**Division/Department/Program requesting change**

# New Course

**BCIT/Business/Business Management AAS**

**Course developer/course lead contact information**

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**Academic Year in which change will take effect: 2017-18**

# **Part 1: Course Details**

**TYPE OF PROPOSAL**

**New course (brand new course or courses that have not been offered in three or more years)**

**Currently 199 or 299 experimental course? Attach course outline or syllabus**

**New** **199/299** **experimental course (M**ay be offered two times over a two-year period. After that, experimental courses to be submitted as a new course.)

**TYPE OF COURSE**

**Lower Division Collegiate**  **Professional/Technical**  **Developmental, numbered below 100**

**COURSE NUMBER AND TITLE**

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| --- | --- | --- |
| **Course Number (To determine a number, check the** [Catalog of Lower Division Collegiate Courses](https://www.lanecc.edu/sites/default/files/currsched/ldccatalog01.docx) or look at other schools with similar courses) | **Short Course Title for Banner (30 character limit)** | **Full Course Title for print catalog** |
| **BT291** | **Operations Management** | **Operations Management** |

**COURSE DESCRIPTION (300 character limit)**

This course addresses the design and control of processes of production for both goods and services. The course covers business operations for improvements in efficiencies and effectiveness in terms of meeting customer requirements. It addresses managing the process that converts inputs (raw materials, labor, and energy) into outputs of goods and/or services.

**PREREQUISITES, CO-REQUISITES, GRADE OPTIONS, CREDITS**

Prerequisite courses: \_\_BA101\_\_\_\_\_\_\_

Co-requisite courses:

Grade Option:  Graded (with P/NP option)   Pass/No Pass only

Repeatable for credit?

**CREDIT BREAKDOWN**

\_\_4\_ Lecture

\_\_\_ Lecture/Lab

\_\_\_ Lab

\_4\_\_ Total Credits

# **Part 2: Context, Course Overlap, Library Resources**

**RATIONALE AND CONTEXT Describe the context and rationale for the new course. How will this course meet the needs of transfer students or employers? What is the demand for this course? How does this proposal further the goals of the program or department? Provide as many details about this new course as possible.**

Area employment projections for general and operations managers is projected to grow at a rate of 13% between 2014- 2024 in Lane County. This course will become part of Lane’s new Business Management AAS degree, which is anticipated to initially graduate 25 – 30 students per year. As a reference, in 2014 COCC graduated 62, Clackamas graduated 52, Linn-Benton graduated 39, and Mt. Hood graduated 63 in the categories of Business Administration and Management. [(qualityinfo.org accessed 10-6-2016)](https://www.qualityinfo.org/jc-oprof/?at=1&t1=Business%20Administration%20and%20Management~111021~4101000000~0~true~true~true~true~true~true~true~true~true~true~true~true~true~none~0~1~1)

Operations management is a discipline in demand by local business as demonstrated by Lane’s Business Department Advisory Committee endorsing the program and course, and the outreach work of the Eugene Chamber of Commerce with the local business community via the Emerald Valley - High Performance Enterprise Consortium.

It is a goal of the Business Department to increase enrollment and provide relevant offerings to students and the community. This course will support that goal by being a component of the AAS General Management degree and providing knowledge and skills in the discipline of Operations Management. Most Oregon Community Colleges that offer the AAS degree include a course in Operations Management. The course will provide added depth and breadth to the Business department’s offerings in Business Administration.

**LIBRARY CONSULTATION Consultation with your liaison librarian is an opportunity to discuss Library services and resources available to you and your students. Please contact your liaison librarian early in the course development process to arrange a meeting time of at least 30 minutes. If you are not sure who your liaison librarian is, you can either look it up on the** [Library’s website](https://library.lanecc.edu/services/liaison) **or call the Library Reference Desk at 463-5355.**

**In order to get the most from your time, please allow 1 week for the librarian to prepare for your meeting. The librarian will focus on the following topics during the meeting:**

* **Library resources that can support your class(es)**
* **OER (Open Education Resources) options available to you**
* **Information Literacy resources and learning opportunities for your class(es)**

**Please plan to bring your questions about the above topics, as well as any other questions you have about library services and resources to support your class(es).**

Liaison Librarian Date

**COURSE OVERLAP Indicate any topic/content overlap with other courses. How will this course's topics and content be differentiated?** If there is overlap, faculty of overlapping courses must **agree on the extent of overlap and** **include a rationale** explaining its necessity. The dean of the division in which overlap occurs must sign their approval.

**We are not aware of any course overlap.**

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| Division | Course Number / Title | Rationale | Dean signature |
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**PROFESSIONAL/TECHNICAL COURSES COMPLETE THIS SECTION**

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

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| --- | --- |
| **Programs** | **Division** |
| Business Management AAS | BCIT |
|  |  |

# **Part 3: Outcomes, Competencies, and Topics**

**List course outcomes, Core Learning Outcomes (CLOs), and Assessments** Are Lane’s Core Learning Outcomes emphasized (taught explicitly and reviewed) in this course, and measured or demonstrated through course assessments (primary CLO focus)? Or, is a CLO either emphasized in this course OR measured/evaluated or demonstrated through a course assignment (secondary CLO focus)? If yes to either question, indicate which [Core Learning Outcomes and Dimensions](https://www.lanecc.edu/assessment/core-learning-outcomes) are linked to your course outcomes. Need help? Contact the [Faculty Coordinator of Student Learning Assessment and Curriculum Development](https://www.lanecc.edu/currsched/curriculum).

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| [**Core Learning Outcomes and Dimension**s](https://www.lanecc.edu/assessment/core-learning-outcomes) covered or assessed in the course. You do not need a CLO for each course outcome; select CLOs sparingly and intentionally. | **COURSE-LEVEL LEARNING OUTCOMES** (course outcomes) What will the student ***know*** or ***be able to do*** at the end of the course? Write outcomes that are measurable or observable. See [this list of measurable verbs](https://www.clinton.edu/curriculumcommittee/listofmeasurableverbs.cxml) or this [web page and verb wheel](https://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/) | **ASSESSMENTS** Include specific assignments you will use to measure/observe student attainment of outcomes. Some assignments may be used for multiple outcomes. For assessment ideas see [Authentic Tasks](http://jfmueller.faculty.noctrl.edu/toolbox/tasks.htm) |
| **CLO 1:** Think critically  1.2 Determine information need, find and cite relevant information | **EXAMPLE** Describe and explain general plant structure and function in relation to plant growth and development | 10-12 page research paper and oral presentation |
| **CLO 1: Think critically;**  **CLO 4: Communicate effectively;** | Access and understand the nomenclature of Operations Management | Weekly Quiz assessing reading comprehension and graded forums |
| **CLO 4: Communicate effectively;**  **CLO 5: Apply learning;**  **CLO 1: Think critically;** | Describe systematic process improvement methodologies | Quiz and written 500 word paper with applications to a case scenario;  Weekly Quiz assessing reading comprehension and graded forums |
| **CLO 4: Communicate effectively;**  **CLO 5: Apply learning;**  **CLO 1: Think critically;** | Understand Process Analysis and demonstrate use of a Process Flow Diagram | Create graphical representation of a process flow diagram. The diagram will be based on a case scenario provided and include a written analysis.  Weekly Quiz assessing reading comprehension and graded forums |
| **CLO 4: Communicate effectively;**  **CLO 5: Apply learning;**  **CLO 1: Think critically;** | Apply principles and methods of Process Improvements utilizing measures of efficiencies, flow patterns, and cycle times. | Weekly Quiz assessing reading comprehension and graded forums; Multiple choice application assessing ability to apply the principles of process improvement. |
| **CLO 3: Create ideas and solutions;**  **CLO 4: Communicate effectively;**  **CLO 5: Apply learning;**  **CLO 1: Think critically;** | Be familiar with managing processes with set up times | 500 word paper from a case study;  Weekly Quiz assessing reading comprehension and graded forums |
| **CLO 3: Create ideas and solutions;**  **CLO 4: Communicate effectively;**  **CLO 5: Apply learning;**  **CLO 1: Think critically;** | Describe the structures of Lean Operations to produce the highest quality in the shortest delivery time with least costs | 500 word paper from a case study;  Weekly Quiz assessing reading comprehension and graded forums |
| **CLO 3: Create ideas and solutions;**  **CLO 4: Communicate effectively;**  **CLO 5: Apply learning;**  **CLO 1: Think critically** | Apply principles and knowledge of Inventory management and supply chain logistics | Written paper from case study / scenario; Weekly Quiz assessing reading comprehension and graded forums |
| **CLO 3: Create ideas and solutions;**  **CLO 4: Communicate effectively;**  **CLO 5: Apply learning;**  **CLO 1: Think critically;** | Develop a sample Operations Management project with calendar and systems to initiate, plan, control and complete an improved operation. | Term Project |
| **CLO 3: Create ideas and solutions;**  **CLO 4: Communicate effectively**  **CLO 5: Apply learning;**  **CLO 1: Think critically** | Estimate and interprets demand data to forecast and schedule operations based on customer demand | Written paper with a schedule of operations and flow based on charts and data presented |
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**COMPETENCIES AND TOPICS COVERED (course outline)**

Example 1: [WR 121 Outline, outcomes, and assessments](https://www.lanecc.edu/llc/facultyresources/course-outline-wr-121)

Example 2: [Course Outline Sample](https://www.lanecc.edu/copps/course-outline-sample) (from COPPS)

1. Operations Management and Nomenclature
2. Process Analysis, Improvement and Flow
3. Lean Operations
4. Quality and Statistical Process Control
5. Inventory and Supply Chain Management
6. Forecasting and Scheduling to Customer Demand
7. Project Management for Operations

**DEGREE REQUIREMENTS APPLICATIONS**

If applying for any of the following, check the appropriate boxes and include your completed degree requirements forms with this course form. Go to the [Curriculum Office website](https://www.lanecc.edu/currsched/curriculum-forms) to download these forms.

AAOT

Arts & Letters

Cultural Literacy

Information Literacy

Mathematics

Science /Computer Science

Social Sciences

Speech/Oral Communication

Health/Wellness/Fitness (all degrees)

Human Relations designation (for AAS and certificates)

Sustainability course status (optional)

**CURRICULUM EQUITY STATEMENT** Please do not copy/paste the [COPPS equity statement](https://www.lanecc.edu/copps/documents/curriculum-equity). Reflect how your course supports equity. **To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s):**

* **Utilize materials reflecting diverse populations in leadership and management roles,**
* **Engage guest speakers representing ethnic and cultural diversity,**
* **Draw upon case scenarios from diverse businesses, geographic, and cultural perspective,**
* **Present content and skills from a business global perspective and doing businesses internationally,**
* **Use case scenarios from companies around the world and provide the cultural context.**

# **Part 4: Divisional Review and Approval**

**Human, Physical, and Financial Resources:**

Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.  
Explain:

**Required Certifications for Instructors:**

We have developed minimum course certification standards according to the COPPs procedure “Instructor Qualifications: Credit,” **to be filed with ASA** upon course approval.

We have completed faculty certification form(s) for faculty qualified to teach this course, **to be filed with ASA and Human Resources** upon course approval.

**Fees:**

We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, “Fees: Special”

No special fees will be required for this course.

**Divisional Recommendation:**

The Academic Dean approves this course proposal.  
 Administrative Assistant has reviewed changes and kept a copy for divisional files.  
 Faculty review of this course was completed within the division on 10/10/2016.

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Academic Dean (signature denotes approval) Date

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Administrative Assistant/Coordinator Date  
(signature denotes review)

**College Approval**

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Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

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Vice President for Academic & Student Affairs Date