



Northeast Alabama Community College
Curriculum Committee
Minutes

October 25, 2017

Meeting: The Curriculum Committee held a meeting on Wednesday, October 25, 2017 at 2:30 p.m.

Present: Rodney Land, Chair, Olivia Dodd, Secretary, Jane Hopson, Dr. Julia Everett, Adam Niblett, Joan Reeves, Tom Dixon, Rob Woodall, Dr. Joe Burke, Dr. Eric Campbell, Chad Gorham, Haley Johnson, Brad Fricks

Not Present: Dr. Mike Kennamer, Angie Stewart, Sherry Whitten, Sherie Grace

Chair Rodney Land called the meeting to order.

Old Business: The committee reviewed the minutes from July 11, 2017, September 25, 2017, and October 10, 2017. Mr. Brad Fricks made a motion to approve the minutes; Ms. Joan Reeves seconded the motion. All members present voted in favor of the motion.

New Business:

Mr. Land presented an *Application for Addition to the Curriculum* for CNC 158 on behalf of Dr. Mike Kennamer. Dr. Kennamer included the state approval documentation in his application (see addendum). Mr. Fricks made a motion to approve the course; Ms. Reeves seconded the motion. All members present voted in favor of the motion.

Ms. Haley Johnson presented an *Application for Addition to the Curriculum* for CIS 159. She stated that this is the fourth and final course for the application software program. The other three courses were previously approved by the committee. Ms. Johnson stated that the state syllabus will be provided at the November ACCS conference. Ms. Jane Hopson made a motion to approve the course; Mr. Rob Woodall seconded the motion. All members present voted in favor of the motion.

Mr. Land asked the committee to make a change to the Pre-Physical Therapy Transfer Guide:

Add OAD 211 or MAT 101 to Area V electives.

Dr. Joe Burke made a motion to accept the change; Mr. Chad Gorham seconded the motion.

Ms. Johnson asked the committee to review a change to the Office Administration-Medical degree program. Ms. Amy Lacount, Office Administration instructor, submitted a request to remove MAT 128 from the list of OAM Area V electives. The committee tabled the discussion until more information is available.

With no other business to discuss, Mr. Land adjourned the meeting at 2:55 p.m.



Northeast Alabama Community College

Application for Additions to the Curriculum

- Directions:
- (1) Save this form to your computer as a Word document (.doc extension).
 - (2) Submit the completed form via e-mail to your division director, with a copy e-mailed to the Office of Institutional Planning and Assessment (doddo@nacc.edu).
 - (3) Submit a signed print copy to your division director.
 - (4) Attach a copy of the course syllabus.

Please note that the application must be approved by the Curriculum Committee before it is presented to the Vice President/Dean of Instruction for final approval.

1. Course prefix and number Course title
CNC 158
2. How does this course help achieve or enhance the Northeast Alabama Community College Mission?
Provides students with the skills necessary to satisfy workforce demands
3. Give justification for offering this course at Northeast Alabama Community College.
Local /area businesses have met with NACC representatives to request this course be offered.
4. Is this a transfer course? No
If so, what is the AGSC Transfer Code Designation (A, B, or C)? N/A
5. Into what degree or certificate program(s) will this course fit? ISO AAS-Industrial Systems-Machine Tool Technology
6. Into what STARS area(s) will the course fit in a transfer program (Areas I-V)? N/A
7. Is this course listed in the Alabama College System Course Directory? Yes
If so, please attach a copy of the ACS directory listing.
8. Provide the course description. The purpose of this course is to teach the general fundamentals of stamping. Topics include the dangers of a press operation, the primary components of presses and their functions, the operations of various types of dies, various stamping production methods, and the numerous components used to make up various dies. Upon completion students should be completely familiar with stamping operations and have a fundamental knowledge of how dies are constructed and how they shape material
9. Does this course have a previously taught equivalent? If so, please list the prefix, number, title, and track number of the previous course.
10. List all degree plans, programs, certificates, and/or transfer guides affected, as well as the corresponding areas (Areas I-V). Attach additional page(s) if necessary. Area V: ISO (CER ,AAS); MTT STC

Submitted by Hugo DeAngelis Date 10/12/17
Instructor

Endorsed by [Signature] Date 10/25/17
Division Director or Director of Workforce Development

Approved by [Signature] Date 10/25/17
Curriculum Committee Chair

*Approved by [Signature] Date 10.25.17
Vice President/Dean of Instruction

Here is state approval for courses only in CNC, as well as CIP code.

Thanks,
Mike

Subject:RE: CNC courses only
Date:Wed, 18 Oct 2017 15:27:41 +0000
From:Trish Jones <Trish.Jones@accs.edu>
To:Mike Kennamer <kennamerm@nacc.edu>

Done. Added to inventory as 48.0599 CNC

Trish
Trish Jones
Special Assistant to the Chancellor
Alabama Community College System

-----Original Message-----
From: Dr. Mike Kennamer]
Sent: Wednesday, October 18, 2017 10:23 AM
To: Trish Jones <Trish.Jones@accs.edu>
Subject: CNC courses only

Hi, Trish:

Can we get CNC courses only added to our curriculum?

Thanks,

Mike

--
Mike Kennamer, Ed.D.
Director of Workforce Development
Northeast Alabama Community College



Alabama Community College System

DPT	CRS.	COURSE TITLE	THEORY	LAB	COURSE
CNC	158	DIE FUNDAMENTALS	2	1	3
Course Description			Updated		26/06/07
PREREQUISITE & COREQUISITE: As determined by college					
NOTE: There is an approved standardized plan-of-instruction for this course.					
The purpose of this course is to teach the general fundamentals of stamping. Topics include the dangers of a press operation, the primary components of presses and their functions, the operations of various types of dies, various stamping production methods, and the numerous components used to make up various dies. Upon completion students should be completely familiar with stamping operations and have a fundamental knowledge of how dies are constructed and how they shape material.					
This course is also taught as AUT 158.					

DPT	CRS.	COURSE TITLE	THEORY	LAB	COURSE
CNC	160	DIE CONSTRUCTION AND TRYOUT	1	2	3
Course Description			Updated		26/06/07
PREREQUISITE & COREQUISITE: As determined by college					
NOTE: There is an approved standardized plan-of-instruction for this course.					
This course is an introduction into constructing and testing dies. Emphasis is placed on safety, machining skills, die construction, and die tryout. Upon completion the students should be able to read a print, construct the die from that print, and test its performance.					
This course is also taught as AUT 160.					

DPT	CRS.	COURSE TITLE	THEORY	LAB	COURSE
CNC	161	DIE MAINTENANCE AND REPAIR	1	2	3
Course Description			Updated		26/06/07
PREREQUISITE & COREQUISITE: As determined by college					
NOTE: There is an approved standardized plan-of-instruction for this course.					
This course serves as a follow on to AUT 160 Tool and Die Construction and Tryout. Emphasis is placed on safety, inspection, measurement, sharpening, grinding, disassembly, and the reassembly process. Upon completion the students should be able to safely inspect a die and perform the necessary functions to insure it is ready for use.					
This course is also taught as AUT 161.					

DPT	CRS.	COURSE TITLE	THEORY	LAB	COURSE
CNC	181	SPECIAL TOPICS IN COMPUTERIZED NUMERICAL CONTROL	1	2	3
Course Description			Updated		Dec 17, 2007



**Alabama
Department of
Postsecondary Education**

Representing Alabama's Public Two-Year College System

CNC 158

Die Fundamentals

Plan of Instruction

Effective Date: Fall 2007

Version Number: 2007-1

COURSE DESCRIPTION:

The purpose of this course is to teach the general fundamentals of stamping. Topics include the dangers of a press operation, the primary components of presses and their functions, the operations of various types of dies, various stamping production methods, and the numerous components used to make up various dies. Upon completion students should be completely familiar with stamping operations and have a fundamental knowledge of how dies are constructed and how they shape material.

CONTACT/CREDIT HOURS

Theory Credit Hours	2 hours
Lab Credit Hours	1 hour
Total Credit Hours	3 hours

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Colleges may schedule lab hours as manipulative (3:1 contact to credit hour ratio) or experimental (2:1 contact to credit hour ratio).

PREREQUISITE COURSES

As determined by college.

CO-REQUISITE COURSES

As determined by college.

PROFESSIONAL COMPETENCIES

- Demonstrate safe behavior in a stamping press environment.
- Identify various presses and their components.
- Explain the components making up various dies, and their function.
- Explain the operations of various types of dies.

INSTRUCTIONAL GOALS

- **Cognitive** – Comprehend principles and concepts related to stamping fundamentals.
- **Psychomotor** – There is no psychomotor requirement for this course.
- **Affective** – Value the importance of adhering to policy and procedures related to stamping fundamentals.

STUDENT OBJECTIVES

Condition Statement: Unless otherwise indicated, evaluation of student's attainment of objectives is based on knowledge gained from this course. Specifications may be in the form of, but not limited to, cognitive skills diagnostic instruments, manufacturer's specifications, technical orders, regulations, national and state codes, certification agencies, locally developed lab/clinical assignments, or any combination of specifications.

STUDENT LEARNING OUTCOMES

MODULE A – SAFETY		
MODULE DESCRIPTION – The purpose of this module is to teach the students the general safety practices necessary during a press operation. Topics include the dangers of a press operation, proper attire, personal protective equipment, various safeguards available on presses, as well as appropriate inspection techniques, and various handling tools necessary for safety in a press environment.		
PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA
A1.0 Demonstrate safe behavior in a stamping press environment.	A1.1 This competency will be measured cognitively and by observation throughout the course.	c
LEARNING OBJECTIVES		KSA
A1.1.1 Describe various dangers associated with stamping presses.		C
A1.1.2 Differentiate between appropriate and inappropriate dress for a press operator.		C
A1.1.3 Explain the need for various articles of PPE.		C
A1.1.4 Identify various press safeguards and explain their function.		B
A1.1.5 Explain the need for an area inspection prior to press operation.		B
A1.1.6 Describe how to inspect a press work area		b
A1.1.7 Describe the lockout/tagout procedure for a press.		c
A1.1.8 Explain the process for performing a press inspection.		b
A1.1.9 Identify various handling tools and explain their function.		B
MODULE A OUTLINE:		
<ul style="list-style-type: none"> • Dangers • Proper dress • Personal Protective Equipment (PPE) <ul style="list-style-type: none"> – Eye protection – Ear Protection • Safeguards • Good housekeeping • Lockout/Tagout • Press inspection • Handling tools 		

MODULE B – INTRODUCTION TO PRESSES		
MODULE DESCRIPTION – The purpose of this module is to introduce common presses, their main components, and their functions. Topics include various terms used in a press environment, components, die sets, press forces, and types of presses.		
PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA
B1.0 Identify various presses and their components.	B1.1 Safely use a press to perform specified operations.	2B
LEARNING OBJECTIVES		KSA
B1.1.1 Define various common terms used with presses and their components.		B
B1.1.2 Identify major press components and describe their function.		B
B1.1.3 Describe the function of a die set.		B
B1.1.4 Differentiate between mechanical and hydraulic presses.		C
B1.1.5 Identify and describe the various types of presses.		B
B1.1.6 Explain the function and differences between various types of presses.		B
B1.1.7 Identify various press styles with their capacity.		B
B1.1.8 Explain how various press styles affects their capacity.		B
MODULE B OUTLINE:		
<ul style="list-style-type: none"> • Press terms • Press components • Die sets • Press forces <ul style="list-style-type: none"> – Mechanical – Hydraulic • Types <ul style="list-style-type: none"> – Gap-frame (C-frame) press – Straight-side press – Horn press – Arch press – Turret press – Press brake • Capacities 		

MODULE C – DIE COMPONENTS AND FUNCTIONS		
MODULE DESCRIPTION – The purpose of this module is to introduce the components that make up various dies, and their functions. Topics include upper and lower die shoe components, die plates, die sets, heel blocks and plates, as well as many other terms and components.		
PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA
C1.0 Explain the components making up various dies, and their function.	C1.1 Safely identify and handle die components.	B
LEARNING OBJECTIVES		KSA
C1.1.1 Describe a die.		A
C1.1.2 Identify the upper die shoe components.		A
C1.1.3 Identify the lower die shoe components.		A
C1.1.4 Describe the function of die plates.		B
C1.1.5 Describe the function of shoes.		B
C1.1.6 Explain how die sets are used.		B
C1.1.7 Explain how guide pins are used.		B
C1.1.8 Describe the function of bushings.		B
C1.1.9 Describe the function of heel block.		B
C1.1.10 Describe the function of a heel plate.		B
C1.1.11 Describe the function of screws and which are most commonly used in die construction.		B
C1.1.12 Explain how dowels are used in die construction.		B
C1.1.13 Explain how keys are used in die construction.		B
C1.1.14 Describe the various functions of pads and plates.		B
C1.1.15 Describe the various functions of retainers.		B
C1.1.16 Explain how springs are used in die construction.		B
MODULE C OUTLINE:		
<ul style="list-style-type: none"> • Die plates • Shoes • Die sets • Guide pins • Bushings • Heel blocks • Heel plates • Screws • Dowels • Keys • Pads/plates <ul style="list-style-type: none"> – Stripper – Pressure – Drawing • Retainers <ul style="list-style-type: none"> – Spools 		

- Shoulder bolts
- Keepers
- Springs
 - Gas
 - Coil
 - Urethane

MODULE D – DIES		
MODULE DESCRIPTION – The purpose of this module is to teach the students the operations of various types of dies. Topics will include various terms and the types of cutting and forming die operations, advantages and disadvantages of line dies, transfer dies, and progressive dies.		
PROFESSIONAL COMPETENCIES	PERFORMANCE OBJECTIVES	KSA
D1.0 Explain the operations of various types of dies.	D1.1 Safely use a die to perform specified operations.	2B
LEARNING OBJECTIVES		KSA
D1.1.1 Define various common terms used with dies.		A
D1.1.2 Describe metal forming.		B
D1.1.3 Differentiate between cold and hot working.		B
D1.1.4 Identify how forces are applied through the dies to sheet metal.		C
D1.1.5 Describe cutting operations using various types of dies.		c
D1.1.6 Describe forming operations using various types of dies.		c
D1.1.7 Outline the various stamping production methods.		B
D1.1.8 Differentiate between line dies, transfer dies, and progressive dies.		C
D1.1.9 Describe the advantages and disadvantages of line dies.		B
D1.1.10 Describe the advantages and disadvantages of transfer dies.		B
D1.1.11 Describe the advantages and disadvantages of progressive dies.		B
D1.1.12 Describe a drawing die.		B
D1.1.13 Describe a compound die.		B
D1.1.14 Describe a progressive die.		B
MODULE D OUTLINE:		
<ul style="list-style-type: none"> • Dies defined • Types of die operations <ul style="list-style-type: none"> - Cutting dies <ul style="list-style-type: none"> o Trimming o Notching o Blanking o Piercing 		

- Lancing
- Shearing
- Shaving
- Cutoff
- Parting
- Forming dies
 - Embossing
 - Solid form / Dead hit dies
 - Coining
 - Restrike
 - Bending
 - Flanging
 - Drawing
 - Ironing
 - Extruding
 - Curling
 - Necking
 - Bulging
- Stamping production methods
- Line dies
 - Definition
 - Advantages
 - Lower costs
 - Easily timed
 - Allows for complex geometries
 - Simpler maintenance
 - Disadvantages
 - Not as fast as progressive dies
 - Require robot or human labor
 - Often require several presses for a single part
- Transfer dies
 - Definition
 - Advantages
 - Handles large parts rapidly
 - Can be turned or rotated during transfer
 - Transfers are programmable
 - Parts are not tied together, saving materials
 - Produces large volumes of parts in short time frame
 - Disadvantages
 - Costly
 - Sophisticated electronics and mechanical finger motion required
 - Require more die protection sensors
 - Require a blank destacking system
- Progressive dies
 - Definition
 - Advantages

- Great volume produced very quickly
- Run unattended
- Require only one press
- Disadvantages
 - More expensive
 - Precision alignment and setup
 - Require a coil feeder system
 - Require open-ended press
 - Any damage requires entire die removal
 - Heavier than line dies
- Other dies
 - Drawing dies
 - Compound dies

LEARNING OUTCOMES TABLE OF SPECIFICATIONS

The table below identifies the percentage of learning objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

	Facts/ Nomenclature A/a	Principles/ Procedures B/b	Analysis/ Operating Principles C/c	Evaluation/ Complete Theory D/d
Module A		56%	44%	
Module B		87.5%	12.5%	
Module C	19%	81%		
Module D	17%	33%	50%	

Knowledge, Skills, and Attitudes (KSA) Indicators			
	Value	Key Word(s)	Definition
Performance Ability	4	Highly Proficient	Performs competency quickly and accurately. Instructs others how to do the competency.
	3	Proficient	Performs all parts of the competency. Needs only a spot check of completed work.
	2	Partially Proficient	Performs most parts of the competency. Needs help only on hardest parts.
	1	Limited Proficiency	Performs simple parts of the competency. Needs to be told or shown how to do most of the competency.
Knowledge of Skills	d	Complete Theory	Predicts, isolates, and resolves problems about the competency.
	c	Operating Principles	Identifies why and when the competency must be done and why each step is needed.
	b	Procedures	Determines step-by-step procedures for doing the competency.
	a	Nomenclature	Names parts, tools, and simple facts about the competency.
Knowledge	D	Evaluation	Evaluates conditions and makes proper decisions about the subject.
	C	Analysis	Analyzes facts and principles and draws conclusions about the subject.
	B	Principles	Identifies relationship of basic facts and states general principles about the subject.
	A	Facts	Identifies basic facts and terms about the subject.
Affective	*5	Characterization by Value	Acting consistently with the new value
	*4	Organization	Integrating a new value into one's general set of values, giving it some ranking among one's general priorities
	*3	Valuing	Showing some definite involvement or commitment
	*2	Responding	Showing some new behaviors as a result of experience
	*1	Receiving	Being aware of or attending to something in the environment
<p>Alpha Scale Values - Any item with an upper case letter (A, B, C, D) by itself is taught as general information on a topic. This information may be related to the competency or encompass multiple competencies. Examples might include mathematical computations or knowledge of principles such as Ohm's Law.</p> <p>A lower case letter indicates a level of "Knowledge of Skills." Individuals are taught information pertaining to performing a competency. These may be indicated alone or in conjunction with a numerical scale value. A lower case letter by itself indicates the individual is not required to perform the task-just know about the task. (example: Can state or explain procedures for doing a task).</p> <p>Numerical Scale Values - The numbers reflect the levels the individual will be able to perform a competency. Number values are always accompanied by lower case letters (i.e. 1a, 2b, 3c...etc.) in order to specify the level of knowledge of skills associated with the competency.</p> <p>Example: An individual with a competency with a scale indicator of 3b has received training of knowledge of skills whereby he or she can determine the correct procedures and perform with limited supervision; only requiring evaluation of the finished product or procedure.</p> <p>Asterisk items indicate desired affective domain levels and are used to indicate the desired level for a given competency. They may be used independently or with other indicators (i.e. 1a-*1, 2c-*3). If used with another indicator, separate with a hyphen.</p> <p>NOTE: Codes indicate terminal values.</p>			



Northeast Alabama Community College

Application for Additions to the Curriculum

- Directions:
- (1) Save this form to your computer as a Word document (.doc extension).
 - (2) Submit the completed form via e-mail to your division director, with a copy e-mailed to the **Office of Institutional Planning and Assessment** (doddo@nacc.edu).
 - (3) Submit a signed print copy to your division director.
 - (4) Attach a copy of the course syllabus.

Please note that the application must be approved by the Curriculum Committee before it is presented to the Vice President/Dean of Instruction for final approval.

1. Course prefix and number Course title
CIS 159 Introduction to Graphic Design for APPS
2. How does this course help achieve or enhance the Northeast Alabama Community College Mission?
Social Apps Programming classes
3. Give justification for offering this course at Northeast Alabama Community College.
Makes programming easier
4. Is this a transfer course? No
If so, what is the AGSC Transfer Code Designation (A, B, or C)? C
5. Into what degree or certificate program(s) will this course fit?
6. Into what STARS area(s) will the course fit in a transfer program (Areas I-V)? V
7. Is this course listed in the Alabama College System Course Directory? Yes
If so, please attach a copy of the ACS directory listing.
8. Provide the course description.
This introductory one-semester course is designed to enable students to integrate graphics for mobile app development. Students receive practical experience with the tools, techniques, and concepts needed to build or incorporate basic graphics.
9. Does this course have a previously taught equivalent? If so, please list the prefix, number, title, and track number of the previous course. NO
10. List all degree plans, programs, certificates, and/or transfer guides affected, as well as the corresponding areas (Areas I-V).-Attach additional page(s) if necessary.

Submitted by Jillie Hester Date 10/25/2017
Instructor

Endorsed by Halley Johnson Date 10/25/2017
Division Director or Director of Workforce Development

Approved by Randy C. Lind Date 10/25/17
Curriculum Committee Chair

*Approved by Joe Burke Date 10-25-17
Vice President/Dean of Instruction

*Final approval of any course rests with the Vice President/Dean of Instruction.

Curriculum Committee.

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Revised 12/02/15.

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DPT	CRS.	COURSE TITLE	THEORY	LAB	COURSE
CIS	159	INTRODUCTION TO GRAPHIC DESIGN FOR APPS	1	2	3
Course Description			Added		8/4/17
CODE - C					
PREREQUISITE: As required by college.					
This introductory one-semester course is designed to enable students to integrate graphics for mobile app development. Students receive practical experience with the tools, techniques, and concepts needed to build or incorporate basic graphics.					