



College:

Southeastern Community College

Signature Program:

Manufacturing Technician / Technology

CPPL Certificate in Lean Applications (CLA)

Course Quality Standards:

- SCC – Manufacturing Technician – Technology XXBU XBULM BROEA08
- SCC – Manufacturing Technician – Technology XXBU XBULM BROEA01
- SCC – Manufacturing Technician – Technology XXBU XBULM BROEA04
- SCC – Manufacturing Technician – Technology XXBU XBULM BROEA02
- SCC – Manufacturing Technician – Technology XXBU XBULM BROEA10
- SCC – Manufacturing Technician – Technology XXBU XBUOS SDOEE01
- SCC – Manufacturing Technician – Technology XXBU XBULM SDOEH20
- SCC – Manufacturing Technician – Technology XXBU XBULM SDOEA06
- SCC – Manufacturing Technician – Technology XXBU XBUBA BROEA01
- SCC – Manufacturing Technician – Technology XXBU XBULM SDOES11

Course Quality Standard – Elective found in Certified Production Technician Curriculum Package

- SCC – Manufacturing Technician – Technology XXETXETQC SDOEE10

Course Quality Standards – Electives found in Certificate in Lean Operations Curriculum Package

- SCC – Manufacturing Technician – Technology XXBU XBUOS SDOEH20
- SCC – Manufacturing Technician – Technology XXBU XBUOS BROEH04
- SCC – Transportation & Logistics -XXBU-XBULM-SDOEE30
- SCC – Transportation & Logistics - XXBU-XBULM-SDOEE32
- SCC – Transportation & Logistics - XXBU-XBULM-SDOEE33
- SCC – Transportation & Logistics - XXBU-XBULM-SDOEE34
- SCC – Transportation & Logistics - XXBU-XBULM-SDOEE35

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Cellular Flow

COURSE NUMBER: XXBU-XBULM-BROEA08

CONTACT HOURS: 8

LECTURE:

LAB:

OTHER:

COURSE DESCRIPTION:

This course teaches how to link and balance manufacturing operations to reduce lead times, minimize work in process, optimize floor space usage, and improve productivity. The instructor leads the class through the 5-step process for designing and implementing cellular flow.

PREREQUISITES: None

COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Learn how to link and balance manufacturing operations to reduce lead times
2. Minimize work-in-progress
3. Optimize floor space usage
4. Improve productivity in a combined classroom and hands-on situation

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ASSESSMENT – Cellular Flow

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Learn how to link and balance manufacturing operations to reduce lead times				X				X
2. Minimize work-in-progress				X				X
3. Optimize floor space usage				X				X
4. Improve productivity in a combined classroom and hands-on situation					X		X	X

PREPARED BY: Susan Dunek
 DATE: September 17, 2015
 DATE REVISED:

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Pull Kanban

COURSE NUMBER: XXBU-XBULM-BROEA01

CONTACT HOURS: 8 LECTURE: LAB: OTHER:

COURSE DESCRIPTION:

Students will learn how to control shop floor inventory and production schedules by implementing pull systems. This course teaches how to design and implement a visually driven, employee controlled material replenishment system. Participants also learn how to implement repetitive and non-repetitive pull systems, to set up point-of-use material storage, to interface with planning systems, and to balance lot sizes with capacity. Prerequisite: Lean 101, Lean Mapping Tools

PREREQUISITES: None


COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Describe the difference between a Pull System and a Push System
2. Identify opportunities to introduce Pull Systems
3. Decide how to manage demand to meet customer requirements
4. Locate and size supermarkets in the system
5. Calculate order points and order quantities
6. Select and implement appropriate Pull signals
7. Describe ways to monitor and fine-tune a Pull System

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ASSESSMENT – Pull Kanban

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Describe the difference between a Pull System and a Push System				X				X
2. Identify opportunities to introduce Pull Systems				X				X
3. Decide how to manage demand to meet customer requirements				X				X
4. Locate and size supermarkets in the system				X				X
5. Calculate order points and order quantities				X			X	X
6. Select and implement appropriate Pull signals				X			X	X
7. Describe ways to monitor and fine-tune a Pull System				X				X

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Set-Up Reduction

COURSE NUMBER: XXBU-XBULM-BROEA04

CONTACT HOURS: 8 LECTURE: LAB: OTHER:

COURSE DESCRIPTION:

This course teaches the fundamental principles of setup reduction. The instructor will clearly define setup and discuss reasons and barriers to reducing setup time. The course follows the principles first expressed by Dr. Shigeo Shingo and his work in Single Minute Exchange of Dies (SMED). Participants learn the standard methodology in applying SMED to any type setup industry.

PREREQUISITES: None


COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Demonstrate understanding of the function of quick change-over (SMED) in a Lean workplace
2. Identify the “Three Stages of SMED”
3. Characterize specific tools and techniques you can utilize to reduce setup time in your workplace

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ASSESSMENT – Set-Up Reduction

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Demonstrate understand of the function of quick change-over (SMED) in a Lean workplace				X				X
2. Identify the “Three Stages of SMED”				X				X
3. Characterize specific tools and techniques you can utilize to reduce setup time in your workplace				X				X

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Total Productive Maintenance

COURSE NUMBER: XXBU-XBULM-BROEA02

CONTACT HOURS: 8 LECTURE: LAB: OTHER:

COURSE DESCRIPTION:

This course offers the student a method to proactively maintain machines and equipment at their peak productivity. Participants come away with an understanding of TPM and its five major components. Each student should understand how TPM increases overall equipment effectiveness and how it can help avoid interruptions to production. This course provides a deep understanding of the seven steps to process maintenance.

PREREQUISITES: None

COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Proactively maintain machines at their peak productivity
2. Understand TPM and its five major components
3. Characterize how TPM increases overall equipment effectiveness and how it can help avoid interruptions to production
4. Understand the seven steps to process maintenance

ASSESSMENT – Total Productive Maintenance

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Proactively maintain machines at their peak productivity				X				X
2. Understand TPM and its five major components				X				X
3. Characterize how TPM increases overall equipment effectiveness and how it can help avoid interruptions to production				X				X
4. Understand the seven steps to process maintenance				X				X

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Value Stream Mapping

COURSE NUMBER: XXBU-XBULM-BROEA10

CONTACT HOURS: 16 LECTURE: LAB: OTHER:

COURSE DESCRIPTION:

Value stream mapping (VSM) creates a visual representation of all product and information flows from raw material to shipping. Students learn to identify all value adding and non-value adding (waste) activities in the value stream. Students will learn to create future and current-state maps to identify improvement opportunities that will improve the process. Offered with the hospitality of a host facility.

PREREQUISITES: None


COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Identify all value adding and non-value adding (waste) activities in the value stream
2. Learn to create future and current-state maps to identify improvement opportunities that will improve the process

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ASSESSMENT – Value Stream Mapping

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Identify all value adding and non-value adding (waste) activities in the value stream				X	X	X	X	X
2. Learn to create future and current-state maps to identify improvement opportunities that will improve the process			X		X		X	X

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Vital Learning Supervision Series

COURSE NUMBER: XXBU-XBUOS-SDOEE01

CONTACT HOURS: 36 LECTURE: LAB: OTHER:

COURSE DESCRIPTION:

At this workshop participants will learn the basic principles... etc.

PREREQUISITES: None


COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:


1. Demonstrate and model ESSENTIAL SKILLS OF LEADERSHIP
 - a. Deal with your team members on a day-to-day basis in such a way as to maintain and enhance their self-esteem.
 - b. Base your discussions about performance and work habits on your team members' behavior rather than their personalities or attitudes.
 - c. Involve your team members in goal setting, solving problems, and making decisions.
2. Demonstrate and model ESSENTIAL SKILLS OF COMMUNICATION
 - a. See that communication is a two-way process.
 - b. Construct clear, concise messages in the interest of the receiver.
 - c. Manage nonverbal behaviors to reinforce the intent of your message.
 - d. Listen actively to improve communication.
 - e. Create a climate of open communication which increases your team members' motivation and commitment.
3. Demonstrate and model COACHING JOB SKILLS
 - a. Understanding the special nature of coaching; a one-on-one activity that involves showing a team member how to perform a task.
 - b. Distinguishing between performance problems that require coaching and those that can best be handled by clearer instructions or by other means.
 - c. Understanding the importance of observation and analysis before coaching a team member, since coaching, like all effective training activities, must be well thought-out and carefully planned.

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- d. Involving the team member in the coaching process by asking questions and encouraging feedback.
 - e. Increasing team member accountability by setting up a review. Most often, more than one coaching session is needed to improve performance.
4. Demonstrate and model RESOLVING CONFLICTS
- a. Distinguish between the two major sources of team member conflicts: personality clashes and work structure problems.
 - b. Be aware of the positive and negative impacts of conflicts.
 - c. Accept conflict as an inevitable part of all work situations, one that must be dealt with, not ignored.
 - d. Establish a cooperative atmosphere to resolve conflicts when they arise.
 - e. Help individuals involved in conflicts understand each other's point of view.
 - f. Lead them to agree on the facts and a solution.
5. Demonstrate and model IMPROVING WORK HABITS
- a. Distinguishing between job performance and work habits.
 - b. Understanding the importance of dealing with unsatisfactory work habits early, before they require disciplinary action.
 - c. Explaining clearly and specifically to a team member the nature of his/her unsatisfactory work habits, focusing on behavior rather than personality or attitude.
 - d. Involving the team member in the process of correcting the unsatisfactory behavior through an interactive process which maintains the team member's self-esteem.
 - e. Increasing team member accountability by getting team member commitment to a clear plan of action and by reviewing progress regularly.
6. Demonstrate and model DEVELOPING PERFORMANCE GOALS
- a. Define goals, objectives and performance standards.
 - b. Identify and set performance standards that are specific, measurable, attainable, results-oriented and time-framed, using concrete active language.
 - c. Establish time limits for all performance standards.
 - d. Involve team members in creating their own individual performance standards.
 - e. Negotiate with team members to develop effective S.M.A.R.T. – based performance standards.
 - f. Monitor team members' progress toward their goals by holding individual review meetings.
7. Demonstrate and model PROVIDING PERFORMANCE FEEDBACK
- a. Base assessments on facts and behavior.
 - b. Assess performance.
 - c. Use positive performance feedback to encourage self-motivation of team members.
 - d. Gain team member participation in assessment.
 - e. Gain team member agreement with the assessment.
 - f. Gain team member commitment to the change needed to improve performance.
8. Demonstrate and model COMMUNICATING UP
- a. Understand the importance of framing all communication with your manager in terms of his/her self-interest.

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- b. Enter meetings with your manager armed with a well-thought-out and clearly state objective.
 - c. Clearly link your objective with facts that support your plans and goals.
 - d. Work with your manager to uncover any questions or reservations he/she may have concerning your message.
 - e. Move conversations toward agreement using questions that focus on benefits to be gained when your objective is reached.
 - f. Clearly and concisely restate the decisions that result from communicating with your manager and insure that those decisions are mutually understood.
9. Demonstrate and model DELEGATING
- a. Understand the importance of effective delegation as well as the problems associated with the lack of delegating or delegating poorly.
 - b. Communicate both the need for and the “why” of ever delegated assignment and task.
 - c. Use delegation as a powerful motivation tool.
 - d. Use delegation to improve your team members’ skills.
 - e. Encourage team member participation and involvement through proper delegating methods.
 - f. Establish a team member’s responsibility and authority for a delegated task.
 - g. Regularly monitor progress through feedback and review.
10. Demonstrate and model EFFECTIVE DISCIPLINE
- a. Use techniques of effective discipline to eliminate problem behavior.
 - b. Communicate in terms of behavior rather than perception or opinions.
 - c. Recognize the importance of team member participation in defining the problems and their solutions.
 - d. Manage the discussion to diminish defensiveness and focus on solutions.
 - e. Issue appropriate warnings consistent with your organization’s policies.
 - f. Review performance to make sure the problem is solved.
11. Demonstrate and model MANAGING COMPLAINTS
- a. Understand why all team member complaints must be dealt with rather than ignored or dismissed.
 - b. Be more sensitive to all the problems – major or trivial, real or imagined – that can lie behind complaints.
 - c. Understand techniques used to determine underlying problems, which are not always the same as those the team member thinks are responsible for his/her difficulties.
 - d. Use various techniques to solve such problems while maintaining a positive relationship with the team member.
12. Demonstrate and model SUPPORTING CHANGE
- a. Understand and interpret change and the impact on your team members.
 - b. View change and the anxiety it can cause team members as natural and inevitable.

- c. Assist your team members as they adjust to change.
- d. Involve team members in the process of change.
- e. Help your team members make the change.
- f. Follow up on the initial meeting to make sure adjustment to the change is going as planned.


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ASSESSMENT – Vital Learning Supervision Series

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
Demonstrate and model ESSENTIAL SKILLS OF LEADERSHIP						X	X	X
Demonstrate and model ESSENTIAL SKILLS OF COMMUNICATION						X	X	X
Demonstrate and model COACHING JOB SKILLS					X	X	X	X
Demonstrate and model RESOLVING CONFLICT					X	X	X	X
Demonstrate and model IMPROVING WORK HABITS					X	X	X	X
Demonstrate and model DEVELOPING PERFORMANCE GOALS					X	X	X	X
Demonstrate and model PROVIDING PERFORMANCE FEEDBACK					X	X	X	X
Demonstrate and model COMMUNICATING UP					X	X	X	X
Demonstrate and model DELEGATING					X	X	X	X
Demonstrate and model EFFECTIVE DISCIPLINE					X	X	X	X
Demonstrate and model MANAGING COMPLAINTS					X	X	X	X
Demonstrate and model SUPPORTING CHANGE					X	X	X	X

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Standardized Work

COURSE NUMBER: XXBU-XBULM-SDOEH20

CONTACT HOURS: 4 LECTURE: LAB: OTHER:

COURSE DESCRIPTION:

You will explore standard work as an element of continuous improvement, identify the steps in creating and maintaining standards, identify the processes for improving standards, examine the key formulas, tables and worksheets to create standard work and determine the applications of standard work for training, improvements, and decision making. (Qualifying Elective for both CLA & CPLL)

PREREQUISITES: None


COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Explore standard work as an element of continuous improvement
2. Identify the steps of creating and maintaining standards
3. Identify the processes for improving standards
4. Examine the key formulas, tables and worksheets to create standard work
5. Determine the applications of standard work for training, improvements, and decision making

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ASSESSMENT – Standardized Work

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Explore standard work as an element of continuous improvement				X				X
2. Identify the steps of creating and maintaining standards				X			X	X
3. Identify the processes for improving standards							X	X
4. Examine the key formulas, tables and worksheets to create standard work							X	X
5. Determine the applications of standard work for training, improvements, and decision making					X			X

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Workplace Lean Pillars

COURSE NUMBER: XXBU-XBULM-SDOEA06

CONTACT HOURS: 4 **LECTURE:** **LAB:** **OTHER:**

COURSE DESCRIPTION:

Learn to apply Lean in the office through a three-round simulation. Using Lean tools for reducing waste and structuring change, determine if activities are value or non-value added and apply Lean tools to design an improved system. Experience how your ideas contributed to the success.

PREREQUISITES: None


COREQUISITES: None

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Use Lean tools for reducing waste and structuring change
2. Determine if activities are value or non-value added
3. Apply Lean tools to design and improve the system
4. Experience how your ideas contributed to the success

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ASSESSMENT –

Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Use Lean tools for reducing waste and structuring change					X			X
2. Determine if activities are value or non-value added					X			X
3. Apply Lean tools to design and improve the system					X			X
4. Experience how your ideas contributed to the success					X			X

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COURSE QUALITY STANDARDS – NON CREDIT

COURSE TITLE: Training with Your Learners in Mind

COURSE NUMBER: XXBU-XBUBA-BROEA01

CONTACT HOURS: 8 LECTURE: LAB: OTHER:

COURSE DESCRIPTION:

Identify myths about adult learners and know what to do about them. Recognize four learning styles and how to accommodate learning needs. Incorporate interactive strategies into your training presentation and design your own interactive training.

PREREQUISITES:

COREQUISITES:

QUALITY STANDARDS

Upon successfully completing this course, students should be able to:

1. Identify myths about adult learners and know what to do about them
2. Recognize four learning styles and how to accommodate learning needs
3. Write objectives that contain performance, conditions & criteria
4. Incorporate interactive strategies into your training presentation to get connected, share the wealth, make it happen and celebrating success
5. Design your own interactive training using design criteria presented today

ASSESSMENT – Training with Your Learners in Mind


Standards	Exam	Paper	Presentation	Large Group Discussion	Demonstration	Observation	Simulation	Other
1. Identify myths about adult learners and know what to do about them				X				
2. Recognize four learning styles and how to accommodate learning needs				X				X
3. Write objectives that contain performance, conditions & criteria					X			
4. Incorporate interactive strategies into your training presentation to get connected, share the wealth, make it happen and celebrating success					X			
5. Design your own interactive training using design criteria presented today					X			

PREPARED BY: Susan Dunek

DATE: September 17, 2015

DATE REVISED:

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COURSE QUALITY STANDARDS

COURSE TITLE: Implementation Presentation - Certificate in Lean Applications

COURSE NUMBER: XXBU XBULM SDOES11

CONTACT HOURS: varies **LECTURE:** 0 **LAB:** 0 **OTHER:** 102

COURSE DESCRIPTION:

Presentation of Implementation Activity for Certificate in Lean Operations (CLO):

1. Participants will share finding from an 102 hour implementation project in the presence of other lean or continuous improvement practitioners.
2. Submit Planning Sheet, presentation and any artifacts identified on the approved Planning Sheet

PREREQUISITES: completion of Certificate in Lean Operations (CLO) course work


COREQUISITES: approved Planning Sheet

QUALITY STANDARDS

Upon successfully completing this course, students will:

1. Apply lean tools, principles and methods to drive improvement
 - 1.1 Actively participates in a project with a process or process improvement that has a defined customer, material flow and/or information flow.
 - 1.1 Relates examples and facts related to lean tools, principles and concepts
 - 1.2 Presents results related to lean tools, principles and concepts
2. Create an Implementation Project Presentation using research, data, and reflection.
 - 2.1 Demonstrate understanding of an issue, topic, or process using research
 - 2.2 Demonstrate understanding of an issue, topic, or process using data.
 - 2.3 Demonstrate understanding of an issue, topic, or process through personal reflection.
3. Integrate the lean body of knowledge at the tactical level
 - 3.1 Demonstrates acceptable use of lean principles, concepts and methods.
 - 3.2 Implementation Project Presentation and supporting documents show tactical use of the lean body of knowledge at the local or value stream level.
 - 3.1 Applies principles and concepts locally, within a work group of the value stream. Candidate demonstrates basic use of lean principles, concepts and methods.
4. Implementation Project Presentation conveys a basic understanding of applications
5. Effectively communicates the purposes, procedures, and conclusions of the project to an audience of lean practitioners.

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ASSESSMENT

Standard	Exam	Paper	Presentati on	Project	Demonstra tion	Observation	Other Q&A & Reflection
1.			X	X			X
2.			X	X			X
3.			X	X			X
4.			X	X			X
5.			X			X	X

PREPARED BY: S Dunek

DATE: 012_20_2015

DATE REVISED:

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