipment and perform minor maintenance

3. Correlate GMAW electrode classifications with base metals and joint criteria
    a. You will demonstrate your competence:
        i. through a written or oral instructor-provided evaluation tool
    b. Your performance will be successful when:
        i. you explain the AWS electrode nomenclature
        ii. you determine proper electrode for given joint based on material and position of weld
        iii. you determine proper type of electrodes to be used in a variety of industry applications
        iv. you identify proper electrode storage and handling
        v. you identify consumables

4. Demonstrate proper electrode selection and use based on metal types and thicknesses
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW equipment
    b. Your performance will be successful when:
        i. you identify consumables for various electrode sizes
        ii. you select the proper electrode type and size relative to metal size, type and thickness
        iii. you select the proper electrode type and size based on material specifications

5. Build pads of weld beads with selected electrodes in the flat position
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW equipment
    b. Your performance will be successful when:
        i. you implement safety procedures and PPE
        ii. you implement proper equipment setup
        iii. you use the proper metal transfer
        iv. you create a pad of beads using GMAW
        v. your weld exhibits proper uniformity and profile

6. Build pads of weld beads with selected electrodes in the horizontal position
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW equipment
    b. Your performance will be successful when:
        i. you implement safety procedures and PPE
        ii. you implement proper equipment setup
        iii. you use the proper metal transfer
        iv. you create a pad of beads using GMAW
        v. your weld exhibits proper uniformity and profile

7. Produce basic GMAW welds on selected weld joints.
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW welding equipment
        iii. using appropriate tools
    b. Your performance will be successful when:
        i. you implement safety procedures and PPE
        ii. you implement proper equipment setup
        iii. you perform fillet weld in flat position
        iv. you perform a fillet weld in horizontal position
        v. you perform a groove weld in a flat position
        vi. you perform a groove weld in a horizontal position
        vii. you use tools appropriate for the task

8. Conduct visual inspection of GMAW welds
    a. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using appropriate inspection tools
    b. Your performance will be successful when:
        i. you identify common visual discontinuities and defects on welds
        ii. you determine causes of discontinuities and defects of welds
        iii. you inspect welds for pass/fail ratings according to industry standards
        iv. you use appropriate tools for inspection

COURSE OUTLINE

1. Explain gas metal arc welding process (GMAW).
2. Demonstrate the safe and correct set up of the GMAW workstation.
3. Correlate GMAW electrode classifications with base metals and joint criteria
4. Demonstrate proper electrode selection and use based on metal types and thicknesses
5. Build pads of weld beads with selected electrodes in the flat position
6. Build pads of weld beads with selected electrodes in the horizontal position
7. Produce basic GMAW welds on selected weld joints.
8. Conduct visual inspection of GMAW welds

INSTRUCTIONAL METHODS

1. Lecture

2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 90%

GRADING SCALE

On objective materials, the following scale is used:

90-104 %	A
80-93 %	B
70-79 %	C
60-73 %	D
0-63 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

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officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 122
Course Title: Welding Blueprint Reading
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 3
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

In this course students will be provided exposure to blueprint reading beginning with identification of specific lines, views, abbreviations, symbols, joints and shapes specific to the welding industry. Students will interpret basic 3D sketches using orthographic projection and blueprints and solve mathematic equations and interpret scale ratios. Use of measuring tools and interpreting a Bill of Materials are also components of this course.

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

Walker, John R., and Polanin, W. Richard. Welding Print Reading. 5th ed. Goodheart-Willcox ISBN: 978-1-59070-642-8

Reference Materials

The Procedure Handbook of Arc Welding. The James F. Lincoln Arc Welding Foundation. PO Box 17035, Cleveland, Ohio 44117-0035. 14th ed. May 2000

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Identify basic lines, views, and abbreviations used in blueprints
    a. You will demonstrate your competence:
        i. by identifying lines and views using instructor-provided materials and or resources
    b. Your performance will be successful when:
        i. you identify types of lines associated with industrial blueprints
        ii. you identify the views associated with an orthographic projection
        iii. you identify the placement of the views of an orthographic projection on a 2D surface

iv. you utilize abbreviations where appropriate

2. Interpret basic 3D sketches using orthographic projection and blueprints
    a. You will demonstrate your competence:
        i. through a written or oral instructor-provided evaluation tool
        ii. by providing a layout of a provided sketch
    b. Your performance will be successful when:
        i. you describe each view of an orthographic projection
        ii. you explain the part based on the view
        iii. you accurately layout the part based on the sketches tolerances

3. Solve applicable mathematical equations
    a. You will demonstrate your competence:
        i. you utilize mathematical equations to perform an assigned task
    b. Your performance will be successful when:
        i. you demonstrate use of fractions and decimals
        ii. you compute areas
        iii. you compute volumes
        iv. you use basic geometric equations

4. Use basic measuring tools
    a. You will demonstrate your competence:
        i. by using multiple measuring devices
    b. Your performance will be successful when:
        i. you use a variety of measuring tools and layout devices appropriate to the task
        ii. you can read a tape measure to a minimum of 1/16th of an inch or 1 mm

5. Interpret scale ratios on a blueprint
    a. You will demonstrate your competence:
        i. by completing a series of scale conversions
        ii. using instructor-provided materials
    b. Your performance will be successful when:
        i. you apply appropriate mathematical principles to assigned tasks

6. Identify basic welding joints and structural shapes
    a. You will demonstrate your competence:
        i. by identifying basic welding joints and structural shapes in a written or oral evaluation
        ii. using instructor-provided materials

b. Your performance will be successful when:
    i. you identify welding joints
    ii. you identify structural shapes

7. Interpret a Bill of Materials
    a. You will demonstrate your competence:
        i. by interpreting a Bill of Materials
        ii. by using an instructor-provided blueprint
    b. Your performance will be successful when:
        i. you identify the material description
        ii. you identify the quantities of materials
        iii. you identify parts and item numbers

8. Identify standard AWS weld symbols
    a. You will demonstrate your competence:
        i. by identifying standard AWS welding symbols
        ii. using an instructor-provided blueprint
    b. Your performance will be successful when:
        i. you identify a joint design
        ii. you identify a weld process
        iii. you identify other symbol's components

COURSE OUTLINE

I. Identify basic lines, views, and abbreviations used in blueprints.
II. Interpret basic 3D sketches using orthographic projection and blueprints
III. Solve applicable mathematical equations
IV. Use basic measuring tools
V. Interpret scale ratios on a blueprint
VI. Identify basic welding joints and structural shapes
VII. Interpret a Bill of Materials
VIII. Identify standard AWS weld symbols

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

GRADING SCALE

On objective materials, the following scale is used:

90-105 %	A
80-94 %	B
70-79 %	C
60-74 %	D
0-64 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 124
Course Title: Advanced Gas Tungsten Arc Welding
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 4
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

Through classroom and/or lab/shop learning and assessment activities, students in this course will: explain the gas tungsten arc welding process (GTAW); demonstrate the safe and correct set up of the GTAW workstation; relate GTAW electrode and filler metal classifications with base metals and joint criteria; build proper electrode and filler metal selection and use based on metal types and thicknesses; build pads of weld beads with selected electrodes and filler material in the vertical position; build pads of weld beads with selected electrodes and filler material in the overhead position; perform basic GTAW welds on selected weld joints; and perform visual inspection of GTAW welds.

PREREQUISITE

MFGT 116 Gas Tungsten Arc Welding.

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

Reference Materials

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

Explain the gas tungsten arc welding process (GTAW)

a. Properties
b. Domain: Cognitive Level Synthesis
c. You will demonstrate your competence:
    i. through an instructor-provided written or oral evaluation tool
d. Your performance will be successful when:
    i. you differentiate between types and uses of current

ii. you identify the advantages and disadvantages of GTAW
v. you identify types of welding power sources
vi. you identify different components of a GTAW workstation
vii. you describe basic electrical safety

Demonstrate the safe and correct set up of the GTAW workstation
Properties
Domain: Cognitive Level Synthesis

c. You will demonstrate your competence:
    i. in a lab or shop setting
    ii. using a GTAW workstation
d. Your performance will be successful when:
    i. you demonstrate proper inspection of equipment
    ii. you demonstrate proper use of PPE
    iii. you demonstrate proper placement of workpiece connection
    iv. you check for proper setup of equipment
    v. you inspect area for potential hazards/safety issues
    vi. you troubleshoot GTAW equipment and perform minor maintenance

Relate GTAW electrode and filler metal classifications with base metals and joint criteria
Properties
Domain: Cognitive Level Synthesis

e. You will demonstrate your competence:
    i. through a written or oral examination
f. Your performance will be successful when:
    i. you identify electrode classifications
    ii. you explain the AWS electrode and filler metal nomenclature
    iii. you determine proper electrode and filler metal for given joint based on material and position of weld
    iv. you determine proper type of electrodes to be used in a variety of industry applications

Build proper electrode and filler metal selection and use based on metal types and thicknesses
Properties
Domain: Cognitive Level Synthesis

g. You will demonstrate your competence:
    i. in a lab or shop setting
    ii. using GTAW equipment
    iii. using appropriate tools
h. Your performance will be successful when:
    i. you use safety hazard precautions and PPE
    ii. you properly prepare the tungsten electrode profile relative to base material
    iii. you perform weld using GTAW process appropriate to electrode size and filler metal size
    iv. you select the proper electrode and filler metal type and size relative to metal size, type and thickness
    v. you select the proper electrode and filler metal type and size based on material specifications
    vi. you use tools appropriate for the task

Build pads of weld beads with selected electrodes and filler material in the vertical position
Properties
Domain: Cognitive Level Synthesis

i. You will demonstrate your competence:
    i. in the lab or shop setting
    ii. using GTAW equipment
j. Your performance will be successful when:
    i. you use safety hazard precautions and PPE
    ii. you demonstrate proper equipment setup and troubleshooting
    iii. you create a pad of beads using GTAW process
    iv. your weld exhibits proper uniformity and profile

Build pads of weld beads with selected electrodes and filler material in the overhead position
Properties
Domain: Cognitive Level Synthesis

k. You will demonstrate your competence:
    i. in the lab or shop setting
    ii. using GTAW equipment
l. Your performance will be successful when:
    i. you use safety hazard precautions and PPE
    ii. you demonstrate proper equipment setup and troubleshooting
    iii. you create a pad of beads using GTAW process
    iv. your weld exhibits proper uniformity and profile

Perform basic GTAW welds on selected weld joints
Properties
Domain: Cognitive Level Synthesis

m. You will demonstrate your competence:
    i. in the lab or shop setting
    ii. using GTAW equipment
    iii. using appropriate tools
n. Your performance will be successful when:
    i. you conduct proper base metal preparation
    ii. you use safety hazard precautions and PPE
    iii. you demonstrate proper equipment setup and troubleshooting
    iv. you perform fillet weld in vertical position
    v. you perform a fillet weld in overhead position
    vi. you perform a groove weld in a vertical position
    vii. you perform a groove weld in a overhead position
    viii. you use tools appropriate for the task

Perform visual inspection of GTAW welds
Properties
Domain: Cognitive Level Synthesis

o. You will demonstrate your competence:
    i. in the lab or shop setting
    ii. using proper inspection tools
p. Your performance will be successful when:
    i. you identify common visual discontinuities and defects on welds
    ii. you determine causes of discontinuities and defects of welds

iii. you inspect welds for pass/fail ratings according to industry standards
iv. you use tools appropriate for the inspection

COURSE OUTLINE

1. Explain gas metal arc welding process (GMAW).
2. Demonstrate the safe and correct set up of the GMAW workstation.
3. Relate GTAW electrode and filler metal classifications with base metals and joint criteria
4. Build proper electrode and filler metal selection and use based on metal types and thicknesses
5. Build pads of weld beads with selected electrodes and filler material in the vertical position
6. Build pads of weld beads with selected electrodes and filler material in the overhead position
7. Perform basic GTAW welds on selected weld joints
8. Perform visual inspection of GTAW welds

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 90%

GRADING SCALE

On objective materials, the following scale is used:

90-106 %	A
80-95 %	B
70-79 %	C
60-75 %	D
0-65 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 126
Course Title: Advanced Gas Metal Arc Welding
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 4
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

Through classroom and/or shop/lab learning and assessment activities, students in this course will: explain gas metal arc welding process (GMAW); demonstrate the safe and correct set up of the GMAW workstation.; correlate GMAW electrode classifications with base metals and joint criteria; demonstrate proper electrode selection and use based on metal types and thicknesses; build pads of weld beads with selected electrodes in the vertical position; build pads of weld beads with selected electrodes in the overhead position; produce basic GMAW welds on selected weld joints; and conduct visual inspection of GMAW welds.

PREREQUISITE

MFGT 120 Shielded Metal Arc Welding.

TEXTS

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Reference Materials

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Explain gas metal arc welding process (GMAW).
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. through an instructor-provided written or oral evaluation tool
    d. Your performance will be successful when:
        i. you describe different modes of transfer
        ii. you differentiate between types and uses of current
        iii. you identify the advantages and disadvantages of GMAW
        iv. you identify types of welding power sources
        v. you identify different components of a GMAW station
        vi. you describe basic electrical safety

2. Demonstrate the safe and correct set up of the GMAW workstation.
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using a GMAW workstation
    d. Your performance will be successful when:
        i. you demonstrate proper inspection of equipment
        ii. you demonstrate proper use of PPE
        iii. you demonstrate proper placement of workpiece connection
        iv. you check for proper setup of equipment
        v. you inspect area for potential hazards/safety issues
        vi. you troubleshoot the GMAW equipment and perform minor maintenance

3. Correlate GMAW electrode classifications with base metals and joint criteria
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. through a written or oral instructor-provided evaluation tool
    d. Your performance will be successful when:
        i. you explain the AWS electrode nomenclature
        ii. you determine proper electrode for given joint based on material and position of weld
        iii. you determine proper type of electrodes to be used in a variety of industry applications
        iv. you identify proper electrode storage and handling
        v. you identify consumables

4. Demonstrate proper electrode selection and use based on metal types and thicknesses
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW equipment
    d. Your performance will be successful when:
        i. you identify consumables for various electrode sizes
        ii. you select the proper electrode type and size relative to metal size, type and thickness
        iii. you select the proper electrode type and size based on material specifications

5. Build pads of weld beads with selected electrodes in the vertical position
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW equipment
    d. Your performance will be successful when:
        i. you implement safety procedures and PPE
        ii. you implement proper equipment setup

iii. you use the proper metal transfer
iv. you create a pad of beads using GMAW
v. your weld exhibits proper uniformity and profile

6. Build pads of weld beads with selected electrodes in the horizontal position
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW equipment
    d. Your performance will be successful when:
        i. you implement safety procedures and PPE
        ii. you implement proper equipment setup
        iii. you use the proper metal transfer
        iv. you create a pad of beads using GMAW
        v. your weld exhibits proper uniformity and profile

7. Produce basic GMAW welds on selected weld joints.
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using GMAW welding equipment
        iii. using appropriate tools
    d. Your performance will be successful when:
        i. you implement safety procedures and PPE
        ii. you implement proper equipment setup
        iii. you perform fillet weld in a vertical position
        iv. you perform a fillet weld in an overhead position
        v. you perform a groove weld in a vertical position
        vi. you perform a groove weld in a overhead position
        vii. you use tools appropriate for the task

8. Conduct visual inspection of GMAW welds
    a. Properties
    b. Domain: Cognitive Level: Synthesis
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using appropriate inspection tools

    d. Your performance will be successful when:
        i. you identify common visual discontinuities and defects on welds
        ii. you determine causes of discontinuities and defects of welds
        iii. you inspect welds for pass/fail ratings according to industry standards
        iv. you use appropriate tools for inspection

COURSE OUTLINE

1. Explain gas metal arc welding process (GMAW).
2. Demonstrate the safe and correct set up of the GMAW workstation.

3. Correlate GMAW electrode classifications with base metals and joint criteria
4. Demonstrate proper electrode selection and use based on metal types and thicknesses
5. Build pads of weld beads with selected electrodes in the vertical position
6. Build pads of weld beads with selected electrodes in the overhead position
7. Produce basic GMAW welds on selected weld joints.
8. Conduct visual inspection of GMAW welds

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 90%

GRADING SCALE

On objective materials, the following scale is used:

90-107 %	A
80-96 %	B
70-79 %	C
60-76 %	D
0-66 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

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ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 128
Course Title: Advanced Shielding & Metal Arc Welding
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: 4
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

Through classroom and /or lab/shop learning and assessment activities, students in this course will: describe the Shielded Metal Arc Welding process (SMAW); demonstrate the safe and correct set up of the SMAW workstation; associate SMAW electrode classifications with base metals and joint criteria; demonstrate proper electrode selection and use based on metal types and thickness; build pads of weld beads with selected electrodes in the vertical position; build pads of weld beads with selected electrodes in the overhead position; perform basic SMAW welds on selected weld joints; and perform visual inspection of welds.

PREREQUISITE

MFGT 120 Shielded Metal Arc Welding.

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

Reference Materials

American Welding Society. Welding Inspection Technology. 2000. 4th ed.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Explain the Shielded Metal Arc Welding process (SMAW).
    a. Properties
    b. Domain: cognitive – Level Analysis
    c. You will demonstrate your competence:
        1. through a written or oral instructor-provided evaluation tool
    d. Your performance will be successful when:
        i. you differentiate between types and uses of current
        ii. you identify the advantages and disadvantages of SMAW
        iii. you identify types of welding power sources
        iv. you identify different components of a SMAW station
        v. you describe basic electrical safety

2. Demonstrate the safe and correct set up of the SMAW workstation.
    a. Properties
    b. Domain: Cognitive Level: Application
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
    d. Your performance will be successful when:
        i. you demonstrate proper inspection of equipment
        ii. you demonstrate proper use of PPE
        iii. you demonstrate proper placement of workpiece connection
        iv. you check for proper setup of equipment
        v. you inspect area for potential hazards/safety issues

3. Relate SMAW electrode classifications with base metals and joint criteria
    a. Properties
    b. Domain: Cognitive Level: Application
    c. You will demonstrate your competence:
        i. through a written or oral instructor-provided evaluation tool
    d. Your performance will be successful when:
        i. you explain the AWS electrode nomenclature
        ii. you determine proper electrode for given joint based on material and position of weld
        iii. you determine proper type of electrodes to be used in a variety of industry applications
        iv. you identify proper electrode storage and handling

4. Demonstrate proper electrode selection and use based on metal types and thicknesses
    a. Properties
    b. Domain: Cognitive Level: Application
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
    d. Your performance will be successful when:
        i. you select the proper electrode type and size relative to metal size, type and thickness
        ii. you select the proper electrode type and size based on material specifications

5. Build pads of weld beads with selected electrodes in the flat position
    a. Properties
    b. Domain: Cognitive Level: Application
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
    d. Your performance will be successful when:
        i. you use the proper safety procedures and PPE
        ii. you use the proper setup procedures
        iii. you create a pad of beads using SMAW electrode
        iv. your weld exhibits proper uniformity and profile

6. Build pads of weld beads with selected electrodes in the overhead position
    a. Properties

b. Domain: Cognitive Level: Application
c. You will demonstrate your competence:
    i. in the lab or shop setting
d. Your performance will be successful when:
    i. you use the proper safety procedures and PPE
    ii. you use the proper setup procedures
    iii. you create a pad of beads using SMAW electrode
    iv. your weld exhibits proper uniformity and profile

7. Perform basic SMAW welds on selected weld joints.
    a. Properties
    b. Domain: Cognitive Level: Application
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using SMAW equipment
        iii. using appropriate tools
    d. Your performance will be successful when:
        i. you use the proper setup procedures
        ii. you use the proper safety procedures and PPE
        iii. you perform a fillet weld in vertical position
        iv. you perform fillet weld in an overhead position
        v. you perform a groove weld in a vertical position
        vi. you perform a groove weld in an overhead position
        vii. you use tools appropriate for the task

8. Perform visual inspection of welds
    a. Properties
    b. Domain: Cognitive Level: Application
    c. You will demonstrate your competence:
        i. in the lab or shop setting
        ii. using appropriate inspection tools
    d. Your performance will be successful when:
        i. you identify common visual discontinuities and defects on welds
        ii. you determine causes of discontinuities and defects of welds
        iii. you inspect welds for pass/fail ratings according to industry standards
        iv. you use appropriate inspection tools

COURSE OUTLINE

1. Explain the Shielded Metal Arc Welding process (SMAW).
2. Demonstrate the safe and correct set up of the SMAW workstation.
3. Relate SMAW electrode classifications with base metals and joint criteria
4. Demonstrate proper electrode selection and use based on metal types and thicknesses
5. Build pads of weld beads with selected electrodes in the vertical position
6. Build pads of weld beads with selected electrodes in the an overhead position
7. Perform basic SMAW welds on selected weld joints.
8. Perform visual inspection of welds

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 90%

GRADING SCALE

On objective materials, the following scale is used:

90-108 %	A
80-97 %	B
70-79 %	C
60-77 %	D
0-67 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

ATTENDANCE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: MFGT 130
Course Title: Specialized Welding
Division: Outreach and Workforce Development
Program: Welding
Credit Hours: Four (4) Lab
Initiation/Revision Date: Fall 2011
Assessment Goal Percentage per Outcome: (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

Students will continue to focus on his or her specialty, or have the opportunity to work on an internship as prescribed by the advisory committee.

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

*The official list of textbooks and materials for this course are found on Inside NC.

Althouse, Andrew D., Turnquist, Carl H., Bowditch, William A., Bowditch, Kevin E., Bowditch, Mark, A. Modern Welding. Goodheart Willcox Company, Inc., 2004.

COURSE OUTCOMES/ COMPETENCIES (as required)

1. Demonstrate an understanding of chosen welding specialty.
2. Perform specialty welding techniques.

COURSE OUTLINE

1. Discuss facility and shop safety rules.
2. Demonstration and application of welding techniques.
3. Discuss Facility and shop safety rules.
4. Demonstration and application of welding techniques.
5. Final review.

INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Lab practice
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3rd party testing examination.

Safety and Health examination must be passed at 90%

GRADING SCALE

On objective materials, the following scale is used:

90-109 %	A
80-98 %	B
70-79 %	C
60-78 %	D
0-68 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

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Industrial Engineering Technology - Welding

Associate of Applied Science

The Associate of Applied Science in Industrial Engineering Technology is a two-year degree for students who intend to seek employment upon graduation.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.

Program Core Courses
MFGT 112 Welding Safety, MFGT 114 Welding Cutting Processes, MFGT 116 Gas Tungsten Arc Welding, MFGT 124 Welding Blueprint Reading, MFGT 120 Shielded Metal Arc Welding, MFGT 122 Gas Metal Arc Welding, MFGT 124 Advanced Gas Tungsten Arc Welding, MFGT 126 Advanced Gas Metal Arc Welding, MFGT 128 Advanced Shielded Metal Arc Welding, MFGT 130 Specialized Welding

Program Elective Courses
MGMK 101 Intro. to Business, BUSI 114 Business Law, ACCT 108 College Accounting, MGMK 132 Principles of Salesmanship, MGMK 105 Small Business Management, MGMK 147 Intro. to Management

Program Outcomes
1. Demonstrate the fundamentals of basic safety.
2. Demonstrate competence in technical skills of the trade.
3. Demonstrate an understanding of basic employability skills.
4. Communicate effectively through developing effective oral and written communication skills.
5. Think analytically through utilizing quantitative inform in problem solving.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
MFGT 112	Welding Safety	1
MFGT 114	Welding Cutting Processes	3
MFGT 116	Gas Tungsten Arc Welding	3
CSIS 130	Intro to Computer Information Systems	3
ENGL 101	English Composition I	3
MATH 114/122	Industrial Math or Plane Trigonometry	3
PSYC 100	First Year Seminar	1
	Total	**17**

(Spring) Semester II		
MFGT 124	Welding Blueprint Reading	3
MFGT 120	Shielded Metal Arc Welding	3
MFGT 122	Gas Metal Arc Welding	3
COMM 213	Interpersonal Communication	3
	Approved General Education Course	3
	Total	**15**

(Fall) Semester III		
MFGT 124	Advanced Gas Tungsten Arc Welding	4
MFGT 126	Advanced Gas Metal Arc Welding	4
PHYS 100	Introductory College Physics I	3
PHYS 130	Introductory College Physics I Lab	2
HPER 150	Lifetime Fitness	1
	Approved Technical Course	3
	Total	**17**

(Spring) Semester IV		
MFGT 128	Advanced Shielded Metal Arc Welding	4
MFGT 130	Specialized Welding	4
MGMK 101	Intro. to Business	3
OTEC 108	Career Life Skills	1
	Approved Technical Course	3
	Total	**15**

Total Program Credits **64**

This curriculum is not designed for students who wish to transfer.

For more information contact:
Program Advisor
Will Jordan
wjordan@neosho.edu

Linda Jones
ljones@neosho.edu

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	MGMK 200
Title:	Intro. to Logistics Management
Division:	Applied Science Division
Program:	Management/Marketing
Credit Hour(s):	**3**
Revision Date:	Spring 2011
Assessment Goal Per Outcome(s):	70%

CLASSIFICATION OF INSTRUCTION

___ Academic
_x_ Vocational

COURSE DESCRIPTION

This course is designed to provide students an overview of the basic logistical functions (warehousing, inventory control, order processing, customer service, packaging and transportation). Students will explore the techniques used in analyzing distribution costs as well as planning distribution systems.

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

* The official list of textbooks and materials for this course are found on Inside NC.

Contemporary Logistics, by Murphy, Wood. Prentice Hall; Upper Saddle River, New Jersey. 10th Ed. (2011).

OTHER REFERENCES

Any current publication or document on the subject of logistics as it relates to the course outline.

COURSE OUTCOMES AND COMPETENCIES (as Required)

At the end of this course, a student should be able to do the following:

1. Identify how logistics managers meet customer needs in terms of time, dependability, communication, and convenience.
2. Evaluate air, motor carrier, pipeline, rail and water modes of transportation in terms of their cost, speed, reliability, capacity and flexibility.
3. Explain what decisions and issues the transportation manager faces when it comes to pricing considerations, modal and carrier selections, documentation, making and receiving shipments, and evaluating overall service quality.
4. Describe how strategic logistic decisions can influence an organization's income statement, balance sheet, and financial ratios.
5. Evaluate advantages and disadvantages of fragmented, unified, centralized and decentralized logistics organizational structure.

6. Describe how productivity, theft, social responsibility, returns, and terrorism impact logistic systems.

COURSE OUTLINE

Unit 1 Elements of Logistics Systems

1. A Definition and Overview of Logistics
2. Demand Management, Order Management, and Customer Service
3. Inventory Management
4. Distribution Center, Warehouse, and Plant Location
5. Warehousing Management
6. Packaging and Materials Handling
7. Transportation
8. Transportation Management

Unit 2 Advanced Issues in Logistics

1. Logistics and Information Technology
2. Strategic and Financial Logistics
3. Organizational and Managerial Issues in Logistics
4. International Logistics

Unit 3 Opportunities in Logistics

1. Logistic Careers
2. Group Project Presentation
3. Plant Tour/Guest Speaker

INSTRUCTIONAL METHODS

1. Lecture and class discussion
2. Use of visual aids
3. Student assignments
4. Unit or chapter tests
5. Oral and written students reports
6. Case studies
7. Midterm and Final

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Students will be graded on various types of performance, including oral, written, daily, periodic, special contribution, homework, and projects. The instructor will determine the course grade in the following manner:

Unit tests and daily coursework…….…....60%
Participation and attendance…….…….…....10%
Group project and presentation…….…….....10%
Final exam……..…20%

GRADING SCALE

The grading scale is as follows:

90% - 100% = A
80% - 89% = B

70% - 79% = C
60% - 69% = D
Under 60% = F

Grades are rounded to the nearest whole number. For example, 79.5% will be rounded to 80% whereas, 79.49% will be rounded to 79%.

ASSESSMENT OF STUDENT GAIN

All incoming first-time, full-time students are required to pre-test by using either the COMPASS or ACT test as a testing tool.

PROGRAM ASSESSMENT OF GAIN: The Marketing/Management Education Department performs follow-up contacts on program completers one year after awarding program certificates. Placement in a vocation, successfully attending a higher level of institutional learning, or military service is considered a positive placement. The minimum acceptable level of placement is 70 percent. A program assessment tool is also be used by the Marketing/Management Department to assess mastery of program outcomes. A 70 percent proficiency or higher in major program outcomes is sought.

COURSE ASSESSMENT OF GAIN: Students must achieve a percentage score of 70 percent to satisfactory complete the course based on the course evaluation method. Target for student learning of course outcomes is an average mean score of 70%.

Attendance Policy

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Academic Integrity

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Cell Phone Policy

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VOCATIONAL/CAREER COURSE DOCUMENTATION

This course is an approved vocational offering.

ADVISORY COUNCIL INVOLVEMENT

Contact is continually made with members of the business community and members of the Ottawa Business Education Advisory Council to ensure that course content is current and conforms to the needs of the community.

NOTE:

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	MGMK 201
Title:	Introduction to Warehousing and Distribution Centers
Division:	Applied Science Division
Program:	Management/Marketing
Credit Hour(s):	**3**
Revision Date:	Spring 2011
Assessment Goal Per Outcome(s):	70%

CLASSIFICATION OF INSTRUCTION

___ Academic
_x_ Vocational

COURSE DESCRIPTION

Introduction to Warehousing and Distribution Centers covers an integrated system approach involving a variety of environments within a global marketplace. The course covers the organization and operations of warehouses and distribution centers. The major components are warehousing and distribution center paradigm, system design, locations, technology and financial dimensions.

PREREQUISITES AND/OR COREQUISITES

Introduction to Logistics Management or permission of the instructor.

TEXTS

* The official list of textbooks and materials for this course are found on Inside NC.

World-Class Warehousing and Material Handling
Author: Edward Frazelle, Ph.D.
Publisher: McGraw-Hill
ISBN: 0-07-137600-3

OTHER REFERENCES

Any current publication or document on the subject of logistics as it relates to the course outline.

COURSE OUTCOMES AND COMPETENCIES (as Required)

At the end of this course, a student should be able to do the following:

1. Describe the warehousing and distribution system's paradigm
2. Evaluate warehouse/distribution center design and layout strategies
3. Explain various location models
4. Explain and describe transport modes, rates and current regulatory issues.
5. Describe computer control systems used in warehousing and distribution centers
6. Analyze financial models and strategies

COURSE OUTLINE

Section I:
Chapter 1 Intro: Why have a Warehouse
Chapter 2 Warehouse Activity Profiling-Mining for Gold

Chapter 3 Measuring and Benchmarking Warehouse Performance

Section II:
Chapter 4: Receiving and Put-Away Principles
Chapter 5: Pallet Storage and Retrieval Systems
Chapter 6: Case Picking Systems

Section III:
Chapter 7: Small Item Picking Stations
Chapter 8: Order Picking Operations
Chapter 9: Unitizing and Shipping

Section IV:
Chapter 10: Warehouse Layout
Chapter 11: Order Picking Operations
Chapter 12: Warehouse Workforce Design & Development

INSTRUCTIONAL METHODS

1. Lecture and class discussion
2. Use of visual aids
3. Student assignments
4. Unit or chapter tests
5. Oral and written students reports
6. Case studies
7. Midterm and Final

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Students will be graded on various types of performance, including oral, written, daily, periodic, special contribution, homework, and projects.

Quizzes: There will be quizzes covering the material from the textbook, including some supplemental material.

Assignments: Students will be expected to thoroughly read and study the chapter(s) that are assigned.

Exams: Each exam will cover the assigned chapters and material from the class.

The instructor will determine the course grade in the following manner:

Unit tests and daily coursework…….…....60%
Participation and attendance…….…….…....10%
Group project and presentation…….…….....10%
Final exam……..…20%

GRADING SCALE

The grading scale is as follows:

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D

Under 60% = F

Grades are rounded to the nearest whole number. For example, 79.5% will be rounded to 80% whereas, 79.49% will be rounded to 79%.

ASSESSMENT OF STUDENT GAIN

All incoming first-time, full-time students are required to pre-test by using either the COMPASS or ACT test as a testing tool.

PROGRAM ASSESSMENT OF GAIN: The Marketing/Management Education Department performs follow-up contacts on program completers one year after awarding program certificates. Placement in a vocation, successfully attending a higher level of institutional learning, or military service is considered a positive placement. The minimum acceptable level of placement is 70 percent. A program assessment tool is also be used by the Marketing/Management Department to assess mastery of program outcomes. A 70 percent proficiency or higher in major program outcomes is sought.

COURSE ASSESSMENT OF GAIN: Students must achieve a percentage score of 70 percent to satisfactory complete the course based on the course evaluation method. Target for student learning of course outcomes is an average mean score of 70%.

Attendance Policy

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

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Academic Integrity

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Cell Phone Policy

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

VOCATIONAL/CAREER COURSE DOCUMENTATION

This course is an approved vocational offering.

ADVISORY COUNCIL INVOLVEMENT

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	MGMK 202
Title:	Introduction to Supply Chain Management
Division:	Applied Science Division
Program:	Management/Marketing
Credit Hour(s):	3
Revision Date:	Spring 2011
Assessment Goal Per Outcome(s):	70%

CLASSIFICATION OF INSTRUCTION

___ Academic
_x_ Vocational

COURSE DESCRIPTION

This course is designed to provide students an overview of the basic functions of a supply chain orientation toward business. The role of supply chain processes is examined in creating competitive advantage with respect to quality, flexibility, lead-time, and cost. Topics covered will include customer service, inventory concepts, transportation, warehousing, purchasing, and supply chain management.

PREREQUISITES AND/OR COREQUISITES

Introduction to Logistics Management or permission of the instructor.

TEXTS

* The official list of textbooks and materials for this course are found on Inside NC.

Supply Chain Management: A Logistics Perspective, by Coyle, Langley, Gibson, Novack, Bardi. South-Western Cengage Learning; Mason, Ohio. 8th Ed. (2009)

OTHER REFERENCES

Any current publication or document on the subject of supply chain management as it relates to the course outline.

COURSE OUTCOMES AND COMPETENCIES (as Required)

At the end of this course, a student should be able to do the following:

1. Illustrate how a supply chain crosses the boundaries of businesses and coordinates the two-way flow of goods, services, information, and financial information (including pricing) from the point of origin to the point of use.
2. Explain the vertical and horizontal dimensions of supply chain relationships.
3. Create examples of supply chain performance measures involving time, quality, cost and supporting metrics.
4. Demonstrate an understanding of how supply chain management decisions regarding channel structure, inventory, order handling and transportation impact return on assets.
5. Describe a supply chain information system in terms of its key elements, requirements, and capabilities.
6. Identify and evaluate the seven principles of supply chain management and how they contribute to revenue growth, asset utilization and cost reduction.

COURSE OUTLINE

Unit 1 Foundation and Framework

1. An Overview of Supply Chain Management
2. The Role of Logistics

Unit 2 Strategic Dimensions of Supply Chains

3. Global Dimensions
4. Relationships
5. Performance Measurement and Financial Analysis
6. Information and Technology

Unit 3 Movement of Products

7. Collaborative Demand Management
8. Network Analysis and Design
9. Reverse Flows
10. Strategic Challenges and Change

Unit 4 Opportunities in Supply Chain Management

11. Supply Chain Management Careers
12. Group Project Presentation
13. Plant Tour/Guest Speaker

INSTRUCTIONAL METHODS

1. Lecture and class discussion
2. Use of visual aids
3. Student assignments
4. Unit or chapter tests
5. Oral and written students reports
6. Case studies
7. Midterm and Final

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

The instructor will determine the course grade in the following manner:

Unit tests, quizzes and daily coursework……..……....60%
Participation and attendance…….…….....10%
Group project and presentation…….…….....10%
Final exam…….……20%

.GRADING SCALE

The grading scale is as follows:

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70% - 79% = C
60% - 69% = D
Under 60% = F

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ASSESSMENT OF STUDENT GAIN

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COURSE ASSESSMENT OF GAIN: Students must achieve a percentage score of 70 percent to satisfactory complete the course based on the course evaluation method. Target for student learning of course outcomes is an average mean score of 70%.

Attendance Policy

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	MGMK 203
Title:	Introduction to Transportation Operations and Management
Division:	Applied Science Division
Program:	Management/Marketing
Credit Hour(s):	**3**
Revision Date:	Spring 2011
Assessment Goal Per Outcome(s):	70%

CLASSIFICATION OF INSTRUCTION

___ Academic
_x_ Vocational

COURSE DESCRIPTION

This course covers the significance of an integrated, well-organized, transportation system to a market-driven economy. The development of the transportation system of the U.S from both historic and economic perspectives is included.

PREREQUISITES AND/OR COREQUISITES

Introduction to Logistics Management or permission of the instructor.

TEXTS

* The official list of textbooks and materials for this course are found on Inside NC.

Operations Management, Eleventh Edition
Author: William J. Stevenson
Publisher: McGraw-Hill Publishing
ISBN: 978-0-07-35252-9
Copyright: 2012

COURSE OUTCOMES AND COMPETENCIES (as Required)

At the end of this course, a student should be able to do the following:

1. Describe and solve typical problems using averaging techniques, trend and seasonal techniques, and regression analysis.
2. Explain the importance of location decisions.
3. Demonstrate an understanding of the benefits and requirements of material requirements planning (MRP.)
4. Describe the key issues of supply chain management.
5. Solve simple linear programming problems using the graphical method

COURSE OUTLINE

Section I:
Chapter 1: Intro to Operations Management
Chapter 2: Competitiveness, Strategy, and Productivity
Chapter 3: Forecasting
Chapter 4: Product & Service Design

Section IIa:
Chapter 5: Strategic Capacity Planning for Products & Services
Chapter 6: Process Selection and Facility Layout
Chapter 7: Work design and Measurement
Chapter 8: Location Planning and Analysis

Section IIb:
Chapter 9: Management of Quality
Chapter 10: Quality Control
Chapter 11: Aggregate Planning and Master Scheduling
Chapter 12: Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP)

Section III:
Chapter 13: Inventory Management
Chapter 14: Just-In-Time (JIT) and Lean Operations
Chapter 15: Supply Chain Management

Section IV:
Chapter 16: Scheduling
Chapter 17: Project Management
Chapter 18: Management of Waiting Lines
Chapter 19: Linear Programming

INSTRUCTIONAL METHODS

1. Lecture and class discussion
2. Use of visual aids
3. Student assignments
4. Unit or chapter tests
5. Oral and written students reports
6. Case studies
7. Midterm and Final

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Students will be graded on various types of performance, including oral, written, daily, periodic, special contribution, homework, and projects.

Assignments: Students will be expected to thoroughly read and study the chapter(s) that are assigned.

Exams: Each exam will cover the assigned chapters and material from the class.

The instructor will determine the course grade in the following manner:

Unit tests and daily coursework…….…….....60%
Participation …….…….…….....10%
Notebook assignment, final paper or other special project….....10%
Final exam……...…20%

GRADING SCALE

The grading scale is as follows:

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80% - 89% = B
70% - 79% = C
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VOCATIONAL/CAREER COURSE DOCUMENTATION

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ADVISORY COUNCIL INVOLVEMENT

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: SURG 106
Course Title: Surgical Technology Clinical 1
Division: Allied Health
Program: Surgical Technology
Credit Hours: Two (2)

Initiation/Revision Date: Spring 2011
Assessment Goal Per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course focuses on continuing application of lecture and laboratory material through applying it into the initial clinical setting. Students begin their supervised clinical rotations, with focus on Level 1 Core surgical procedures. Integration of the surgical technologist's role as first scrub with assist is emphasized.

PREREQUISITE

Admission to Surgical Technology Program, and successful completion of SURG 100 Introduction to Surgical Technology.

TEXTS

Fuller, J. (2005). *Surgical Technology Principles and Practice*. Textbook and Workbook set (4th ed.). St. Louis, MO: Elsevier Saunders. ISBN: 978-1-4160-2371-5

Rothrock, J. (2011). *Alexander's Surgical Procedures*. (1st ed.). St. Louis: Mosby. ISBN: 978-0323-075558

Goldman, M. *Pocket Guide to the Operating Room.* (3rd ed). Philadelphia, PA: F.A. Davis. ISBN: 0-8036-1226-5

COURSE OUTCOMES & COMPETENCIES

Given the clinical experiences, at the completion of SURG 106, the student will:

I. Demonstrate basic knowledge of Level 1 Core surgical procedures, as detailed below and defined in the Association of Surgical Technologist's Core Curriculum, 5th Edition, ISBN 978-0-926805-32-3.

   A. General surgery, including types of incisions, surgery of the bowel, small intestine, gall bladder, breast surgery and abdominal wall structures as well as endoscopy including esophagogastroduodenoscopy, sigmoidoscopy and colonoscopy. (148, 149)
   B. Obstetrical and Gynecological surgery, including hysterectomy, laparoscopy, hysteroscopy, surgery of the ovary and fallopian tubes performed through the abdominal wall, and cesarean births. (149)
   C. Genitourinary surgery, including cystoscopy and urethroscopy accomplished through the external meatus. (149, 150)

D. Orthopedic surgery, including procedures involving the four extremities and other procedures involving the skeletal system. (150)
E. Ear surgery, including myringotomy and insertion of pressure equalizing tubes. (149)
F. Nose and throat surgery, including septoplasty, sinuscopy, thyroidectomy, tonsillectomy and adenoidectomy. (149)

II. Demonstrate knowledge of surgical skills and routines that are necessary to participate in Level 1 Core surgical procedures.

A. Define and apply terms and principles of physics to safe patient care practices in the OR. (71-83, 100)
B. Demonstrate labeling and handling of medications on the sterile field. (48-53)
C. Demonstrate knowledge of supplies and equipment needed for primary surgical procedures of different specialties studied. (86-88)
D. Demonstrate basic instrumentation knowledge and organization in the first scrub with assist role. (88, 96, 252)
E. Demonstrate proper positioning of instruments for passing during surgical procedures, including loading of appropriate sutures. (92, 96, 104, 109, 117)
F. Demonstrate aseptic technique application within the sterile environment of the first scrub with assist, including surgical scrub, gowning and gloving of self and additional team members, opening supplies, maintaining environment, and draping of the patient. (92-95, 98, 252)
G. Demonstrate knowledge of counting procedures and rationales in the first scrub with assist role. (97, 252)
H. Discuss knowledge of proper handling of specimens. (107)
I. Demonstrate surgical conscience as it applies to the surgical technologist in the first scrub with assist role. (252)
J. Discuss anticipating the surgeon's needs during a surgical procedure.
K. Prepares sterile dressings. (126)

III. Perform the duties of the surgical technologist during any given Level 1 Core surgical intervention at the first scrub with assist level.

A. Discuss different surgical specialties and the surgeries performed under those specialties. (148-253)
B. Demonstrate checking and pulling of supplies, instruments and equipment needed for Level 1 Core surgical procedures by using knowledge and physician preference cards by specialty.
C. Define room preparation procedures for basic surgical procedures, including performing terminal activities of cleaning and preparation of instruments, supplies and the OR.
D. Discuss requirements of sterile processing as it applies to identification of sterile supplies and instruments, as well as flash sterilizing.
E. Demonstrate knowledge of transporting, transferring and positioning of the surgical patient. (71-83)
F. Demonstrate confidence in functioning within the surgical environment as first scrub with assist.

COURSE OUTLINE

Content	Hours	Student Activities
General Surgery	48	Case prep records
OB/GYN Surgery	16	Case prep records
Orthopedic Surgery	16	Case prep records
Genitourinary Surgery	**8**	**Case prep records**
ENT Surgery	8	Case prep records
Total Clinical Hours	*96*	

INSTRUCTIONAL METHODS

On-site clinical engagement with written record.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

A. The clinical grade is determined in the following way:

1. Weekly evaluation scores 65%
2. Binder submission score 25% - (Surgical Case Reports on all surgeries completed and Cumulative Student Case Profile)
3. Professional behaviors demonstrated 10% (these include reference from clinical site representative through evaluation scores, representing the college and/or program at public events, participation in monthly AST meetings, completing continuing education articles with a post-test from a surgery-related magazine, organization or website, or writing professional articles for publication (school or national newsletters).(Students must have at least 1 behavior demonstrated during the semester for full points) **A grade of "B" or above is required to pass the clinical portion of the course.**

GRADING SCALE

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = Below 60%

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a course, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment, to determine gain in competency, will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of weekly evaluations, and binder submissions of cases completed. Class participation is, of course, considered.

ATTENDANCE POLICY

Any clinical absence will require make-up:

Should a student's absences exceed 10 percent (for any reason) of scheduled clinical classes, the instructors may recommend student withdrawal from the course. Any deviation from this policy will be at the discretion of the Surgical Technology faculty in a Surgical Technology progression meeting with the Dean of Outreach and Workforce Development.

Students with conditions involving an elevated temperature, open lesions, contagious upper respiratory or gastrointestinal conditions put others health at risk and therefore will not be admitted to class/clinical. You must have a doctor's note for consideration of exception. The student must notify the instructor each day that he/she is absent. A "No Show/No Call" to the clinical instructor for the day missed may result in dismissal from the program.

ACADEMIC INTEGRITY

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CELL PHONE POLICY

Students may not carry cell phones and/or pagers while at the clinical sites. They may be left in the facility supplied locker/changing rooms and checked on breaks. Faculty may approve an exception for special circumstances.

NON-DISCRIMINATION STATEMENT

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, or religion; in the admission, access to, treatment, or employment in the college's programs and activities is prohibited. The Chief Student Affairs officer, NCCC, 800 West 14th Street, Chanute, Kansas 66720, 431-2820 ext. 213, has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008. Information concerning the provisions of these acts, and the rights provided thereunder, are available from the compliance coordinator.

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Faculty Senate Report: Nathan Stanley, Faculty Senate President, gave the following report to Trustees. The spring semester has entered its final week, and faculty are looking forward to the end of the semester. Final grades and assessment reports will be due no later than 5pm on May 17th.

Beverly Roush, Assistant Director of Nursing, reports that the renovation of the Rowland Building Simulation Hospital will begin May 16th. All classes except the lab are being moved to other locations on campus.

Business instructor Mark Watkins has earned his doctorate in educational leadership in higher education from Wichita State University, and Mary Lisa Joslyn earned her Master's of Science in Nursing from Mid America Nazarene University.

Mary Weilert, Literature and Movie Club sponsor, reports that the club has gathered about 176 canned and other pre-packaged food items for their club-sponsored food drive. Also, on May 4th, 45 students attended a club screening of The Rocky Horror Picture Show. Student Senate helped fund the event, and prizes were given out to students for best costumes.

On Sunday May 1st, the NCCC Bella Voce women's vocal ensemble and St. Cecilia's Choir performed in an afternoon concert in the gymnasium. Several alumni who had sung in the NCCC choral program under David Smith in the past joined the choirs in the performance of several of the songs.

On May 4th and 5th, Sarah Owen's Reader's Theatre class presented an evening program entitled "Stories from Darfur", in which students read poetry, short stories, and letters pertaining to recent events in the war-torn Darfur region of Sudan.

Dean of Student Development Report: Eric Tincher, Dean of Student Development, gave the following report.

His department is working on improving processes and procedures. He also noted that there they have processed over 3.588 transcripts this year.

The admissions department hosted the first Panther Preview Day at Ottawa on May 3rd and Ottawa's first Principal/Counselor Conference on May 4.

On the Chanute campus the first of six Panther Enrollment Days was held on April 27th with 42 students attending. The next enrollment day will be May 25th and there are 24 signed up to attend. The remaining enrollment days are June 8, 22, 29 and July 6th.

Admissions also hosted 41 eighth graders from Humboldt Middle School on April 19th.
Students toured Mobil Lab, Biology area, Residence Halls and enjoyed an outdoor picnic with musical guest 'Scratch Track'.

The admissions department will also have representation for NCCC county fairs this summer. They will attend fairs in Neosho, Franklin, Miami and Anderson counties.

The advising department reported that the Early Academic Warning System results for Spring 2011 were encouraging with a decrease of 9.4% students on the D, F list from February to April.

The advising department has signed Articulation Agreements & Career Pathways with the following high schools: Anderson County, Baldwin City, Baxter Springs, Central Heights, Chanute, Cherryvale, Erie, Humboldt, Parsons, St. Paul, Wellsville, West Franklin County.

The financial aid department has process 2,293 FAFSA's for a total of $5,869,281 in financial aid disbursed for 2010-11. This includes grants, loans, scholarships and work study payments.

As of May 10, 2011 there are 189 students living in the residence halls. For fall 2011 Mr. Tincher reports that 104 applications have been received for the halls. Student activities for spring included: homecoming, funny t-shirts, tie-dye party, hypnotist, a bowling tournament, movie nights, scratch track, drive-in movie, and a relaxation program. The student of the month for May is Allen Johnson.

Student Senate elections were held and officers for 2011-12 are:
President: Sarah Black, Secretary/Treasurer: Angie Sierra,
Sophomore Senators: Lydia Jackson and Jessica Dale

NCCC continues to work on a partnership with Erie High School to house international students in the future. Current international students participated in several outings this semester including skiing and ice skating trips, the blood drive, and a camping/canoeing trip is scheduled for May 17-20.

Treasurer's Report: Sandi Solander, Chief Financial Officer, reported that the college had receipts 2.4 million dollars and disbursed 2.452 million dollars in April. The cash balance at the end of April is $6,468,448.04.

President's Report: President Brian Inbody gave the following update for Trustees.

Enrollment numbers are looking good in Ottawa, Chanute, and Online. The numbers from IDO and ODO are very low and this is on purpose. In the past those enrollments have been entered as they came in from concurrent sites into one "open" section number per class. Later, when the high schools would finish adjusting their schedules permanent section number were assigned to each student. That meant registration had to "drop and add" each student, causing a lot of extra work. Now registration is going to wait until things are a bit more stable before putting the students in the system. As a result, the "overall" enrollment numbers will be artificially low until those enrollments are entered. Dr. Inbody suggested concentrating on the "big three" – Chanute, Ottawa and Online, to see if enrollment is up or down.

Spring Semester 2011

CAMPUS	YEAR CODE	TERM CODE	RUN DATE	STUDENT TOTAL	CREDIT HOUR TOTAL	% INCREASE OR DECREASE
TOTAL	2009	50	5-12-11	2578	16305	
TOTAL	2010	50	5-12-11	2816	17686	8.47%
CHANUTE	2009	50	5-12-11	631	5428	
CHANUTE	2010	50	5-12-11	629	5680.5	4.65%
OTTAWA	2009	50	5-12-11	700	4561	
OTTAWA	2010	50	5-12-11	744	5103	11.88%

ONL	2009	50	5-12-11	725	3326	
ONL	2010	50	5-12-11	925	4207	26.49%
ODO	2009	50	5-12-11	272	1376	
ODO	2009	50	5-12-11	252	1312	-4.65%
IDO	2009	50	5-12-11	250	1614	
IDO	2010	50	5-12-11	266	1383.5	-14.28%

Summer Semester 2011

CAMPUS	YEAR CODE	TERM CODE	RUN DATE	STUDENT TOTAL	CREDIT HOUR TOTAL	% INCREASE OR DECREASE
TOTAL	2010	10	5-12-11	1032	4602	
TOTAL	2011	10	5-12-11	1160	5178.5	12.53%
CHANUTE	2010	10	5-12-11	170	656	
CHANUTE	2011	10	5-12-11	199	784.5	19.59%
OTTAWA	2010	10	5-12-11	321	1445	
OTTAWA	2011	10	5-12-11	350	1604	11%
ONL	2010	10	5-12-11	437	1947	
ONL	2011	10	5-12-11	526	2250	15.56%
ODO	2010	10	5-12-11	71	418	
ODO	2011	10	5-12-11	46	269	-35.65%
IDO	2010	10	5-12-11	33	136	
IDO	2011	10	5-12-11	39	271	99.26%

Fall Semester 2011

CAMPUS	YEAR CODE	TERM CODE	RUN DATE	STUDENT TOTAL	CREDIT HOUR TOTAL	% INCREASE OR DECREASE
TOTAL	2010	30	5-12-11	784	5978	
TOTAL	2011	30	5-12-11	829	6518	9.03%
CHANUTE	2010	30	5-12-11	215	2619	
CHANUTE	2011	30	5-12-11	250	2977	13.67%
OTTAWA	2010	30	5-12-11	227	1701	
OTTAWA	2011	30	5-12-11	266	2023	18.93%
ONL	2010	30	5-12-11	236	1048	
ONL	2011	30	5-12-11	298	1407	34.26%

ODO	2010	30	5-12-11	1	6	
ODO	2011	30	5-12-11	8	50	733.33%
IDO	2010	30	5-12-11	105	604	
IDO	2011	30	5-12-11	7	61	-89.9%

As required by Board Policy, Dr. Inbody notified the Board that he intends to allow the sale of surplus property. This year the sale will be Saturday at 10:30 am. There are quite a few old items from Ottawa in the sale this year. Current employees were given a chance to look through the items and claim anything they wanted for their offices before releasing them for the sale.

The FY11 budget will not be adjusted at the 11th hour, which is good news. Also, it appears that the state appropriation for community colleges will be unchanged for next year (FY12). SB 143 was passed by both houses and awaits the Governor's signature. If both items hold true then the College should receive exactly the same allocation next year as was received last year. Keep in mind that the allocation was cut 12.7% two years ago and has never been restored. Although they have passed the new tech-ed funding formula, they did not fund it. The only new funding for community colleges is a $500,000 grant program with a 1 to 1 match from industry to create new programs. For FY13 and beyond the Counsel of Presidents (COPS) will be asking for the full $90 million to fully fund the new formula.

Dr. Inbody said he has received the insurance renewal and the increase offered is within the budget on the large expenditure sheet. The College had very good usage numbers, staying around or below 85%, which is the target. Dr. Inbody said he was displeased with part of the numbers. Through IMA, the College broker, he asked Preferred Health to sharpen its pencil, especially in the area of group C coverage, which went up 8.1%. This is the "working Mom" track that is used to gauge how affordable the insurance is. Often the lowest paid employees take group C and if it goes up 8.1% then they will have to pay an additional $350 per year to cover their kids. Dr. Inbody said he hopes to have the full renewal for approval the June meeting.

The grand opening was a huge success with over 300 in attendance for the ribbon cutting. The President reported he heard comments such as, "this is the nicest building in Ottawa," and "this elevates the whole town." The Sim Hospital and the TLC got the most positive comments. Dr. Inbody thanked the ribbon cutting committee and all of the Ottawa Staff for doing such a great job hosting.

The punch list is being completed now and he predicts that the final payment of $297,545.50 (the "retainage") will be made in the next month. Road improvements will begin on Tuesday, May 17 and should be complete before fall semester begins.

Dr. Inbody said he has talked with two of the neighbors around the College who live near the corner of 10th and Allen. They have concerns about the relocation of softball field to that corner. One neighbor has asked for a neighborhood meeting to discuss this proposal. Inbody said he was considering this and asked for the Trustees opinion on the matter.

The administration had their first meeting with Bartlett and West with Devore and Associates about the softball field and structures for youth soccer. Also at the meeting was Bryan Barnett, who has build many softball fields and whose daughter will be a Panther come fall. It was a great meeting where ideas were kicked around from everyone, resulting in the render attached. The rendering show that they are considering reorienting the field to put home plate furthest from the corner of 10th and Allen. There are many reasons for this change:

- Foul balls - Less chance of foul balls hitting cars driving by. There are a lot more foul balls then there are home runs.
- ADA Accessibility – Fewer feet of sidewalks will be required to the "stands" area of the field.
- Utilities – better location due to the availability of utilities there.
- Sound – speakers will be turned into the campus and stands not toward the street, so it should be quieter for the neighbors.
- Parking – stands will be closer to the internal lot outside of Stoltz, hopefully keeping the parking off the streets. This is a concern of the neighbors.
- Access for youth soccer – This puts the structures near soccer field(s) for easier access to restrooms and concession stands.
- Safety of Athletes - The setting sun will be less of a factor for the third basemen who often must deal with line drive hits.
- "Park" Opportunity – Outside the fence at the very corner could be a park-like area with benches and a monument of some kind. Steve Murry has an idea for a "Paw Clock." The look of the corner is a concern of the neighbors.

The planned structures around the field may contain:

- Dugouts
- Locker Room
- Press Box
- Concession Stand
- Bathroom
- Referee changing area (required)
- 2 storage areas (one for grounds keeping equipment and one for sports equipment.)

Much of this can be phased in over time.

There are or may soon be many searches going on for open positions. They include:

- Science Instructor Ottawa, to replace KJ Pittman who left at semester
- Math Instructor Chanute, to replace Nathan Stanley, who transferred to Ottawa
- Registrar/Director of IR (if approved), due to a resignation
- Coordinator of Residential Life, due to a resignation
- Athletic Director (if approved)
- Administrative Assistant to Dean of Student Development and AD, Switchboard/Copy Center backup (if approved at the June Meeting)

Once all revenue amounts are known, Dr. Inbody may be bringing additional positions, as was discussed at the spring retreat.

With new positions come new offices and the need to move folks around. Dr. Inbody said he is considering consolidating the admissions office in the "Welcome Center" in the Student Union and moving the Dean of Student Development back to Sanders Hall. He is also considering consolidating the advising function in the CAVE. Right now it is spread between Sanders and the CAVE. If more positions are added to areas such as the planned jobs in payroll, registration/IR, and Science Instructor - Chanute, other additions may be needed. They are considering building a new office in room 206 as well as a new office in the CAVE to accommodate these changes.

Dr. Inbody said that all of this is band-aids on the larger problem that, no matter how you structure it, folks that work together on a regular basis will never fit into one building. If you put advising together with testing, then you lose the connection with registration. You put the Dean in the central office with his/her areas you separate admissions from the main area, and on and on. The solution is the proposed Student Services building that would unite all administration, grants, CAVE, and student services into one building. He said he is looking forward to the day when he can announce the resources to build such a building have been secured.

A wall is being built in the official's room to allow student senate storage to be moved from the Student Union to this new room. This will allow for the storage of a proposed concession stand and associated equipment in the Student Union storage room.

Arrowheads Signs will be constructing a sign on the corner of 14th and Santa Fe, near Service Office. The sign will sit on a 15' pole and is 6'10" high x 15' 6" long. The College has entered into a one year contract to put messages on that sign to advertise College events and important dates, such as games and enrollment dates. The cost is $240 a month with a free 13th month. Messages will appear every four minutes with the option of having two separate messages each day. The messages can be changed as often as we like and they can put new messages on it within hours. It is estimated that 30,000 vehicles go by that corner each day.

Agenda Item VIII-A: Registration Reorganization

Registration and Institutional Research (IR) are two pivotal departments on campus. Registration maintains much of the student information database and is responsible for keeping accurate student files, entering enrollments, managing the semester schedules, etc. Institutional Research creates reports often work together to create state and federal reports, runs the database for outcomes assessment and completes internal reports about student data. A number of issues have arisen over the past few years in the separate Registration and Institutional Research departments:

- greater number of state and federal reports are now required;
- increased complexity of data reporting requirements resulting in much more time needed to complete the reports;
- issues with data integrity, including many "fatal errors" when running queries within our system;
- reporting deadlines missed or turned in on the last hours of the last day;
- confusion as to what office, IR or Registration, will take the lead as to report completion;
- anticipated internal IR needs increasing as I require more data driven decision-making for all administration;
- Higher Learning Commission's Pathways project that begins in 2013 and has many anticipated data requirements;
- Significant delays in registration functions including transcript evaluations, transcript entry, and other functions;
- Strained relationships between departments responsible for various aspects of reporting and registration
- Workload that greatly exceeds manpower resources resulting in overtime and burned-out employees;
-

Recently we have had a resignation in registration in the Office of Registrar. When a resignation occurs we always take the opportunity to examine the position and the department. As a result of this examination I am recommending a reorganization of both the IR and registration departments, uniting both offices under one Registrar/Director of Institutional Research. I have attached a new job description for this position. The current position of Registrar will be dissolved if you accepted this plan.

It is my plan to empower the new Registrar/Director of IR to evaluate and put forth a recommendation for a new structure in registration. This new structure will be presented at the June Board meeting.

For IR I am recommending a modification to the existing IR specialist position to that of Assistant Director of Institutional Research. This modified position description is attached.

Resolution 2011-35

RESOLVED, that the Board of Trustees of Neosho County Community College approves the position of Registrar/Institutional Research Director and Assistant Director of Institutional Research.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Registrar/Director of Institutional Research

Reports to: Dean of Student Development
Classification: Full-time, 12-month employee
Pay Status: Administrator
Location: Chanute
Vacation/Sick Leave/Regular Holidays, Fringe Benefits per Board Policy
Starting Salary Range: $35,000-$40,000
Revision Date: May 2011

Purpose of Position: This position is a member of the Student Development team who reports to the Dean of Student Development. This position is responsible for the management of student records and the coordination of registration and enrollment procedures for the college. The Registrar/Director is responsible for institutional reporting and research with regard to student information system data. This position will work directly with other student development areas to implement a comprehensive student development program for the college.

Essential Functions:

Primary duties:

1. Lead and advance the departments of registration and institutional research;
2. Ensure the quality, validity, and integrity of the student information system data in conjunction with the CIO and other departments;
3. Coordinate the creation of institutional research reports and procedures;
4. Maintain and assist in the planning of course offerings and assist in updating the master course list;
5. Manage the registration area of learning management system (InsideNC);
6. Establish and maintain student files, ensuring all academic records are kept current and accurate; monitor student records to ensure compliance to academic regulations and program requirements for graduation.
   Perform official duties as registrar including, but not limited to: evaluation of transcripts, signing eligibility rosters, responding to surveys, making residency decisions, performing graduation checks, assigning new course numbers, setting enrollment, certification and withdraw dates;
7. Prepare state aid reports, , Kansas Board of Regents enrollment reports, Kansas Postsecondary Database, IPEDS, and other reports;
8. Coordinate the registration staff at the Ottawa campus to ensure duplication of services at that campus;
9. Assist with updating the College catalog and any other college publication where appropriate;
10. Perform other miscellaneous duties as assigned by the Dean of Student Development.

Required Knowledge, Skills and Abilities

1. Experience working with databases, ability to manage and analyze data.
2. Extreme attention to detail, organizational skills, ability to manage a large number of tasks at one time;
3. Demonstrated ability to learn and disseminate detailed information using a high level of interpersonal skills.

4. Sensitivity to, and awareness of, confidential materials.
5. Ability to work effectively with diverse populations.
6. High level of coordinating skills.
7. Ability to exercise sound judgment.

8. Willingness and ability to lead the registration department and work as a member of a team.
9. Must possess a service mentality toward students, parents, faculty and other staff members.

Education and Experience:

- Associate degree required; Bachelor degree preferred.
- Minimum of two years of experience in student services (preferably in registration) or institutional research is required.

Working Conditions:

1. Work is normally performed in a typical interior/office work environment.
2. Occasional evening hours required.

3. Ability to sit for long periods while operating a personal computer is required.
4. No or very limited physical effort required.
5. No or very limited exposure to physical risk.

Assistant Director of Institutional Research
Reports to: Registrar/Director of Institutional Research
Classification: Full-time 12-month employee, Management Support
Pay Status: Regular, exempt
Benefits: Full, 12-month fringe benefits
Starting Salary range: $$25,000-$30,000

Purpose of Position: This full-time position reports to the Registrar/Director of Institutional Research and is responsible for assisting institutional research, data acquisition, preparation, analysis and reporting. Duties include, but are not limited to:

1. Assist the Registrar/Director of IR, with the acquisition, preparation and analysis of data for the IPEDS, KHEER, KACCBO, KBOR, KSPSD, KHEDS, Core Indicator, outcomes assessment, program review, institutional effectiveness and other federal, state and local reports;
2. At the direction of the Registrar/Director of IR , conduct internal and external research such as surveys of employees, students, and community members as assigned and necessary;
3. Design, test and implement ad-hoc data queries and reports as requested by the Registrar/Director of IR,;
4. Assist the Registrar/Director of IR with training for faculty and staff on database and query terminology and usage;
5. Assist Admissions, Registration, Financial Aid, Business Office, Grant Writer and Development Office department heads with data manipulation when appropriate and as directed;
6. Perform other duties as assigned by the Registrar/Director of IR.

Education and Experience

- Bachelors degree in a related field of study; OR
- Associate's degree and two years experience with duties listed above requiring initiative and judgment.
- Experience with data reporting tools (Access, Crystal Reports, Infomaker, etc.) required.

Working Conditions

1. Normal office working environment.
2. Ability to sit for long periods while operating a personal computer is required.
3. Some travel during normal working hours may be required.
4. Time commitment in excess of a forty hour week will sometimes be required.

Agenda Item VIII-B: Appointment of Registrar/Institutional Research Director

This items was deleted from the agenda.

Resolution 2011-36

Agenda Item VIII-C: Athletic Director Position

Athletics represents over $1 million investment by the college each year. The department employs 23 full and part-time employees and is responsible for more that 250 student athletes. To lead this investment the college has tried a long list of structures including combining Athletic Director with Foundation Director, with Dean of Student Development and with Head Coach, with mixed results each time. The Athletic Director must fit in leadership of his or her department between aspects of their other position. With such divided time and energy it is not surprising that athletics have not advanced at the pace of the other programs of the college. Further, athletics is seen as not fully integrated with the operation of the college leading to miscommunication and rifts forming between the department and other offices on campus. Even within the department coaches have said they are isolated. Efforts such as purchasing or fundraising are not united. As a result opportunities are missed.

Current leadership in athletics has done an excellent job, based on what time and energy they have to devote to the position. However, my expectations for the department for greater advancement and improved processes will make it impossible for a part-time athletic director to be successful, no matter how qualified.

As a first step in elevating athletics and set them on a course of advancement I am recommending that the Board of Trustees establish a position for a full-time athletic director beginning in the 2011-2012 college year. The proposed job description follows.

After an appropriate amount of time, this position will be re-examined as to its value to the College.

Resolution 2011-37

RESOLVED, that the Board of Trustees of Neosho County Community College approves the recommendation to establish a position for a full-time athletic director starting July 1, 2011.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Athletic Director

Reports to: President
Organizational Unit: Exempt, Senior Administrator
Starting Salary range: $40,000 - $50,000
Based on Education and Experience
Created: May, 2011

This position reports to the President and provides leadership and administrative oversight for the athletic department. The Athletic Director shall serve on the President's executive team.

Duties and Responsibilities:

1. Lead and advance all college athletic programs.
2. Develop and administer budgets for all activities in the department.
3. Serve on National, State, and Conference athletic committees.
4. Comply with all college, state, conference and NJCAA statutes, policies, rules and regulations.
5. Champion the academic success of all student athletes.
6. Coordinate student athlete eligibility.
7. Supervise scheduling of all contests with intercollegiate opponents.
8. Lead and advance community support and spectator experience for all athletic programs.
9. Lead and advance all athletic fund raising including booster club operations in conjunction with the NCCC Foundation.
10. Coordinate and approve all aspect of athletic travel.
11. Recommend advancement of athletics including additional sports programs.
12. Lead and advance sports information to all stakeholders.
13. Lead and advance the integration of athletics within college and fully participate in advancing the mission of the college.
14. Maintain a master inventory of all athletic equipment.
15. Maintain and advance college athletic facilities in consultation with the VPO.
16. Coordinate and supervise all athletic events and ensure those events are supervised by someone from the Athletic Department.
17. Supervise Title IX compliance for athletic programs
18. Assume other duties as assigned by the President.

Experience and Education:

1. Bachelors degree required; Masters degree or Doctorate preferred.
2. At least three years experience in inter-collegiate athletics as a player, coach, or official preferred.
3. At least three years experience working in higher education at the community college level preferred.
4. At least three years experience in athletic administration at the secondary or post secondary level preferred.

Working Conditions:

1. Normal office working environment.
2. Ability to sit in an office chair for long periods while operating a personal computer is required.
3. Some travel during normal working hours will be required.
4. Time commitments in excess of forty hour work week will sometimes be required.

Non Discrimination

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, or religion; in the admission, access to, treatment, or employment in the college's programs and activities is prohibited. The Chief Student Affairs officer, NCCC, 800 West 14th Street, Chanute, Kansas 66720, 431-2820 ext. 213, has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008. Information concerning the provisions of these acts, and the rights provided thereunder, are available from the compliance coordinator.

Agenda Item VIII-D: Dean of Student Development

It is my recommendation that the Board approve the employment of Jason Kegler as the Dean of Student Development. Mr. Kegler holds a Master of Liberal Studies-Organizational Leadership from Fort Hays State University. He earned a Bachelor of Arts in Psychology from the University of Saint Mary at Leavenworth.

Mr. Kegler has worked at Allen Community College since 2000 where he was the director of admissions/marketing, director of student life and an adjunct faculty member. From 1998-2000 he was the academic advisor/women's basketball coach at Pratt Community College.

Mr. Kegler will be paid $54,000 annually (senior administrator classification) starting July 1, 2011.

Resolution 2011-38

RESOLVED, that the Board of Trustees of Neosho County Community College approves the employment of Jason Kegler as the Dean of Student Development starting July 1, 2011 at an annual salary of $54,000.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-E: Chapman Library Elevator Replacement Design Build Contract Change Order

The most serious accessibility issues on this campus are currently the lack of an appropriate handicapped-accessible elevator and restrooms in Chapman Library. These two accessibility projects in Chapman Library are at the top of the NCCC Capital Improvement Plan.

The Board has given the college administration direction to proceed to replace the Chapman Library elevator and renovate the restrooms and has already approved a design build contract to replace the elevator. Bids for the work under the auspices of that contract have come in better than the revised contractor's estimates, thereby prompting a change order to reduce the amount of the elevator design build contract. The change order for the design build contract to Loyd Builders is attached, and will decrease the original contract amount from $141,789.00 to $129,680.00, a reduction of $12,109.00.

Funding for the elevator project will come from the Barbee Trust fund. It is my recommendation that the Board approve the design/build contract change order for the Chapman Library elevator replacement project with Loyd Builders of Ottawa, Kansas to reduce the contract amount to $129,680.00.

Resolution 2011-39

RESOLVED, that the Board of Trustees of Neosho County Community College approves the design/build contract change order for the Chapman Library elevator replacement project with Loyd Builders of Ottawa, Kansas to reduce the contract amount to $129,680.00.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-F: Rowland Hall Renovation Project Design Build Contract

Neosho County Community College (College) continues to make good progress on the implementation of the Capital Improvement Plan (CIP), thereby reducing our deferred maintenance backlog. In conjunction with the effort, the college has been working on implementation of our Facilities Master Plan (FMP). Both the CIP and FMP include renovation projects in Rowland Hall.

This proposed major renovation project will include relocation of the business department, office relocation and renovation, and the addition of a simulated hospital which will put our Chanute facilities on a par with our new Ottawa facility. Current plans for the simulated hospital call for a eight-bed skills lab, secure med storage room, two exam rooms, nurses' station, three simulated hospital rooms with control room, surgical tech lab with scrub room and sterile rooms. In addition, offices will be relocated to allow for a new corridor to provide access and a new main entrance to the Mary Grimes School of Nursing. Title III will provide funding for the surgical tech lab and associated equipment. The Title III contract portion of this project ($24,500) will be addressed in a separate contract.

At the direction of the board, the administration has been working on preliminary design of the renovation with Loyd Builders and Devore and Associates architects, the same firms completing the Ottawa facility. Using the same design team has allowed the college to move ahead quickly but with care on the preliminary design. Some design changes may be necessary once the project is being implemented, however. This design/build contract obligates the Board of Trustees to engage Loyd Builders of Ottawa, KS as the design/build firm for this project. Local subcontractors will be utilized as much as feasible for the project. A copy of the renovation project design/build contract is attached. The contract price for this general contract will be $645,862.00. Total project cost for both the general contract and the Title III portion will be $670,362.00. This contract price may be adjusted and revised through the change order process once bidding for the project has been completed. It is anticipated the total contract price may be lower than $670,362.00, but we must wait for the bids before the final contract price can be calculated. Loyd Builders will design and implement the renovation replacement project in conjunction with Devore and Associates and the college's project design team.

The funding for this project has minimal impact on the general fund of the college and draws funding from the following eight sources: Carl Perkins, ARRA stimulus funding, tax credit funds, capital outlay funding, savings from the residence hall bond refinancing, deferred maintenance fund, health science student lab fees, and the maintenance budget of the general fund. It is my recommendation that the Board approve the design/build contract for the Rowland Hall Renovation Project as specified for $645,862.00 with Loyd Builders of Ottawa, Kansas.

Resolution 2011-40

RESOLVED, that the Board of Trustees of Neosho County Community College approves the design/build contract for the Rowland Hall Renovation Project as specified for $645,862.00 with Loyd Builders of Ottawa, Kansas.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-G: Rowland Hall Surgical Technology Lab Design Build Contract

This design build contract will create the surgical technology lab portion of the Rowland Hall renovation. A copy of the contract is attached. Title III will provide funding for the surgical technology lab and associated equipment. The Title III contract for this portion of the Rowland renovation project totals $24,500. The main general renovation design build contract will be handled separately. Total project cost for both the general contract and the Title III portion will be $670,362.00.

The funding for this project has no impact on the general fund of the college and draws funding from only Title III. It is my recommendation that the Board approve the design/build contract for the Rowland Hall Surgical Technology Lab Project as specified for $24,500.00 with Loyd Builders of Ottawa, Kansas.

Resolution 2011-41

RESOLVED, that the Board of Trustees of Neosho County Community College approves the design/build contract for the Rowland Hall Surgical Technology Lab Project as specified for $24,500.00 with Loyd Builders of Ottawa, Kansas.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-H: Chapman Library/CAVE Restroom Renovation Design Build Contract

Neosho County Community College (College) continues to make progress on the funding and implementation of the Capital Improvement Plan (CIP), thereby reducing our deferred maintenance project backlog. Towards that end, at the January 13, 2011 meeting, the Board approved a policy establishing a Deferred Maintenance Fund which will be used to fund projects listed in the CIP. In addition, at the December 9, 2010 meeting, the Board had already approved funding up to $200,000 of CIP projects this year specifically from this fund, pending Board approval.

When the ISES Corporation completed their Facility Condition Analysis of the NCCC Chanute campus in January, 2007, they reported the second most serious accessibility issue on this campus was the lack of an appropriate handicapped-accessible elevator and restrooms in Chapman Library (the most serious accessibility issue at that time was the lack of an appropriate handicapped-accessible ramp on the rear exit of the Chapman Library—this ramp was completed in 2008). Therefore, these accessibility projects in Chapman Library became a part of the NCCC Capital Improvement Plan in 2007.

The Board has given the college administration direction to proceed to replace the Chapman Library elevator and renovate the restrooms to meet current accessibility statutes and guidelines. Because of the need to get the actual elevator ordered (which can take 12 weeks to receive), the administration has recommended two different design/build contracts be developed. They are:

1. Chapman Library elevator replacement design/build contract (funding for the elevator project will come from the Barbee Trust fund)
2. Chapman Library/CAVE restroom renovation design/build contract(funding for the restroom renovation project will come from the Deferred Maintenance Fund)

The work for both contracts will be accomplished at the same time during this summer and the contracts will actually be run as a single project by the contractor to save funding. The contract for the elevator replacement has already been approved. This design/build contract obligates the Board of Trustees to engage Loyd Builders of Ottawa, KS as the design/build firm for this restroom renovation project. Local subcontractors will be utilized as much as feasible for the project. A copy of the restroom design/build contract is attached. Loyd Builders will implement the restroom renovation in conjunction with the elevator replacement project approved previously, thereby saving the college funds.

Funding for the elevator project will come from the deferred maintenance fund. It is my recommendation that the Board approve the design/build contract for the Chapman Library restroom renovation project as specified for $79,069.00 with Loyd Builders of Ottawa, Kansas.

Resolution 2011-42

RESOLVED, that the Board of Trustees of Neosho County Community College approves approve the design/build contract for the Chapman Library restroom renovation project as specified for $79,069.00 with Loyd Builders of Ottawa, Kansas.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-I: Text Messaging Contract

In February of 2011, the text messaging provider (MessageBuzz) notified the college that their company had been acquired by another company. This new parent company (CELLIT) assured the college that all of our user and account info would be ported over and that we would see additional benefits to their product. Those claims did not come to fruition. We have encountered many issues with the software platform, and the user interface is far less than adequate.

Staff was also advised that the pricing model that we had been using with MessageBuzz would no longer apply and the college would have to move to a monthly service fee. Given the circumstances surrounding this transition, staff felt that it would be prudent to look at some other vendors for this service. Technology Services evaluated several text messaging platforms and determined that RAVE Wireless, Inc. would be best suited for our application, as RAVE specializes in the Higher Education market and have several features that would greatly enhance our service to the users. The RAVE current list of clients includes several Kansas Schools such as KU, KSATE, Wichita State, and Washburn. RAVE users also include many other larger institutions such as Duke, North Carolina, USC, and UCLA.

References for RAVE have been checked and all gave positive feedback on the company and the software's ability to integrate with various student information systems. I recommend that we enter into a three-year agreement with RAVE Wireless for a total contract price of $10,800. A three-year contract allows for the greatest savings over the life of the proposed contract. $4,800 will be paid in year one which includes a one-time setup fee, followed by two annual payments of $3,000 each.

The funding for this project will come from existing budgets set aside for that purpose. It is my recommendation that the Board approve the text messaging contract as specified for $10,800 with RAVE Wireless, Inc. over three years.

Resolution 2011-43

RESOLVED, that the Board of Trustees of approves the text messaging contract as specified for $10,800 with RAVE Wireless, Inc. over three years.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-J: Food Service Contract

The College is completing the fourth year of a five year contract with Great Western Dining Services to provide operation and management of food services. The Administration is satisfied with the performance of the service provided and is recommending extending the contract year-to-year through June, 2015.

The serving and dining areas in the cafeteria have not had significant improvements made since they were built in 1996. Upgrades are needed to meet ever changing code requirements, update the appearance and better serve all customers. In exchange for the extension, Great Western will make available to Neosho County Community College an investment in the amount of $50,000. The investment will be made in annual increments of $10,000. Payment for the annual investment will be paid to the college in two payments of $5,000 each. The first payment will be made on or by December 1st of each contract year with the second payment being made on or by May 1st of each contract year. Each annual increment will be amortized on a straight line basis over one year. If needed or agreed upon upgrades exceed $10,000 in any given year of the contract, the following year's allotment would be reduced and a buyout clause added to cover those conditions. The final expenditure list will be mutually agreed upon between Great Western and Neosho County Community College. Neosho County Community College will own the investment.

Features of the contract are:

Serving Hours:

	Current Mon/Fri	**Current** Sat/Sun	**Proposed** Mon/Fri	**Proposed** Sat/Sun
Breakfast	7:30-8:30 am		7:00-9:00 am	
Continental Breakfast	8:30-9:00 am			
Brunch		12:00-1:00pm		12:00-1:00 pm
Lunch	11:30-1:00 pm		11:30-1:15 pm	
	Mon/Thur		**Mon/Thur**	
Dinner	5:30-7:00 pm	5:00-6:00 pm	5:30-7:30 pm	5:00-6:00 pm
	Friday			
Dinner	5:00-6:30 pm			

Late Night Burger Bar Meal Option:

Great Western will operate a late night supplemental meal option for two hours per night. Nights and hours of operation will be mutually agreed upon. Great Western will charge NCCC $2.00 per day per participant. NCCC agrees to reimburse GWD all labor dollars associated with the late night meal option. Billing for the late night option will be on a weekly basis. NCCC reserves the right to cancel the late night option at any time. NCCC will be the first community college in Kansas to offer a late night meal option.

Board of Trustees' Meetings:

Great Western will provide complimentary meals for the monthly Board of Trustees' meetings consisting of a deli tray with at least three meats and related garnishments, assorted breads, fruit and cheese. If preferred the in lieu of the deli buffet, Trustees may choose to go through the serving line instead by advance scheduling with Great Western. Great Western will also provide complimentary coffee, tea, and assorted soft drinks for these meetings.

It is my recommendation that the College accept the proposal submitted by Great Western Dining Services, Inc. In addition to providing excellent service, they have established an ongoing positive relationship that we would like to continue. The contract term will begin July 1, 2011 and is renewable, year-to-year through 2015.

Resolution 2011-44

RESOLVED, that the Board of Trustees of Neosho County Community College accepts the proposal from Great Western Dining Services, Inc. to provide food service for the college, beginning July 1, 2011 and renewable year-to-year through 2015.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

EXHIBIT "A" TO THE FOOD SERVICE AGREEMENT

Location: Neosho County Community College
800 West 14th Street
Chanute, Kansas, 66720

Date: July 1, 2011

Contract Term: 5 Years

Special Provisions:

Contract Dining Rates Per Day - 7 Day Charge

Number of Contracts	**19 Meal Plan**
250 & above	$7.54
240-249	$7.61
230-239	$7.68
220-229	$7.74
210-219	$7.83
200-209	$7.91
190-199	$8.03
180-189	$8.14
170-179	$8.24
160-169	$8.40
150-159	$8.48
140-149	$8.74
130-139	$8.93
120-129	$9.19
119 & below	Renegotiate

Guarantee of Service Days:
Meal plan rates are based on a **Minimum of (224 1/2) Two Hundred and Twenty Four and One Half Accounting Days.** Partial days are billed as 1/6 for breakfast, 2/6 for lunch, and 3/6 for brunch and dinner.

Serving Hours:

	Monday-Friday	**Saturday-Sunday**
Breakfast	7:00 am-9:00 am	
Brunch		12:00 pm-1:00 pm
Lunch	11:30 am-1;15 pm	
Dinner	5:30 pm-7:30 pm	5:00 pm-6:00 pm

Late Night Burger Bar Meal Option:
Great Western will operate a late night supplemental meal option for two hours per night. Nights and hours of operation will be mutually agreed upon. Great Western will charge NCCC $2.00 per day per participant. NCCC agrees to reimburse GWD all labor dollars associated with the late night meal option. Billing for the late night option will be on a weekly basis. NCCC reserves the right to cancel the late night option any time.

Personnel Meal Credit:

Each year of the contract Great Western will provide a $4,000 meal credit to the College for Personnel Food Service, to supply food and drink for College Sponsored functions. Such as in-service days, registration, Christmas Party, and any other event the College deems appropriate.

Casual Meal Rates;

Breakfast --	$ 3.89
Lunch & Brunch --	$ 5.27
Dinner --	$ 6.11
Specials, Steak Night --	$ 6.93
Soup, Salad & Deli --	$3.50
(No Rebate) Ten Meal Card --	$46.38

Prices do not include applicable state sales tax.

Admissions Office Meals:

A special meal price of $3.25 will be charged for prospective students dining in the cafeteria. No rebate will be offered for sales accruing from these meals.

Senior Citizens:
On a day designated by the College Great Western will offer senior citizens a special reduced price of $4.50 including tax for regularly scheduled meals in the cafeteria. No rebate will be paid on these meals.

High School Students Living on Campus:
During regular board service days visiting high school students living on the NCCC Chanute campus will be offered meals based on the current week's board billing rate broken down by the following meals: Breakfast at 1/6 of the daily rate, Lunch at 2/6 of the daily rate, Brunch at 3/6 of the daily rate and Dinner at 3/6 of the daily rate. The weekly board billing rate will be based on a combination of both college and high school students listed on Thursday of the billing week.

Return to the College:
Great Western shall pay to the Client within thirty (30) days following the end of the month a commission on all Gross Sales described below:

Casual Meals --	10.0%
Catering - Non College Sponsored --	10.0%
Summer Conference --	No Rebate

Commissions will be derived from gross sales less sales tax (net revenue).

Commissions are not applied during summer months.

Work Study Students:
The college will grant Great Western work study labor pending the availability of students. Great Western will reimburse the college at 30% of campus minimum wage for hours worked by work study students.

Summer Service:

Summer Board Service and NCCC Student Camp
A Ten (10) meal plan will be provided; lunch and dinner Monday through Friday for the daily rate of $11.37 per day per participant. All charges will be for a full day, no partial day meal will be offered on the plan.

Summer Conferences
Breakfast, lunch, and dinner will be served for the rate of $16.65 per day per participant. Breakfast- $3.70, Lunch- $6.08, Dinner- $6.87.

Special Board Rates:
A fixed price of $11.37 a student per day for Two (2) meals per day will be charged for students staying in the residence halls and eating in the cafeteria prior to the start of

regular board rates. All charges will be for a full day, no partial day meal will be offered on the plan.

A fixed price of $15.81 a student per day for Three (3) meals per day will be charged for students staying in the residence halls and eating in the cafeteria prior to the start of regular board rates. All charges will be for a full day, no partial day meal will be offered on the plan.

Courtesy Meals:

Designated Meal Passes
Great Western Dining will provide seven (7) courtesy full meal passes for individuals to be designated by the college. There will be No charge for these courtesy meals. The college will provide Great Western Dining with the list of individuals using the courtesy meals prior to the beginning of each semester. There will be no charge for meals for administrators visiting from other institutions.

Board of Trustees' Meetings
Great Western will provide complimentary meals for the monthly Board of Trustees' Meetings consisting of a deli tray with at least three meats and related garnishments, assorted breads, fruit and cheese. If preferred the in lieu of the deli buffet the Trustees may choose to go through the serving line instead. Great Western will also provide complimentary coffee, tea, and assorted soft drinks for these meetings.

Foundation Board Meetings
Courtesy meals through the cafeteria line will be provided for individuals attending luncheon meetings for the Neosho County Community College Development Foundation.

Annual Development Foundation Donation:
Great Western will provide a $4,500 credit for catering to the NCCC Foundation. All prices will be calculated at current catering prices.

Great Western's Investment:

a. Great Western desires that improvements be made to the Neosho County Community College dining facility on the Chanute campus and will invest the amount of $50,000.00 therefore during the term of this Contract as follows:$5,000.00 on December 1st and May 1st each contract year commencing December 1, 2011.
b. The improvements to be made and timing for making such improvements will be mutually agreed upon between Great Western and Neosho County Community College. If such mutually agreed improvements will require expenditures in excess of semi-annual payments already paid and to be paid during the contract year in which improvements costs will be expended, Great Western will:
    i) Prepay semi-annual payments sufficient to pay for such mutually agreed improvements.
    ii) Prepayments will be documented by separate written agreement.
c. Great Western and Neosho County Community College intend that improvements of at least $50,000.00 will be made to the Neosho County Community College dining facility using the Great Western investment, and will act in good faith to agree on the nature and timing of improvements. It is

anticipated that any substantial improvements may not occur until the second contract year.

d. If Great Western has prepaid for improvements and this Contract is terminated early by Neosho County Community College for reasons unrelated to Great Western's performance of its obligations, Great Western shall be entitled to return of the unrealized pro rata portion of its investment (i.e. if it has paid $50,000.00 and the Contract is terminated immediately after the 5th regular semi-annual payment date, it shall be entitled to return of the five (5) prepayments in the amount of $25,000.00).
e. All improvements to the dining facility, including equipment, fixtures, and other items purchased with Great Western investment funds shall be the property of Neosho County Community College.

Contractual Provisions Attachment:
The provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 1-01), which is Attached hereto, are herby incorporated in this contract and made a part thereof.

Guarantee of Rates and Charges:
All rates, charges and special services proposed to the Client and other financial arrangements related to the food service operation and contained in this contract will be maintained and guaranteed by Great Western for a period of **TWELVE (12) FULL MONTHS** from the date Great Western commences operations. Subsequent year's board rates shall be negotiated with the College and shall not increase by more than the Consumer Price Index "Food Away From Home", for all urban consumers in the Kansas City area, as provided in the foregoing Agreement.

However, in the event that legislation or government intervention makes law any increases in minimum hourly rates, mandatory fringe benefits, or state and federal payroll taxes, Great Western will pass these on to the Client reflected in subsequent year's= board rates as provided in the foregoing agreement.

The entirety of the Campus Dining Proposal for Neosho County Community College and the specifications for food service as requested in the NCCC request for proposal are incorporated herein by reference.

Date:_____

NEOSHO COUNTY COMMUNITY COLLEGE INC.

By:_____

Date: _____

GREAT WESTERN DINING SERVICE,

By:_____
Name: Fred Pfeiffer
Title: President

Date: _____

Agenda Item VIII-K: 2010-11 Budget Amendment

It is necessary to amend the FY2010-11 Budget to include unanticipated expenditures for refinancing the 1999 Student Union and Dormitory Revenue Bonds. At the time the budget was prepared in July 2010 no plan had been made to refinance the bonds. Bond reserve funds were used to fund the additional expenditures.

NOTICE OF HEARING ON
AMENDING THE 2011 BUDGET

The governing body of
Neosho County Community College
will meet on the 9th day of June, 2011 at 5:30 P.M., at
Oak Room Student Union
for the purpose of hearing and answering objections of taxpayers relating to the proposed amended use of funds.

Detailed budget information is available at
Business Office
and will be available at this hearing.

SUMMARY OF AMENDMENTS

	Adopted Budget 2010-2011			Proposed Amendment 2010-2011 Budget
Fund	Actual Tax Rate	Amount of Tax to be Levied	Expenditures and Transfers	Expenditures and Transfers
Revenue Bonds	0	$0	$560,215	$660,215

Board Chairman

Resolution 2011-45

RESOLVED, that the Board of Trustees of Neosho County Community College approves the FY2010-11 Budget Amendment for publication. Further, that the public hearing on the proposed budget amendment will be held on Thursday, June 9, 2011 at 5:30 p.m. in the Oak Room of the Student Union of the College.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Amended Agenda Item L: Resignation Date for Dean of Student Development

Eric Tincher, Dean of Student Development has asked to amend his resignation date to Thursday, June 9, 2011. It is my recommendation that the Board approve Mr. Tincher's request.

Resolution 2011-47

RESOLVED, that the Board of Trustees of Neosho County Community College approves amended the resignation date for Eric Tincher to June 9, 2011.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Amended Agenda Item VIII-M: Executive Session-Employer-Employee Negotiations

Upon a motion and a second the Board recess into executive session for 15 minutes to discuss matters relating to employer-employee negotiations and to include the President, Vice President for Administration, Chief Financial Officer and the College Attorney.

The Board entered executive session at 7:00 p.m. The Board returned to open meeting at 7:15 p.m.

Amended Agenda Item VIII-N: Executive Session-Non Elected Personnel

Mr. Chairman,

Upon a motion and a second the Board recess into executive session for 20 minutes to discuss personnel matter of non-elected personnel which if discussed in open meeting might violate their right to privacy. The Board asked Dr. Inbody to wait outside to be included later during the executive session. The Board entered executive session at 7:16 p.m.

The Board returned to open meeting at 7:36 p.m.

Upon a motion and a second the Board returned to executive session for 20 minutes to continue discussions of personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy. The Board entered executive session at 7:36 p.m.

The Board returned to open meeting at 7:56 p.m.

Upon a motion and a second the Board returned to executive session for 15 minutes to continue discussions of personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy. The Board entered executive session at 7:57 p.m.

The Board returned to open meeting at 8:12 p.m.

Upon a motion and a second the Board returned to executive session for 15 minutes to continue discussions of personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy and to include the President. The Board entered executive session at 8:12 p.m.

The Board returned to open meeting at 8:27 p.m.

Resolution 2011-47

RESOLVED, by the Board of Trustees of Neosho County Community College that the Employment Agreement with Dr. Brian Inbody as President and Chief Executive Officer of Neosho County Community College be extended for an additional one year period, extending it to a three year term, with increases in compensation and benefits, and updating the written Goals And Objectives, all as discussed in Executive Session.

The Chairman of the Board shall provide written Notice of Extension with modified compensation and benefits stated, and updated written Goals And Objectives attached, to be prepared by the Board Attorney on or before June 15, 2011.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item IX-A: Adjournment

Upon a motion and a second the meeting adjourned at 8:30 p.m.

Respectfully submitted,

_____	_____
David Peter, Chair	Terri Dale, Clerk