Curriculum Committee Agenda

November 20, 2020 (8-9:30am)

	Presenter	Action
1. Welcome and Introductions	**Chair**	
2. Approval of Minutes	**Chair**	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	**Chair**	Approval
4. Course and Program Approvals a. **Program Learning Outcomes** i. AS Engineering	**Eric Lee**	Info/21.SU
5. Old Business a. Review Teams/Sub-Committee Process Sharing b. Voting Standards c. Academic Elimination and Reduction	**Team Leads** **Ad-Hoc Group** **Chair**	
6. New Business a. Catalog Deadline b. FYE Requirement for All Programs	**Curriculum Office** **Kelly Love/Lupe Martinez**	
7. Closing Comments a.		

Curriculum Committee Minutes

November 6, 2020 (8-9:30am)

Present: Dustin Bare, Nora Brodnicki, George Burgess, Elizabeth Carney, Amanda Coffey, Jeff Ennenga, Megan Feagles (Recorder), Eden Francis, Sharron Furno, Sue Goff, Shalee Hodgson, Kerrie Hughes, Jason Kovac, Kara Leonard, Alice Lewis (Alternate Chair), Mike Mattson, Patricia McFarland, Tracy Nelson, David Plotkin, Scot Pruyn (Chair), Lisa Reynolds, Terrie Sanne, Charles Siegfried, Casey Sims, Tara Sprehe, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato
Guests: Tory Blackwell, Laurette Scott
Absent: ASG Representative, Cynthia Risan

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1. **Welcome & Introductions**

2. **Approval of Minutes**
   a. Approval of the October 16, 2020 minutes

   Motion to approve, approved

3. **Consent Agenda**
   a. Course Number Changes
   b. Course Title Change
   c. Reviewed Outlines for Approval

   Motion to approve, approved

4. **Course and Program Approvals**
   a. **Course Inactivations**
      i. TTL-101, 121, 141, 180
      ii. Megan Feagles presented on behalf of Matt Goff
      iii. These courses were offered only as part of the Truck Driver Certificate, which will be inactive starting 21/SU. Since the program will be inactive, the courses are no longer needed.

   Motion to approve, approved
   b. **Course Reactivations**
      i. HOR-230L
      ii. Lisa Reynolds presented
      iii. Horticulture is separating out the lecture and lab portions for HOR-230 to be able to offer in-person sections for lab

   Motion to approve, approved
   c. **Course Hours, Instructional Method, Credits Change**
      i. HOR-230
      ii. Lisa Reynolds presented
      iii. No credit change. Hours change from 44 LE/LA to 11 LECT, 33 LAB
      iv. *From April Chastain email: to better reflect the way it is being taught, but this change allows us to better separate the lecture portion that can remain online from the hands-on lab portion. We will be applying to have some face-to-face time in winter once the RTC application has been revised.*

   Motion to approve, approved

5. **Old Business**
   a. Goal Setting
      i. Scot Pruyn presented
      ii. Membership
         1. We don't have documentation on who should be included in Committee Membership. Is everyone ok with how the Membership is shaping up for the year? Yes.
      iii. Voting Rules
         1. Can't find documentation on who can and can't vote
         2. Should all members vote/introduce a motion? (faculty and non-faculty)
         3. Can members vote on their own courses and programs?
         4. What is considered a quorum?
         5. This group will meet to consider these questions and bring back a recommendation:

a. Jim Wentworth-Plato, Elizabeth Carney, Helen Wand, Casey Sims, Kerrie Hughes, and Scot Pruyn
Put on 11/20/20 agenda on 11/6/20 by MCF

iv. Academic Elimination and Reduction Process
1. Curriculum Committee is listed as the last step, do we want regular updates and representation on that group?
a. Sarah Steidl and Charles Siegfried are on that group. They are willing to represent Curriculum Committee if David agrees.
b. Scot will reach out to David to ask if they can represent Committee and if he's willing to provide regular updates to Committee
Put on 11/20/20 agenda on 11/6/20 by MCF

v. New agenda format
1. Move all course and program approvals to beginning of agenda to accommodate guests

6. New Business

a. Major Transfer Maps
i. David Plotkin presented
1. This work began as a result of House Bill 2998
2. A Major Transfer Map (MTM) is a major-specific pathway, common across Oregon's public higher education institutions, that allows students to transfer from an Oregon community college to an Oregon public university without loss of academic credit or the requirement to retake a successfully completed course.
3. MTMs have been developed in English Literature, Biology, and Education majors
4. This work may result in phasing out the ASOT-Business, ASOT-Computer Science, AS degrees in English, and AS degrees in Biology

ii. Laurette Scott presented
1. Elementary Ed was selected partly because there was a lot of groundwork laid at the community college level.

iii. Tory Blackwell presented
1. Students can end up with a lot of credits. There's been a lot of work with a few other community colleges over the years to decrease the amount of required credits.
2. The work is hard and tedious, but having the State support has been invaluable.

b. Review Teams/Sub-Committee Process Sharing
i. Move to next meeting
Put on 11/20/20 agenda on 11/6/20 by MCF

7. Closing Comments

a.

-Meeting Adjourned-

Next Meeting: November 20, 2020 (8-9:30am)

Clackamas Community College

CONSENT AGENDA

November 20, 2020

1. Course Title Change

Course	Current Title	Proposed Title
WR-242	Creating Writing: Poetry	Poetry Writing I

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
BA-212	Financial Accounting II	2021/WI
COMM-218	Interpersonal Communication	2021/WI
ENGR-115	Engineering Graphics	2021/WI
LIB-101	Introduction to Library Research	2021/WI
MTH-243	Statistics I	2021/WI
MTH-256	Differential Equations	2021/WI
WR-242	Poetry Writing I	2021/WI

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire@clackamas.edu

Course Prefix and Number: BA - 212

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Financial Accounting II

Course Description:

BA-212 picks up where BA-211 left off with accrual accounting principles and practices for service and merchandising organizations. In this course, students examine financial accounting practices more in-depth, including long-term asset acquisition and cost allocation, current and long-term liabilities such as payroll and bonds, stockholders' equity and earned capital and the statement of cash flows. Students practice evaluating financial position through ratio and financial statement analysis. This second financial accounting course is designed for students who are interested in business in general, as well as those who are planning a career in accounting.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Business and Accounting AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: BA-211

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. measure the cost of long-term assets, including property, plant, equipment, and intangible assets, allocate cost through various depreciation methods, and record loss or gain on disposals;
2. demonstrate transactions for current and long-term liabilities, including payroll and bonds, and how they are presented on the balance sheet;
3. explain why organizations invest, and record debt and equity investment transactions;
4. comprehend the elements of stockholders' equity and earned capital;
5. prepare a statement of cash flows under both direct and indirect methods;
6. analyze financial statements and interpret ratios to evaluate operational performance and financial position.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Long-term property, plant, and equipment assets, natural resources, and intangible assets.
2. Current liabilities, including payroll.
3. Long-term liabilities, with emphasis on bonds.
4. Stockholders' equity and invested capital.
5. Statement of Cash Flows.
6. Financial statement analysis.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**
✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

PCC: BA212
OIT: ACC 202 Prin of Accounting II

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: COTA

Submitter

First Name: Alice
Last Name: Lewis
Phone: 3156
Email: alicel@clackamas.edu

Course Prefix and Number: COMM - 218

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Interpersonal Communication

Course Description:

Analyzes the complexities of the interpersonal communication process in personal and professional settings. Subjects include self-concept, cultural identity, verbal and nonverbal messages, listening, conflict styles, and effective communication strategies.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

✓ **Cultural Literacy**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. break down and define key elements of the communication process and the complex socio-cultural factors that influence message delivery and interpretation; (AL1) (AL2) (CL1)
2. discuss how our interpersonal interactions inform our understanding of ourselves and others, including our self-concepts, attitudes, beliefs, values, and cultural identities; (AL1) (AL2) (CL1)
3. identify and engage in ethical communication strategies that accomplish goals for relationship development and maintenance, including effective verbal and nonverbal behavior, listening skills, and conflict management. (AL1) (AL2) (CL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

S 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Presentations**

✓ **Criteria**

✓ **Rubrics**

✓ **Projects**

✓ **Writing Assignments**

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Communication Process Models
2. Listening
3. Self-concept
4. Perception
5. Cultural identities
6. Self disclosure
7. Conflict management and reduction
8. Communication competence
9. Non-verbal versus verbal communication
10. Relational development, maintenance, and breakdowns

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OIT (Oregon Institute of Technology)**

✓ **PSU (Portland State University)**

✓ **SOU (Southern Oregon University)**

✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

COMM218 Interpersonal Communication at PSU and OSU
COM112 Interpersonal Comm at WOU
COMM125 Interpersonal Comm at SOU

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Verified transferability through listings on colleges' websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: Eric
Last Name: Lee
Phone: 6163
Email: elee

Course Prefix and Number: ENGR - 115

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Engineering Graphics

Course Description:

This course will emphasize the practical application of engineering graphics techniques for the design, maintenance, and modification of mechanical parts and assemblies. Students will both generate new models based on design intent and translate existing physical objects into graphical 3D models, documenting their work with 2D engineering drawings according to ASME standards. Includes isometric views, dimensioning, and simulation.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-060 or higher

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. sketch a 2D profile for use by the Solid Works software;
2. edit and define parametric dimensions;
3. extrude 2D profiles into 3D solid models;
4. add features including holes, fillets and chamfers to the 3D solid model;
5. create multi-view drawings for drafting documentation;
6. create sheet metal and mold parts, and an assembly;
7. translate an existing physical object into a 3D graphical solid model.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to the Solid Works software program.
2. Sketching in Solid Works.
3. Planes and Extrusions.
4. Fillets and Chamfers.
5. Revolves.
6. Holes and patterns.
7. Mirroring features.
8. Shell.
9. Sweeps.
10. 2D documentation.
11. Cosmetic threads and GTD. Assemblies.
12. 2D documentation of assemblies.
13. Sheet Metal Forging and molds Space Frame.
14. Kinematics.
15. Photo Works and Animator.
16. E-drawings.
17. Tool Box.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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1. Is there an equivalent lower division course at the University?
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3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **OIT (Oregon Institute of Technology)**
✓ **PSU (Portland State University)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**

Identify comparable course(s) at OUS school(s)

Oregon State--ENGR 248
Portland State--ME 123, part of block transfer
Oregon Tech--CE 203, MET 241

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: LIBR

Submitter

First Name: Jane
Last Name: Littlefield
Phone: 3474
Email: jane.littlefield@clackamas.edu

Course Prefix and Number: LIB - 101

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Library Research

Course Description:

Trains students in the use of a variety of print and electronic information resources, search tools, and information evaluation. Excellent preparation for term papers and other research assignments.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. practice information searching skills across multiple formats and tools;
2. evaluate information resources for credibility and suitability for college-level coursework;
3. demonstrate ethical and socially-responsible creation and use of information.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to information: the academic information cycle and general organization of print and electronic resources within the library.
2. Browse and search techniques for finding print and electronic materials relevant to a research topic in the library's collections.
3. Effective use of a library catalog to identify and retrieve print and electronic books relevant to a research topic.
4. Effective use of academic databases (including use of Boolean searching, subject terms, and search limits) to identify and retrieve journal, magazine, and newspaper articles relevant to a research topic.
5. Effective use of search engines for finding academically useful information on the free web.
6. Evaluation of information resources for use in academic term papers.
7. The role of librarians in facilitating research.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Carrie
Last Name: Kyser
Phone: 3328
Email: carriek

Course Prefix and Number: MTH - 243

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Statistics I

Course Description:

An introduction to Descriptive and Inferential Statistics explores how data summaries are produced so that we can better understand the data-based information that we encounter in our lives and careers. In this exploration, we will touch on the topics of graphical depictions and verbal descriptions of datasets, discrete and continuous probability models including binomial and normal distributions, sampling distributions, introduction to inferential statistics, and confidence intervals.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Mathematics**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-105 or MTH-111 with a C or better, or placement in MTH-243

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. interpret numerical information and use it to inform and build knowledge with others; (MA2)
2. use the forms, structures, and vocabulary of statistics to organize real-world phenomena in quantitative terms; (MA1, MA2)
3. confidently engage with scenarios involving data and their graphical representations. (MA1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

C 1. Use appropriate mathematics to solve problems.

C 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Projects**
✓ **Writing Assignments**

✓ **Portfolios**

✓ **Pre-Post Assessment**

:

Major Topic Outline:

1. Numerical and categorical data
2. Representativeness, randomness, and design of studies
3. Summarizing data: shape, center, spread
4. Using graphs to describe data, including normal distributions
5. Making predictions
a. Univariate and Bivariate Data
b. Probability in one- and two-way tables
c. Regression
d. Correlation and Independence
6. Theoretical Distributions
a. Developing models to compare our data to theoretical distributions
b. Binomial distributions
c. Normal distributions
d. Simulations
e. Informal inference
7. Drawing conclusions about a population from a sample
a. Sample size
b. Randomness
c. Exploration of variability between samples through simulation
d. Central Limit Theorem for numerical and categorical data
e. Confidence Intervals

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**
✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

All OUS will take Math 243, some require 244 for equivalency

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Equivalency guides on OUS institutions' websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red Print Edit Delete Back
Reject Publish

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Adam
Last Name: Hall
Phone: 3326
Email: adamh

Course Prefix and Number: MTH - 256

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Differential Equations

Course Description:

This course is an introduction to the study of first-order differential equations, first-order systems of differential equations, linear systems of differential equations, and applications of these topics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Mathematics**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-252 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Summer**

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. utilize problem-solving techniques to engage problems without being provided a template; (MA1) (MA2)
2. collaborate effectively within a group to communicate mathematics; (MA2)
3. read and interpret mathematical information; (MA2)
4. communicate mathematical information in lay-language; (MA2)
5. model and solve real situations via differential equations and systems; (MA1) (MA2)
6. solve and approximate solutions to differential equations and systems using analytic, numeric, and graphical methods. (MA1) (MA2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

C 1. Use appropriate mathematics to solve problems.

C 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Other Assessment Tools**: Assignments

Major Topic Outline:

1. First-order differential equations
a. Modeling
b. Separation of variables
c. Slope fields
d. Euler's method
e. Equilibria and the phase line
f. Linear differential equations
2. First-order systems of differential equations
a. Modeling via systems
b. The geometry of systems
c. Analytic methods for special systems
d. Euler's method for systems
3. Linear systems of differential equations
a. Properties
b. Straight-line solutions
c. Phase planes for systems with real eigenvalues
d. Complex eigenvalues
e. Repeated and zero eigenvalues
f. Second-order linear equations
g. Damped simple harmonic motion
h. The trace-determinant plane
4. Forcing and resonance
a. Forced oscillators
b. Sinusoidal oscillators
c. Undamped forcing and resonance
5. Laplace transforms
a. Laplace transforms introduction
b. Discontinuous functions
c. Second-order equations

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a

new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**
✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

PSU: MTH256
UO: MATH256

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**
✓ **general elective**
:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Other. Please explain.**

Because it is listed as a general education course for the AAOT, it will transfer to all state universities in Oregon.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red Print Edit Delete Back
Reject Publish

Section #1 General Course Information

Department: English

Submitter

First Name: Amanda
Last Name: Coffey
Phone: 3257
Email: amandac@clackamas.edu

Course Prefix and Number: WR - 242

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Poetry Writing I

Course Description:

Provides the basic skills for writing and revising poems following contemporary trends in form and content; provides a supportive environment and the critical abilities to read and discuss poems confidently.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): AS in English: Creative Writing

Are there prerequisites to this course?

Yes

Pre-reqs: WRD-098 or placement in WR-121

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate the ability to write and revise poetry,
2. participate in the process of peer critiquing of student material,
3. develop an awareness of the diversity of poetic expression, (AL2)
4. recognize and employ elements of poetry including metaphor, image, symbol, rhythm, rhyme, meter, line and stanza breaks, etc.;
5. apply editing skills toward their own poetry.
6. examine different styles in poetry and begin to develop their own style, (AL1)
7. participate in the literary and publishing world through various venues, such as live readings, video and audio recordings, and the internet;
8. develop insightful personal, imaginative, and scholarly responses to creative work; (AL1) (AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

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3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **Projects**
✓ **Writing Assignments**

✓ **Portfolios**
✓ **Rubrics**

:

Major Topic Outline:

Many different prompts, readings, and techniques will stimulate students to write new poems while individual and group work in analyzing and developing elements of craft will help students revise their poems.(AL1)

Through attending readings, experiencing video and audio recordings, reading contemporary publications, and exploring the internet, students will participate in the practical application of creative writing and analytical skills. (AL2)

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

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Which OUS schools will the course transfer to? (Check all that apply)

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)** ✓ **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

WR213 Intro to Poetry Writing @ PSU
WR241 Intro to Poetry Writing @ OSU
CWWR230 Intro to Poetry @ UO

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**

:

Provide evidence of transferability: (minimum one, more preferred)

✓ **Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

Specify term: Winter 2021

Clackamas Community College

Program Learning Outcomes

November 20, 2020

Program	Implementation
AS, Biological Engineering, OSU	2021/SU
AS, Chemical Engineering, OSU	
AS, Civil Engineering, OSU	
AS, Civil/Environmental Engineering, PSU	
AS, Construction Engineering Management, OSU	
AS, Ecological Engineering, OSU	
AS, Electrical Engineering, OIT	
AS, Electrical Engineering, OSU	
AS, Electrical/Computer Engineering, PSU	
AS, Energy Systems Engineering, OSU	
AS, Engineering, George Fox	
AS, Environmental Engineering, OSU	
AS, Industrial/Manufacturing Engineering, OSU	
AS, Mechanical Engineering, OIT	
AS, Mechanical Engineering, OSU	
AS, Mechanical Engineering, PSU	
AS, Renewable Energy Engineering, OIT	

AS Engineering

OLD PLOS:	NEW PLOs:
• identify the broad context of engineering problems, including describing the problem conditions, identifying possible contributing factors, and generating alternative solution strategies;	
• identify the fundamental elements of engineering design, including associated safety, quality, schedule and cost considerations;	• apply the fundamental elements of engineering design;
• employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;	• employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;
• conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;	• conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;
• exhibit good teamwork skills and serve as effective members of laboratory and project teams;	• exhibit good teamwork skills and serve as effective members of laboratory and project teams;
• articulate and justify technical solutions to an audience through oral, written, and graphical communication;	• articulate and justify technical solutions to an audience through oral, written, and graphical communication.
• communicate the importance of professional and ethical responsibilities of engineers, and be aware of codes and other sources of guidance for professionally ethical decision making.	