

	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. Related Instruction a. HR: ED-258 b. PE/Health: FRP-255, PE-194, PE-294 c. Computation: MTH-211, 212, 213, 251, 252	Related Instruction Sub-Committee	Approval/21.SU
5. Old Business a. Academic Reduction and Elimination Update b. Charter	David Plotkin Chair	Informational Approval
6. New Business a. DEI and Course Review	Nora Brodnicki	Discussion
7. Closing Comments a.		

Present: Dustin Bare, Nora Brodnicki, Rick Carino, Elizabeth Carney, Amanda Coffey, Jeff Ennenga, Megan Feagles (Recorder), Eden Francis, Sharron Furno, Shalee Hodgson, Kerrie Hughes, Jason Kovac, Kara Leonard, Alice Lewis (Alternate Chair), Mike Mattson, Patricia McFarland, 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: Adriana Aristizabal, Debra Carino, Carol Dodson, Laurette Scott, Carol Thorn, Mark Yannotta

Absent: ASG Representative, George Burgess, Sue Goff, Tracy Nelson, David Plotkin, Cynthia Risan

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the January 15, 2020 minutes

Motion to approve, approved

3. Consent Agenda

- a. Course Number Changes
b. Course Title Change
c. Reviewed Outlines for Approval
d. Remove BA-255. It only has one outcome. It is 4 credits. Lisa Reynolds will check in with Joan about it.

Motion to approve, approved

4. Course and Program Approvals

a. Related Instruction

- i. The Related Instruction Sub-Committee recommends that the following courses continue to be approved in the listed related instruction area:
ii. Computation: MTH-243, 244, 256, 256
iii. Human Relations: COMM-218
iv. PE/Health: HPE-295, PE-260

Motion to approve, approved

b. Course Reactivations

- i. FRP-236
ii. Jeff Ennenga presented
iii. Course was inactivated in 2019, but the recent wildfires sparked interest in the class.

Motion to approve, approved

c. Course Hours, Instructional Method, Credits Change

- i. NRS-221, 221C, 222, 222C
ii. Carol Dodson/Carol Thorn presented
iii. Due to the shortage of clinical placements, we cannot guarantee 180 clinical hours. If we divide the courses 5 clinical (150 hours) and 4 didactic we feel we can, between time at actual clinical sites, lab and simulation, meet those numbers... Changing from 3 to 4 didactic hours is actually more reflective of what we have done for years anyway.

Motion to approve, approved

d. New Courses

i. ED-101

1. Laurette Scott presented
2. This course is designed to provide an initial practical experience in a classroom setting as well as an introduction to the course of study for professional educators. Ideally students will discern if a career in education is the right fit for them prior to pursuing the required coursework for this career pathway.

Motion to approve, approved

ii. MTH-050ES

1. Mark Yannotta presented
2. This will be a Spanish version of our MTH-050 Technical Mathematics course, offered in this format to better meet the needs of the Spanish speaking community. The content and outcomes will be exactly the same as MTH-050, just delivered in Spanish.

3. Should it be noted that MTH-050S is the same as MTH-050 in the description?
 - a. Yes, the math department will update the course descriptions for MTH-050 and MTH-050ES to include that information.
4. Should the course number be MTH-050ES for Español instead of MTH-050S for Spanish
 - a. Yes, change to ES. Done by MCF on 1/29/21

Motion to approve, approved

e. Program Amendments

- i. Group 0: Nursing
Megan Feagles presented for Carol Dodson and Carol Thorn
 1. Nursing (RN) AAS
 2. No other changes except reflecting the NRS-221, 221C, 222, 222C credit changes.

Motion to approve, approved

ii. Group 1: Human Services

- Megan Feagles presented for Yvonne Smith
1. Gerontology CC
 - a. Add FYE-101 to the elective list. Moved GRN-179 to spring and changed elective credits in spring term to be 2 credits.
 - b. Total credits change from 46-47 to 45-46
 2. Gerontology for Health Care Professionals CPCC
 - a. Total credits change from 15 to 15-16
 - b. Add FYE-101 and GRN-179 to elective list. Adjust total required elective credits from 3 to 3-4.
 3. Human Services Generalist AAS
 - a. Remove HE-249 from electives. Add FYE, MTH, and WR to list of elective subjects.
 4. Human Services Generalist CC
 - a. Remove HE-249 from electives. Add FYE, MTH, and WR to list of elective subjects.

Motion to approve, approved

iii. Group 2: ART/DMC Inactivations

- Megan Feagles presented
1. AA Degree, Oregon Transfer
 2. Associate of General Studies
 3. AS, Oregon Transfer - Business
 4. AS, Oregon Transfer, Computer Science
 5. Oregon Transfer Module
 - a. Add MTH-212, MTH-213 (OTM only).
 - b. Same change for the first 5 programs: Remove ART-116, DMC-194, and DMC-195
 6. AS, Biological Engineering, OSU
 7. AS, Biology, OSU
 8. AS, Chemical Engineering, OSU
 9. AS, Civil Engineering, OSU
 10. AS, Construction Engineering Management, OSU
 11. AS, Ecological Engineering, OSU
 12. AS, Electrical Engineering, OSU
 13. AS, Energy Systems Engineering, OSU
 14. AS, Environmental Engineering, OSU
 15. AS, Industrial/Manufacturing Engineering, OSU
 16. AS, Mechanical Engineering, OSU
 - a. Programs 6 through 16 all remove DMC-194. AS, Biology, OSU added ENG-194. The other programs already had it.
 17. AS, Music, PSU
 - a. Remove ART-116, DMC-195
 18. Digital Media Communications AAS
 - a. Remove DMC-194. Add FYE to list of elective subjects
 19. Music Performance & Technology AAS
 - a. Remove ART-116

Motion to approve, approved

iv. Group 3: OIT Engineering

- Megan Feagles presented for Eric Lee
1. AS, Electrical Engineering, OIT
 - a. Added in note about optional electives
 2. AS, Mechanical Engineering, OIT
 - a. Switch MTH-261 and electives
 - b. Added in note about optional electives

3. AS, Renewable Energy Engineering, OIT
 - a. Added in note about optional electives

Motion to approve, approved

- v. **Group 4: Horticulture**
Megan Feagles presented for April Chastain
 1. Horticulture CC
 2. Adding in FYE-101. Total credits change from 49-52 to 51-54.

Motion to approve, approved

- vi. **Group 5: Web Design**
Debra Carino presented
- vii. Web Design & Development AAS
 1. Remove CS-195, remove DMC-221, add in 3 credits of electives. Total credits change from 97-99 to 94-96
- viii. Web Design CC
 1. Remove CS-195, add in 3 credits of electives.

Motion to approve, approved

- f. **EFA Changes**
 - i. EFA, Teaching and Education
 - ii. Megan Feagles presented for Laurette Scott
 - iii. ED-100 was inactivated and will be replaced with ED-216 starting 21/SU
 - iv. Since MTH-211, 212, and 213 can be taken in any order, add MTH-212 and MTH-213 to list of math options

Informational Item

- g. **New Programs**
 - i. AAT English Literature
 - ii. Amanda Coffey presented
 - iii. Part of the Major Transfer Map, a streamlined path for students transferring from an Oregon Community College to an Oregon University.

Motion to approve, approved

5. Old Business

- a. Courses Scheduled for Inactivation 2021
 - i. Megan Feagles presented
 - ii. from 10/16/20 mtg
 - iii. This is the 3rd and final notice about courses scheduled for inactivation on 6/30/2021
 1. First brought to Curriculum Committee at the March 6, 2020 meeting (and sent to department chairs/admins on 3/19/20)
 2. Second notice brought to Curriculum Committee at the October 16th, 2020 meeting (and sent to department chairs/admins shortly after)
 - iv. These are courses that haven't been offered since 2018/SP. Including new courses that have never been offered (unless it's a recent new course)
 - v. To prevent inactivation, the course must be offered during the 20-21 year, OR JUST ASK US NOT TO INACTIVATE IT.
 - vi. The list is posted under Additional Documents and is updated frequently.

6. New Business

- a.

7. Closing Comments

- a.

-Meeting Adjourned-

Next Meeting: February 5, 2021 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ART-280	Art/CWE	2021/SP
BA-218	Personal Finance	2021/SP
HST-131	History of Crime & Punishment in Western Civilization	2021/SP
HST-132	History of Language and the Written Word in Western Civilization	2021/SP

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art

Submitter

First Name: Nora

Last Name: Brodnicki

Phone: 3036

Email: norab

Course Prefix and Number: ART - 280

Credits: 6

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 216

Total course hours: 216

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: Art/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job work experience in the field of art. Variable Credit: 2-6 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement?

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?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Student Petition

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 Only

Audit: Yes

When do you plan to offer this course?

✓ **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. apply academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Students earn cooperative education course credit by working in jobs that are directly related to their program major at Clackamas Community College.
2. Students in cooperation with their instructor and supervisor will set and accomplish 5 different meaningful, measurable, learning outcomes that will significantly improve their performance on the job.
3. Students, employer, and CWE instructor will meet three times during the term.
4. Students will attend CWE seminar lecture.

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)

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

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Sharon
Last Name: Parker
Phone: 2075
Email: sharonp

Course Prefix and Number: BA - 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: Personal Finance

Course Description:

Analysis and application of basic principles of personal finance including budgeting and spending, financial decision-making, use of credit, saving and investing, home purchase, taxes, risk management, retirement planning, estate planning, and other major personal finance 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?

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 AAS (elective)

Are there prerequisites to this course?

Yes

Pre-reqs: BA-104 or MTH-050 or higher, and WRD-098

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. demonstrate an understanding of opportunity costs and the time value of money;
2. demonstrate an understanding of the importance of setting financial goals and establishing a workable personal budget;
3. demonstrate an understanding of financial considerations involved when making buy, lease, or rent decisions related to homes and vehicles;
4. discuss the advantages and/or disadvantages of using consumer credit;
5. demonstrate an understanding of tax planning concepts for the individual;
6. discuss how saving and investing choices can influence how financial assets grow;
7. develop a risk management plan;
8. discuss financial considerations for retirement planning.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Personal finance basics and the time value of money.
2. Financial aspects of career planning.
3. Money management strategy: financial statements and budgeting.
4. Planning an individual tax strategy.
5. Financial services: savings plans and payment accounts.
6. Introduction to consumer credit.
7. Choosing a source of credit: the costs of credit alternatives.
8. Consumer purchasing strategies and legal protection.
9. The housing decision: factors and finances.
10. Property and motor vehicle insurance.
11. Health, disability, and long-term care insurance.
12. Life insurance.
13. Investing fundamentals.
14. Investing in stocks, bonds, and mutual funds.
15. Starting early: retirement planning.

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)

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

BA 218 Personal Finance (Southern Oregon University)
FIN 218 Personal Finance (Portland State University)
FIN 281 Personal Finance (University of Oregon)
BA 328 Personal Financial Planning (Eastern Oregon University)
BA 229 Personal Finance (Western Oregon University)

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Patricia
Last Name: McFarland
Phone: 3411
Email: patmc

Course Prefix and Number: HST - 131

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: History of Crime & Punishment in Western Civilization

Course Description:

Explores the topics of crime and punishment in western civilization from ancient Greece to the present and relates them to the political, social, economic, intellectual and cultural trends of each time period.

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:

✓ **Social Science**

✓ **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-090 or placement in WRD-098

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?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

✓ **Not every year**

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. discuss changes in the definitions of crime and types of punishment used in western civilization from ancient times to the present, (CL1)
 2. analyze the behavior of prominent criminals and jurists from ancient times to the present and link them to the broader themes of the history of western civilization, (SS1)
 3. demonstrate an understanding and an appreciation for the importance of the history of crime and punishment in western civilization from ancient times to the present. (SS2)
-

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.
- S** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
- P** 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

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

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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**✓ **Writing Assignments**

:

Major Topic Outline:**Crime and punishment in:**

1. The ancient Near East, including: gender and social class in Hammurabi's Law Code, Mosaic Law and "an eye for an eye", the Sanhedrin
2. Ancient Greece, including: Lycurgus, Draco, Solon, rhetoric, jury trials, slaves and women in ancient Greece and the law, Socrates' trial, ostracism, punishments and executions
3. Ancient Rome, including: rape in ancient Rome, Law of the Twelve Tables, patricide, Cicero, quid pro quo, crucifixion and other punishments and execution methods, Jesus' trial, the Tarpeian Rock, persecution of Christians
4. The Dark and Middle Ages, including: Germanic law, wergild, the ordeal, the Church and written law, the jury, torture and execution, heresy, the Inquisition, Joan of Arc, public shaming
5. The Renaissance and Reformation, including: canon law, state building, Robin Hood the Inquisition, heresy, witch trials, anti-Semitism, Martin Luther, Michael Servetus, Giordano Bruno
6. The 17th and 18th centuries, including: the Gunpowder Plot, Charles I's trial and execution, William Penn, the Popish Plot, Galileo's trial, duelling, the Bastille, Cesare Beccaria, punishments and executions, Louis XVI's trial and execution, the Terror and the guillotine
7. The 19th century, including: the Napoleonic code, establishment of police forces for the first time, detectives, criminology, Burke and Hare, Scotland Yard, Jack the Ripper, the Bertillon System, fingerprints
8. The 20th century, including: the Dreyfus Affair, political assassination, the Bolsheviks and the Gulag, secret police kulaks and wreckers, Show Trials under Stalin, the Nuremberg Laws and anti-Semitism, the Gestapo, the Holocaust
9. The Cold War, including: treatment of collaborators after World War II, the Nuremberg Trials, Adolf Eichmann, punishment in Europe after World War II
10. After the Cold War, including: punishment in Europe today, multi-cultural societies in Europe today, popular culture and crime and punishment (Sherlock Holmes, the "Godfather")

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)
- ✓ PSU (Portland State University)
- ✓ SOU (Southern Oregon University)
- ✓ UO (University of Oregon)
- ✓ WOU (Western Oregon University)

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

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.

On-line research of General Education courses accepted at Oregon's state universities.

First term to be offered:

Specify term: winter 2016

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information**Department:** Social Sciences**Submitter**

First Name: Patricia
Last Name: McFarland
Phone: 3411
Email: patmc

Course Prefix and Number: HST - 132**# 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: History of Language and the Written Word in Western Civilization**Course Description:**

Explores the topics of language and the written word in western civilization from ancient Greece to the present and relates them to the political, social, economic, intellectual, and cultural trends of each time period.

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:

✓ **Social Science**

✓ **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-090 or placement in WRD-098

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?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

✓ **Not every year**

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. discuss the major language types and changes in language over time in western civilization from ancient times to the present, (CL1)
 2. analyze the development of various writing systems and the extent of literacy from ancient times to the present and link them to the broader themes of the history of western civilization, (SS1)
 3. demonstrate an understanding of and an appreciation for the importance of the development of language and the written word in western civilization from ancient times to the present. (SS2)
-

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.
- S** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
- P** 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

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

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 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**✓ **Writing Assignments**

:

Major Topic Outline:

Language and the written word in:

1. The prehistoric period and the ancient Near East, including: reasons that language developed, Indo-European languages, cuneiform and hieroglyphics, the Epic of Gilgamesh, the Rosetta Stone, the Phoenicians and the alphabet, the Hebrews and the Torah
2. Ancient Greece, including: Linear A and B, Homer, the alphabet, rhetoric, written law, Socrates and dialogue, koine Greek, Coptic, the Septuagint
3. Ancient Rome, including: the alphabet, written law, relations with the Celts, Greeks, and Jews; slaves as tutors, writing and the military, early Christianity and the Scriptures, the Vulgate
4. The Dark and Middle Ages, including: the Gothic Bible, Huns and their language, Old English, runes, ogham, Beowulf, the Romance languages, the Church and literacy, Arabic script, Cyrillic, writing reforms, the Vikings and Old English, the Norman Conquest and Middle English, Chaucer, an English Bible, literature
5. The Renaissance and Reformation, including: the recovery of ancient classics, the Greek and Latin languages, literature, the printing press and the age of discovery, the printing press and religion, Shakespeare and Modern English
6. The 17th and 18th centuries, including: European languages in the Americas, science and the printing press, Athanasius Kircher and hieroglyphics, dominance of the French language in European courts, dictionaries and encyclopedias, the French Revolution and language reform
7. The 19th century, including: Napoleon and the Rosetta Stone, the Grimm Brothers, nationalism and language, the spread of education and literacy, the telegraph and telephone, newspapers become widespread, copyrights, literature, Esperanto
8. The 20th century, including: writing and language in Nazi Germany and Stalinist Soviet Union, radios and totalitarianism
9. The Cold War, including: samizdat, Voice of America, television, computers
10. After the Cold War, including: the Internet and communication, malapropisms, spoonerisms, Muslims in Europe today, continuing language change, the EU and the English language

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)
- ✓ PSU (Portland State University)
- ✓ SOU (Southern Oregon University)
- ✓ UO (University of Oregon)
- ✓ WOU (Western Oregon University)

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

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.

On-line research of General Education courses accepted at Oregon's state universities.

First term to be offered:

Specify term: spring 2016

Course Number	Title	Related Instruction Area
ED-258	Multicultural Education	Human Relations
FRP-255	Physical Fitness and Nutrition for First Responders	PE/Health
PE-194	Professional Activities	PE/Health
PE-294	Professional Activities	PE/Health
MTH-211	Fundamentals of Elementary Math I	Computation
MTH-212	Fundamentals of Elementary Math II	Computation
MTH-213	Fundamentals of Elementary Math III	Computation
MTH-251	Calculus I	Computation
MTH-252	Calculus II	Computation

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 15, 2021 Certified General Education Area(s): None

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Laurette

Last Name: Scott

Phone: 3840

Email: laurette

Course Prefix and Number: ED - 258

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: Multicultural Education

Course Description:

Covers the philosophy, activities, and techniques appropriate to a culturally relevant classroom for students from pre-Kindergarten through post-secondary. Emphasizes understanding the impact of culture on individual perception and learning and group dynamics.

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?

Yes

Name of degree(s) and/or certificate(s): CTE Licensure Prep certificate; Early Childhood Education & Family Studies certificate

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?

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?

✓ **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. describe the characteristics and purpose of education that is culturally relevant;
2. identify strategies for affirming cultural diversity in the classroom;
3. describe curriculum and instructional strategies which provide equal educational opportunities for diverse students;
4. identify legal and ethical issues related to multicultural education;
5. discuss the impact of an individual's culture on their performance in academic settings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Foundations of multicultural education.
2. Ethnicity and race.
3. Class and socioeconomic status.
4. Gender identity.
5. Sexual orientation.
6. Exceptionality and ableism.
7. Language.
8. Religion.
9. Geography.
10. Youth culture.
11. Culturally relevant pedagogy.

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?

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?

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

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

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

ED 130 Multicultural ED, ED 219 @ OSU, EDST 225 @ UO

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
Online Course/Outline Submission System

Date approved: January 15, 2021 Certified General Education Area(s): None

Section #1 General Course Information

Department: WLDF

Submitter

First Name: Jeff

Last Name: Ennenga

Phone: x3539

Email: jeff.ennenga

Course Prefix and Number: FRP - 255

Credits: 2

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 44

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: Physical Fitness and Nutrition for First Responders

Course Description:

This course will assist the student in meeting the physical fitness requirements for work in firefighting, and emergency medical services. Includes individual conditioning strategies, nutritional guidelines, basic exercise principles, pre-employment and lifelong fitness and conditioning. The course will prepare students for activities like the Candidate Physical Abilities Test (CPAT), work capacity test and other physical ability tests required for first responders.

Type of Course: Career Technical Preparatory

Reason for the new course:

Industry and student request.

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): Wildland Fire Management AAS, Fire Science (Wildland) Certificate of Completion

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: Have adequate outdoor exercise attire and be prepared for arduous physical activity

Requirements: Complete a physical performed by a doctor prior to attending

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: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

- ✓ **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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. design and apply a lifelong personal fitness and nutrition program to improve personal physical condition and wellness, to meet the physical requirements of structural and wildland firefighting, and emergency medical services tasks;
2. apply skills related to the physical and mental aspects of performance required as a first responder;
3. apply decision-making skills related to health and fitness to improve performance, productivity, and quality of life in the workplace;
4. adjust and adapt physically and mentally to environmental factors present (e.g., protective clothing, equipment) and tasks involved in responding to emergencies.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Physical requirements of first responders.
2. Exercise principles and physiology.
3. Physical fitness including; flexibility, aerobic conditioning, muscular strength and muscular endurance.
4. Nutrition for arduous activity.
5. Injury prevention.
6. Physical effects of environment.
7. Proper exercise techniques.
8. Mental aspects of performance.

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%

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

Date approved: January 15, 2021 Certified General Education Area(s): None

Section #1 General Course Information

Department: HLPE

Submitter

First Name: Tracy

Last Name: Nelson

Phone: 3274

Email: tracyn

Course Prefix and Number: PE - 194

Credits: 1

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 33

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: Professional Activities

Course Description:

Team skills and strategy courses. Designed to provide the student with basic skills and methodology necessary to conduct physical fitness programs in the school, corporate, and community setting. Emphasis is placed on fitness concepts, techniques of weight training and aerobic exercises to encourage life-long physical activity. Course offerings are: baseball, basketball, cross-country, soccer, softball, track and field, volleyball, and wrestling. Required: Student Petition.

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?

Yes

Recommendations:

Requirements: Student Petition

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: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate their understanding of basic skills and methodology necessary to conduct a safe fitness program,
2. demonstrate basic knowledge and implementation of fitness testing.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Pre/Post Fitness Tests.
 - a. Strength and Cardiovascular Training.
 - b. Flexibility.
 - c. Body Composition.
2. Principles of conditioning.
3. Injury prevention.
4. Nutrition and Performance.

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?
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)

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

How does it transfer? (Check all that apply)

✓ **general elective**

:

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

Date approved: January 15, 2021 Certified General Education Area(s): None

Section #1 General Course Information

Department: HLPE

Submitter

First Name: Tracy

Last Name: Nelson

Phone: 3274

Email: tracyn

Course Prefix and Number: PE - 294

Credits: 1

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 33

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: Professional Activities

Course Description:

Advanced team skills and strategy courses. Designed to provide the student with basic skills and methodology necessary to conduct physical fitness programs in the school, corporate, and community setting. Emphasis is placed on fitness concepts, techniques of weight training and aerobic exercises to encourage life-long physical activity. Course offerings are: baseball, basketball, cross-country, soccer, softball, track and field, volleyball, and wrestling. Required: Student Petition.

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?

Yes

Recommendations:

Requirements: Student Petition

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: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate their understanding of basic skills and methodology necessary to conduct a safe fitness program,
2. demonstrate basic knowledge and implementation of fitness testing.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Pre/Post Fitness Tests.
 - a. Strength and Cardiovascular Training.
 - b. Flexibility.
 - c. Body Composition.
2. Principles of conditioning.
3. Injury prevention.
4. Nutrition and Performance

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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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)

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

How does it transfer? (Check all that apply)

general elective

:

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

Date approved: January 29, 2021 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Melinda

Last Name: Nickas

Phone: 3600

Email: mnickas

Course Prefix and Number: MTH - 211

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: Fundamentals of Elementary Math I

Course Description:

A course designed to teach students to understand the basic concepts of mathematics and provide ideas for teaching these concepts to elementary school children. Focuses on math anxiety and mindset, problem-solving, and arithmetic. MTH-211, 212, and 213 can be taken in any order.

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:

✓ **Mathematics**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-095 with a C or better, or placement in MTH-111

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?

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: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

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. make sense of problems and persevere in solving them;
 2. construct viable arguments and critique the reasoning of others;
 3. model with mathematics to represent physical situations and solve problems;
 4. use appropriate tools strategically;
 5. demonstrate abstract mathematical reasoning in the creation of examples and testing of solutions.
-

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

WR: Writing Outcomes

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- C** 1. Engage in ethical communication processes that accomplish goals.
- C** 2. Respond to the needs of diverse audiences and contexts.
- C** 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.
- P** 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

- P** 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**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Rubrics**
- ✓ **Journal Writing**

:

Major Topic Outline:

Major topic outline:

1. Growth Mindset as it applies to math
2. Math anxiety
3. Problem solving strategies
4. Whole numbers and numeration systems
5. Ancient numeration systems
6. Grouping and number bases
7. Models for addition, subtraction, multiplication and division algorithms
8. Number properties

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)

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

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

PSU: MTH 211
EOU: MATH 211
OIT: MATH 211
SOU: MTH 211
UofO: MATH 2MQT
WOU: MTH 211
OSU: MTH 211

How does it transfer? (Check all that apply)

required or support for major

:

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

Other. Please explain.

Prerequisite course for teaching programs at most colleges and universities

First term to be offered:

Specify term: Fall 2019

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 29, 2021 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Melinda
Last Name: Nickas
Phone: 3600
Email: mnickas

Course Prefix and Number: MTH - 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: Fundamentals of Elementary Math II

Course Description:

A course designed to teach students to understand the basic concepts of mathematics and provide ideas for teaching these concepts to elementary school children. Focuses on fractions, ratios, percents, and algebraic patterns. MTH-211, 212, and 213 can be taken in any order.

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:

✓ **Mathematics**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-095 with a C or better, or placement in MTH-111

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?

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: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. make sense of problems and persevere in solving them;
 2. construct viable arguments and critique the reasoning of others;
 3. model with mathematics to represent physical situations and solve problems;
 4. use appropriate tools strategically;
 5. demonstrate abstract and quantitative mathematical reasoning by creating examples, testing solutions, and using appropriate notation.
-

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**

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- P** 1. Engage in ethical communication processes that accomplish goals.
- P** 2. Respond to the needs of diverse audiences and contexts.
- P** 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

- P** 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.
- P** 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

- P** 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**
- ✓ **Presentations**
- ✓ **Writing Assignments**

- ✓ **Rubrics**
- ✓ **Journal Writing**

:

Major Topic Outline:**Major Topic Outline**

1. Number theory
2. Fractions
3. Ratios and rates
4. Proportions and percents
5. Patterns and algebraic thinking

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)**
- ✓ **OSU (Oregon State University)**
- ✓ **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: MTH 212
 EOU: MATH 212
 OIT: MTH 212

SOU: MTH 212
UofO: MATH 2MQT
WOU: MTH 212
OSU: MTH 212

How does it transfer? (Check all that apply)

required or support for major

:

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

Other. Please explain.

Same as 211 - prerequisite course for teacher education programs

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

Date approved: January 29, 2021 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Melinda

Last Name: Nickas

Phone: 3600

Email: mnickas

Course Prefix and Number: MTH - 213

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: Fundamentals of Elementary Math III

Course Description:

A course designed to teach students to understand the basic concepts of mathematics and provide ideas for teaching these concepts to elementary school children. Focuses on geometry. MTH-211, 212, and 213 can be taken in any order.

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:

✓ **Mathematics**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-095 with a C or better, or placement in MTH-111

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?

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: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

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. make sense of problems and persevere in solving them;
 2. construct viable arguments and critique the reasoning of others;
 3. model with mathematics to represent physical situations and solve problems;
 4. use appropriate tools strategically;
 5. demonstrate abstract and quantitative mathematical reasoning by creating examples, testing solutions, and using appropriate notation.
-

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**

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- P** 1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
- P** 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

- P** 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.
- P** 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

- P** 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**✓ **Presentations**✓ **Rubrics**✓ **Journal Writing**

:

Major Topic Outline:

Major Topic Outline

1. Sets and their elements
2. Geometry

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) |
| | ✓ SOU (Southern Oregon University) |
| | ✓ UO (University of Oregon) |
| | ✓ WOU (Western Oregon University) |

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

PSU: MTH 213
 EOU: MATH 213
 OIT: MTH 213
 SOU: MTH 213
 UofO: MATH 2MQT

WOU: MTH 213
OSU: MTH LDT

How does it transfer? (Check all that apply)

:

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

✓ **Other. Please explain.**

same as 211-212: prerequisite for teacher education programs

First term to be offered:

Specify term: Spring 2019

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 29, 2021 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: **Berri**

Last Name: **Hsiao**

Phone: **3542**

Email: **berri.hsiao**

Course Prefix and Number: MTH - 251

Credits: 5

Contact hours

Lecture (# of hours): 55

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 55

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: Calculus I

Course Description:

For science, engineering, and mathematics students, this is the first course in the four-term Calculus sequence. Focuses on the analysis of functions using limits and differential calculus. Emphasis on applying calculus concepts and techniques to model and solve appropriate real-world applications.

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-112 with a C or better, or placement in MTH-251

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?

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: 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. determine limits numerically, graphically, and algebraically; (MA1) (MA2)
 2. demonstrate understanding of the limit definition of the derivative and its interpretation as an instantaneous rate of change; (MA1) (MA2)
 3. demonstrate understanding of the derivative as a function and use the local linearity of functions to obtain approximations from the derivative; (MA1) (MA2)
 4. apply techniques of differentiation by choosing the appropriate derivative rule for the appropriate type of function; (MA1)
 5. interpret the meaning of the first and second derivatives in various scenarios, and use technology to investigate and verify; (MA2)
 6. use the first and second derivative in problem solving that requires sustained reasoning and technology to reach successful conclusions. (MA2)
-

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:** Problem Sets, Quizzes**Major Topic Outline:**

1. Limits
 - a. Graphically
 - b. Numerically
 - c. Algebraically
2. Differentiation
 - a. Instantaneous rate of change
 - b. Difference quotient
 - c. Differentiability vs. Continuity
 - d. Derivative as a function
3. Symbolic differentiation
 - a. Product rule
 - b. Quotient rule
 - c. Chain rule
 - d. Implicit differentiation
4. Using the derivative
 - a. Critical Values
 - b. Local and Global Extrema
 - c. Inflection points
 - d. Concavity
5. Applications of Differentiation
 - a. Optimization
 - b. Related Rates

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

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

- PSU: MTH 251
- EOU: MATH 251
- OIT: MATH 251
- SOU: MTH 251
- UO: MATH 251
- WOU: MTH 251
- OSU: MTH 251

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.**

[Transfer tools at university 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

Date approved: January 29, 2021 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: **Stefan**

Last Name: **Baratto**

Phone: **3325**

Email: **sbaratto**

Course Prefix and Number: MTH - 252

Credits: 5

Contact hours

Lecture (# of hours): 55

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 55

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: Calculus II

Course Description:

For science, engineering, and mathematics students, this is the second course in the four-term Calculus sequence. Focuses on understanding integral calculus and using anti-differentiation techniques. Emphasis on applying the calculus to model and solve appropriate real-world applications.

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-251 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?

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: 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. use graphical, numerical, and analytical techniques to construct a function from its derivative; (MA1) (MA2)
 2. use Riemann sums to approximate the area under a curve both numerically and graphically; (MA1)
 3. apply appropriate integration techniques to find the antiderivatives of a function; (MA2)
 4. use the Evaluation Theorem and the Fundamental Theorem of Calculus to evaluate integrals; (MA1)
 5. sketch two- and three-dimensional regions and use integral calculus to model and determine the area or volume of such regions; (MA1) (MA2)
 6. model and evaluate the average value and arc length of a function over an interval; (MA1) (MA2)
 7. use integral calculus to model and solve applications in physics, engineering, health sciences, business, or probability and interpret the results in the context of the application. (MA1) (MA2)
-

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.
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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.
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SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
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- C** 1. Use appropriate mathematics to solve problems.
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1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
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1. Apply analytical skills to social phenomena in order to understand human behavior.
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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: Problem Sets, Quizzes****Major Topic Outline:**

1. Antidifferentiation
 - a. Constructing a function from its derivative
 - b. Riemann sums
 - c. Antiderivatives
 - d. Substitution
 - e. Integration by parts
2. Integration
 - a. The Fundamental Theorem of Calculus
 - b. Area under a curve
 - c. Definite and indefinite integrals
 - d. Improper integrals
3. Applications of the definite integral.
 - a. Area between two curves
 - b. Average value of a function
 - c. Volume by discs and washers
 - d. Arc length
 - e. Modeling and solving real-world applications

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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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: MTH 252
- EOU: MATH 252
- OIT: MATH 252 and MASC 000
- SOU: MTH 252
- UO: MATH 252
- WOU: MTH 252
- OSU: MTH 252

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)

✓ **Other. Please explain.**

Transfer tools at university websites

First term to be offered:

Next available term after approval

:

Academic Reduction-Elimination Process

[F:\Academic Reduction-Elimination Process](#)

https://studentclackamas-my.sharepoint.com/:f:/g/personal/david_plotkin_clackamas_edu/EoVV36vqM1tMsmD5p7HZF9kB-jZqCI2D10e01LlkTLzvw



Curriculum Committee Charter

Mission

The Clackamas Community College Curriculum Committee supports faculty in the development and implementation of high-quality curriculum that is accessible to all students, adaptable to changing needs, and accountable to the community by facilitating faculty collaboration and ownership of the curriculum and providing a venue for faculty to establish curricula and improve instructional programs.

Purpose

In supporting the mission of the College, the Curriculum Committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of the Northwest Commission of Colleges and Universities (NWCCU) and other relevant agencies. The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact. This includes, but is not limited to, new courses, revisions to existing courses, transferability, general education and related instruction issues, and new and revised programs.

Scope

The committee is tasked with the following responsibilities:

1. Provide oversight of all new or changed course outlines and program proposals to ensure that academic standards are maintained.
 - a. Review and evaluate course outlines to assure that they are well developed, clear and complete, meet state guidelines, conform to CCC standards, satisfy transferability requirements (if any), and that supporting documents adequately supplement the proposal;
 - b. Assure that general education outcomes on course mapping documents are clearly and appropriately addressed in the student learning outcomes, and that state approved criteria are reflected in the course outlines to which the mapping documents are attached;
 - c. For courses identified as meeting Related Instruction through embedded content, ensure that course outlines clearly address the student learning outcomes relevant to the Related Instruction area;
 - d. Make recommendations to assist individuals and departments to strengthen their course outlines and program proposals.
2. Evaluate the impact of curriculum proposals on the College to assure that the curriculum offered is complementary and integrated.
 - a. Assure that overlap with existing courses, impacts on other divisions, departments, courses, programs, college services, and pre/co-requisites have been addressed.
3. Approve or disapprove new or changed course outlines and programs, recommend quality and conformance to best curricular practice throughout the College.
4. Establish, review and revise procedures and guidelines as needed to assure quality and conformance to best curricular practice throughout the College.

Membership

1. Ex Officio positions
 - a. Director, Curriculum Office (non-voting)
 - b. Curriculum and Scheduling Specialist (non-voting)
 - c. Vice President, INSS
 - d. Dean, IEP
 - e. Center for Teaching and Learning Representative
 - f. ASG Student Representative
 - g. Dean, AFAC
 - h. Financial Aid Representative
 - i. Graduation Services Representative
 - j. Director, Student Academic Support Services
 - k. Dean, Arts and Sciences
 - l. Associate Dean, Arts and Sciences
 - m. Dean, TAPS
 - n. Associate Dean, TAPS

2. Regular faculty positions
 - a. Faculty (full-time or part-time) from each division are appointed by their dean. We value diverse representation from each division.
 - b. Regular members serve three-year terms.
 - c. Divisions may choose to retain a current representative longer than one three-year cycle.

3. Chair
 - a. The committee is chaired by a full-time faculty member.
 - b. In the current chair's final term (usually Spring), a call will be put out for faculty members of the committee to nominate a new chairperson.
 - c. After nominations, all members vote on the new chair.
 - d. Chair serves a two-year term.

Subcommittees

1. AFAC Review Team
2. Arts and Sciences Review Team
3. TAPS Review Team
4. Related Instruction Sub-Committee
5. General Education Sub-Committee

Voting Guidelines

1. All members of the committee other than the curriculum office representatives are eligible to vote on every item, including items that they introduce and present.
2. Visitors abstain from voting unless requested by the chair of the committee or a quorum of members.
3. Any voting member can motion for an agenda item to be considered for vote. This vote may be pushed out up to 3 future meetings. At that time, it may be decided, or tabled further by a quorum vote.
4. A quorum of at least 1/3 of the voting members, with more than half of those being faculty members, must be present in order for a vote to take place.

Additional Documents

The *Course Revision Guidebook* and other checklists, flowcharts, and process documents can be found on the committee page <http://webappsrv.clackamas.edu/committees/CC/>.

Relationship to Other Committees

The Curriculum Committee works with the Curriculum Office, Instructional Standards & Procedures (ISP) Committee, the Assessment Committee and other college entities as necessary.

Definitions

Please see <http://handbook.ccwwebforms.net/handbook/glossary> for a list of terms commonly used in committee discussions.

Committee Member Expectations/Commitment

In addition to attending meetings, members of the Curriculum Committee are expected to:

- Review Curriculum Committee process documents and Course Outline Review Guidebook
- Review meeting agenda and bring questions/comments to share at the meeting
- Participate on appropriate divisional review team
- Participate as needed on other subcommittees
- Act as the curriculum committee representative/liaison within their individual department

Meeting Schedule

The Curriculum Committee meets the first and third Friday of each month of Fall, Winter, and Spring terms, from 8-9:30am.

Diversity, Equity, and Inclusion

<https://www.clackamas.edu/about-us/vision-initiatives/diversity-equity-and-inclusion>