

	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. New Courses a. ENG-222 b. Computer Science Changes a. Hours/Credits Changes: CS-125H, 133J, 135I, 181, 233J, 234P b. New Courses: CS-233W, CS-234W c. Program Amendments i. Business AAS ii. Computer & Network Administration AAS iii. Computer & Network Administration CC iv. Computer Application Specialist CC v. Web Design & Development AAS vi. Web Design CC c. Course Inactivation: BA-156 d. New Program: Early Childhood Education & Family Studies CPCC	Taylor Donnelly Debra Carino	Approval/23.SP Approval/23.SU
5. Old Business a.		
6. New Business a. Gen Ed Transition Team		
7. Closing Comments a.		

Present: ASG (Bethany Day), Nora Brodnicki, Rick Carino, Elizabeth Carney, Megan Feagles (Recorder), Bev Forney, Sharron Furno, Sue Goff, Erin Gravelle, Dawn Hendricks, Kerrie Hughes (Chair), Jason Kovac, Eric Lee, Kara Leonard, Mike Mattson, Patricia McFarland, Tracy Nelson, Terrie Sanne, Charles Siegfried, Casey Sims, Tara Sprehe, Chris Sweet, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato (Alternate Chair)

Guests: Joanna Crawford, Mark House, John Phelps, Yvonne Smith, Shelly Tracy

Absent: Hillary Abbott, Dustin Bare, George Burgess, Armetta Burney, Amanda Coffey, David Plotkin, Lisa Reynolds

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the April 21, 2023 minutes

Motion to approve, approved

3. Consent Agenda

- a. Course Number Changes
b. Course Title Change
c. Reviewed Outlines for Approval

Motion to approve, approved

4. Course and Program Approvals

a. WLD Course Hours, Instructional Method, Credits Change

John Phelps presented

i. WLD-111

1. Currently 44-176 LE/LA/2-8 Credits, proposed 176 LE/LA/8 Credits
2. The purpose for removing the variable credits to the classes WLD-111, 113, 115 are due to the creation of the A/B courses which are at 4 credits giving the student the option of taking 2-4 credit classes or 1-8 credit class, fulfilling the outcomes by either means for their certificate or degree. The updated curriculum and teaching methods are no longer less than 4 credits.

ii. WLD-113

1. Currently 22-176 LE/LA/1-8 Credits, proposed 176 LE/LA/8 Credits

iii. WLD-115

1. Currently 22-176 LE/LA/1-8 Credits, proposed 176 LE/LA/8 Credits

iv. WLD-212

1. Currently 44-88 LE/LA/2-4 Credits, proposed 88 LE/LA/4 Credits

Motion to approve, approved

b. AB/ABR Course Hours, Instructional Method, Credits Change

Shelly Tracy presented

i. AB-113, 133, 222, 224, 226; ABR-125, 127, 129, 225, 227

ii. All courses changing from 132 LE/LA to 121 LE/LA. Courses remain at 6 credits.

iii. To better align to the block schedule so students can take additional classes while on campus.

This change only reduces class time by 0.5 hours per session

Motion to approve, approved

c. EHCJ Changes

Yvonne Smith presented

i. **Course Hours, Instructional Method, Credits Change**

1. HDF-260

- a. Changing from 44 LECT, 4 credits to 33 LECT, 3 credits
b. This course was originally 3 credits and was increased to 4 by a previous instructor. The current human service faculty feel 3 credits is sufficient to cover important course concepts.

2. HS-170

- a. Changing from 33 LECT, 3 credits to 11 LECT, 1 credit
- b. This is a preparatory course that students take before going out into the field. We are transferring the majority of the curriculum to the seminar students will take while in the field so they can apply the concepts to their fieldwork. It will now focus on the basics of setting up a Cooperative Work Experience (interviewing, college processes, deadlines, etc)

Motion to approve, approved

ii. **New Courses**

1. HS-210

- a. Motivational interviewing was previously taught as a component of HS 156 and 256. Students and staff recognized that a deeper understanding of this theory and practice as a stand-alone course was needed and beneficial to students. A course identifying engagement skills and brief interventions with mandated clients was also needed for CJA. This course allows for more in depth practice of skills and knowledge that will serve students in a variety of settings once they enter the workforce. This also lends well to outside career training for a variety of partner agencies.

2. HS-270

- a. This course is the result of an extensive program update and reflects best practice in human service education programs as well as the CSHSE standards

Motion to approve, approved

iii. **Course Inactivations**

1. GRN-179

- a. Historically low enrollment

Motion to approve, approved

iv. **Program Amendments**

1. Criminal Justice AAS

- a. Add: CJA-213, FYE-101, HS-206 OR CJA-206, Remove: HD-102, HD-161, LIB-101
- b. Total Credits change from 90-92 to 93-94

2. Criminal Justice AAS, Corrections Option

- a. Add: FYE-101, HS-206 or CJA-206, HS-210. Remove: HD-102, HD-161, LIB-101
- b. Total Credits change from 91-92 to 91

3. Juvenile Corrections CC

- a. Add HS-210
- b. Total Credits change from 45 to 47

4. Gerontology CC

- a. Add: GRN-280, HS-270. Remove: GRN-179, HE-164, HE-263, or HE-264
- b. Total Credits change from 46 to 45

5. Gerontology for Health Care Professionals CPCC

- a. Removing GRN-179 from electives. Adjusting elective credits in program to match list of allowable electives.
- b. Total Credits change from 15-16 to 15-17

6. Human Services Generalist AAS

- a. Add: HS-206, HS-210, HS-270. Remove: HE-164, HE-263, or HE-264

7. Human Services Generalist CC

- a. Add HS-103, HS-270
- b. Total Credits change from 46-48 to 45-46

Motion to approve, approved

d. **New Courses**

i. APR-216ED

- 1. Dawn Hendricks presented
- 2. We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Motion to approve, approved

5. **Old Business**

i. Student Learning Outcomes Framework

- 1. Elizabeth Carney presented
- 2. Outcome Qualities are used as criteria for what makes a good student learning outcome.

Motion to approve, approved

ii. Membership Vacancies

1. Deans are responsible for filling vacancies in their area
- iii. CourseLeaf Demo
 1. Dru Urbassik presented
 2. New course outline and program amendment system coming at the end of the year.

6. New Business

a.

7. Closing Comments

a.

-Meeting Adjourned-

Next Meeting: May 19, 2023 (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
BA-217	Budgeting for Managers	2023/SU
CS-297W	Website Capstone	2023/SU
PH-122	General Astronomy	2023/SU
PH-123	General Astronomy	2023/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BA - 217

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: Budgeting for Managers

Course Description:

Budgeting is a crucial managerial decision-making and planning tool that also incorporates performance evaluation through variance analysis. This course examines developing and managing department and project budgets in-depth, as well as how they fit into the overall organizational framework. Specifically, this course includes coverage of static, flexible, and rolling budgets, capital budgeting, variance analysis, break-even and contribution margin analysis, profit planning, manufacturing costs, sales forecasts, and cost behavior.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: BA-211

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: BA-213 or some experience in budgeting

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?

✓ **Fall**

✓ **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 importance of budgeting and the development process, including budget components, constraints, and ethical considerations;
2. demonstrate application of basic math skills;
3. apply budgeting techniques, such as standard costs, variance analysis, and flexible budgeting as a planning and performance evaluation tool;
4. compute compound interest, present and future value, the break-even point, and contribution margin;
5. evaluate long-term projects and capital expenditure decisions with analytic tools and capital budgeting techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Importance of budgets.
2. Budget processes and human behavior.
3. Components of the budget.
4. Budget period and adjustments.
5. Responsibility accounting and management by exception.
6. Flexible budgets.
7. Standard costs.
8. Variance analysis.
9. Evaluation of long-term projects.

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

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |

- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra

Last Name: Carino

Phone: 3170

Email: dcarino

Course Prefix and Number: CS - 297W

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: Website Capstone

Course Description:

Provides the opportunity to function in a production design environment, work cooperatively with students from other focus areas, and research emerging website technologies. Emphasis will be placed on client interaction, project teams, and accountability, as well as the development of a professional portfolio web site or completion of a research project in an emerging web-related technology.

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)?

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Oral Communication**

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

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: CS-133J and CS-135I

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?

✓ **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. perform a client needs analysis to determine the scope and technologies needed in a website;
 2. develop and maintain a project timeline;
 3. implement web design and web programming skills in a production environment;
 4. discuss and implement effective design practices appropriate for a client's needs;
 5. research existing and emerging web technologies in the context of a client's needs;
 6. identify best learning practices for collecting new skillsets and present information in an effective, condensed format;
 7. interact effectively with other web professionals on a large, client-driven topic.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

- 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.
- P** 2. Respond to the needs of diverse audiences and contexts.
- P** 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.
- 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:

✓ **Oral Examination**

✓ **Thesis/Research Project**

:

Major Topic Outline:

1. Project proposals.
 - a. Learning objectives.
 - b. Creating a timeline.
 - c. Communication models & needs analysis.
2. Pricing and contracts.
 - a. Business models.
 - b. Pricing models.
 - c. Market surveys.
 - d. Contract structures.
 - d1. Protection.
 - d2. Guarantees.
 - d3. Legalities.
3. Completion of projects in accordance with project timelines.
 - a. Will vary based on student proposals.
4. Current topics.
 - a. Students will have a chance to select 4 topics to investigate from current and emerging web technologies. Sample topics may include.
 - a1. Advanced HTML 5 and CSS 3 applications.
 - a2. Programming the HTML 5 canvas with JavaScript.
 - a3. Working with Content Management Systems (Joomla, WordPress, Xoops, etc.).
 - a4. Working with shopping carts (PayPal, ZenCart, etc.).
 - a5. Exploration of additional server-side languages/technologies (ASP.NET, ColdFusion, Java Server Pages, etc.).
 - a6. Mobile web development/app development.
5. Student presentations and evaluations.
 - a. Present a finished product.
 - a1. Material preparations.
 - a2. File preparations.
 - b. User training.

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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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)

:

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

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

Section #1 General Course Information

Department: Sciences

Submitter

First Name: James
Last Name: Dickinson
Phone: 3350
Email: jamesd

Course Prefix and Number: PH - 122

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 66

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: General Astronomy

Course Description:

A lab course including the properties of our sun, other stars and stellar evolution.

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:

✓ Science & Computer Science

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: PH-121 or GS-107

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

No

Are there corequisites to this course?

Yes

Co-reqs: PH-122L

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. applying and analyzing scientific knowledge and the scientific method, including assessing the strengths and weaknesses of scientific studies; (SC1) (SC2) (SC3)
 2. define and apply vocabulary necessary to comprehend and analyze astronomy articles in newspapers, magazines, Internet, etc.; (SC1)
 3. compare and analyze observations made in all portions of the electromagnetic spectrum; (SC1) (SC2)
 4. apply theory to observation of the stars and explain the formation of our sun and other stars, their properties and how we are able to interpret the information we receive from radiation from the stars; (SC1) (SC2)
 5. evaluate scientific models of stellar evolution and examine the influence this knowledge has had on human society; (SC1) (SC2) (SC3)
 6. analyze models to compare and contrast multiple stars, variable stars, neutron stars, black holes, white dwarf objects and brown dwarf objects. (SC1) (SC2)
-

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

- S** 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S** 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.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ Writing Assignments

✓ Multiple Choice Test

✓ Performances/Simulation

✓ Other Assessment Tools: Laboratory assignments

Major Topic Outline:

1. Our sun and its properties and features.
2. The electromagnetic spectrum, Doppler effect and stellar spectra.
3. Stars and their properties.
4. The interstellar medium, stellar formation and brown dwarf objects.
5. Stellar evolution, supernovae and supernovae remnants.
6. Methods of determining distances to stars.
7. Color-magnitude diagrams.
8. Clusters of stars and main sequence fitting.

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)
✓ OSU-Cascade

✓ UO (University of Oregon)
✓ WOU (Western Oregon University)

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

How does it transfer? (Check all that apply)

✓ general education or distribution requirement

✓ general elective

:

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

✓ Other. Please explain.

EOU (Eastern Oregon University)

LDT Lower Division Transfer Gen Ed-Nat/Math/Info Sciences

https://ssb-prod.ec.eou.edu/PROD/EOU_Transfer_Equiv.P_Proc_By_Match_Inst

OIT (Oregon Institute of Technology)

MASC L00 Math/Science Elective w/ Lab

https://ssb-prod.ec.oit.edu/PROD/oitcas_web.p_Dispequivalencies

OSU (Oregon State University)

PH LDT *PS: GENERAL ASTRONOMY

https://prodapps.isadm.oregonstate.edu/ords/prod/OSU_ADMTAM.P_choose_class

OSU – Cascade

PH LDT *PS: GENERAL ASTRONOMY

<https://admissions.oregonstate.edu/course-equivalencies-clackamas-community-college>

PSU (Portland State University)

PHLD: Lower Division elective in the department indicated. Carries lab science credit

<https://www.transferology.com/matchresults.htm?school=GuxKmMxP3-t9E02SzP4elewc1v4-yAxGyszvsWxtBmGJAQqr3yDAU27bNSNQEXYP&searchId=643208232#>

SOU (Southern Oregon University)

PH LDT Lower Division Transfer Science Exploration - - Min 2 lab courses/11 qtr credits required

https://ssb-prod.ec.sou.edu/PROD/SOU_Transfer_Equiv.P_Proc_By_Match_Inst

UO (University of Oregon)

PH-122 GENERAL ASTRONOMY (4) ASTR 122 BIRTH AND DEATH OF STARS (4)

https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=d0a6a2f2-29ce-442a-98dc-32708fef23ab&aid=460032e6-bafd-421e-b5b0-bf007a3c990b

WOU (Western Oregon University)

GS 1XX GENERAL SCI L/D ELECTIVE TRN

https://ssb-prod.ec.wou.edu/PROD/wou_web.p_trans_artic

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Print

Edit

Delete

Back

Reject

Publish

Section #1 General Course Information

Department: Sciences

Submitter

First Name: James

Last Name: Dickinson

Phone: 3350

Email: jamesd

Course Prefix and Number: PH - 123

Credits: 4

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours): 33

Total course hours: 66

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: General Astronomy

Course Description:

A lab course including star clusters, the properties of our own galaxy, the other galaxies and cosmology.

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:

✓ Science & Computer Science

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: PH-122

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

No

Are there corequisites to this course?

Yes

Co-reqs: PH-123L

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?

✓ 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 and analyze the nature of scientific knowledge and the scientific method. Including assessing the strengths and weaknesses of scientific studies; (SC1) (SC2) (SC3)
 2. define and apply the vocabulary necessary to comprehend and analyze astronomy articles in newspapers, magazines, Internet, etc.; (SC1)
 3. use scientific models to compare and contrast our galaxy and other galaxies as to type, contents, age, luminosity, motion and size; (SC1) (SC2)
 4. apply models to analyze active galaxies; (SC1) (SC2)
 5. compare and contrast cosmological models, the supporting observational evidence and examine the influence of these models on human society; (SC1) (SC2) (SC3)
 6. examine relationships to summarize the size, age, structure and motion of the observable universe; (SC1) (SC2)
 7. interpret data to draw conclusions about the "dark matter" issue and possible composition and implications. (SC1) (SC2)
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

- S** 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S** 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.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ Writing Assignments

✓ Multiple Choice Test

✓ Performances/Simulation

✓ Other Assessment Tools: Laboratory assignments

Major Topic Outline:

1. The contents of the Milky Way.
2. The local group of galaxies.
3. Clusters of galaxies.
4. Large scale structure of the universe.
5. Determining distances and ages in the universe.
6. Active galaxies: AGNs, Quasars, Radio Galaxies and Seyfert galaxies.
7. Cosmological models.
8. Expansion of the universe.
9. Dark matter and its implications.

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)
✓ OSU-Cascade

✓ UO (University of Oregon)
✓ WOU (Western Oregon University)

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

How does it transfer? (Check all that apply)

✓ general education or distribution requirement
✓ general elective

:

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

✓ Other. Please explain.

EOU (Eastern Oregon University)
LDT Lower Division Transfer Gen Ed-Nat/Math/Info Sciences
https://ssb-prod.ec.eou.edu/PROD/EOU_Transfer_Equiv.P_Proc_By_Match_Inst

OIT (Oregon Institute of Technology)
MASC L00 Math/Science Elective w/ Lab
https://ssb-prod.ec.oit.edu/PROD/oitcas_web.p_Dispequivalencies

OSU (Oregon State University)
PH LDT *PS: GENERAL ASTRONOMY
https://prodapps.isadm.oregonstate.edu/ords/prod/OSU_ADMTAM.P_choose_class

OSU – Cascade
PH LDT *PS: GENERAL ASTRONOMY
<https://admissions.oregonstate.edu/course-equivalencies-clackamas-community-college>

PSU (Portland State University)
PHLD: Lower Division elective in the department indicated. Carries lab science credit
<https://www.transferology.com/matchresults.htm?school=GuxKmMxP3-t9E02SzP4elewc1v4-yAxGyszvsWxtBmGJAQqr3yDAU27bNSNQEXYP&searchId=643208232#>

SOU (Southern Oregon University)
PH LDT Lower Division Transfer Science Exploration - - Min 2 lab courses/11 qtr credits required
https://ssb-prod.ec.sou.edu/PROD/SOU_Transfer_Equiv.P_Proc_By_Match_Inst

UO (University of Oregon)
PH-123 GENERAL ASTRONOMY (4) ASTR 123 GALAXIES AND THE EXPANDING UNIVERSE (4)
https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=d0a6a2f2-29ce-442a-98dc-32708fef23ab&aid=460032e6-bafd-421e-b5b0-bf007a3c990b

WOU (Western Oregon University)
GS 1XX GENERAL SCI L/D ELECTIVE TRN
https://ssb-prod.ec.wou.edu/PROD/wou_web.p_trans_artic

First term to be offered:

Next available term after approval

:

Course Number	Title	Implementation
ENG-222	Children's and Young Adult Literature	2023/SP

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information

Department: English

Submitter

First Name: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: ENG - 222

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: Children's and Young Adult Literature

Course Description:

Surveys the development of the genres of children's and young adult literature, including fairy tales, picture books, classic children's novels, and contemporary young adult novels, studying how these texts reflect their culture's understanding of young readers' psychology, taste, and learning needs over time.

Type of Course: Lower Division Collegiate

Reason for the new course:

Equivalent course exists at other universities and recommended for the Early Childhood Education AAOT (MTM)

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: Placement in WRD-098 or above

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

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?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and analyze the essential developments in children's literature from its early forms to present day;
2. Summarize and assess the historical context of literary works for children and young adults;
3. Analyze the form and content of children's and young adult literature using relevant technical and critical vocabulary;
4. Relate the content, form, and themes of children's and young Adult literature to modern events, other media, and their own lives;
5. Evaluate the historical significance and/or artistic merit of children's and young adult Literature, supported by textual evidence;
6. Construct and defend interpretations of children's and young adult Literature based on class discussion and independent literary research.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Origins of children's literature. Didacticism versus entertainment. Oral cultures, pre-literacy, and the professionalization of children's writing.
2. Major tropes of the form. Fairy tales, nonsense stories, nursery rhymes, adventure tales, fantasies, coming of age novels, social engagement novels.
3. Picture books. Literacy and young readership. The role of illustration. Historical changes in words with images. Race, gender, class, and other issues of representation.
4. The rise of young adult literature. The historical development of the teenager. Representations of race, class, sexuality, and trauma. Controversies and banned books.
5. Child and teenage psychology. Historical and contemporary understanding of the needs and tastes of young readers. How and when the brain learns and the role of books as windows, mirrors, and doors.
6. Social engagement of children's and young adult literature. The role of the library. The future of the genre.

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)

ENG-222 (Oregon State University)

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

First term to be offered:

Next available term after approval

:

May 19, 2023

Course	Current Hours/Credits	Proposed Hours/Credits
CS-125H	33 LECT/3 Credits	44 LECT/4 Credits
CS-133J	33 LECT/3 Credits	44 LECT/4 Credits
CS-135I	33 LECT/3 Credits	44 LECT/4 Credits
CS-181	33 LECT/3 Credits	44 LECT/4 Credits
CS-233J	33 LECT/3 Credits	44 LECT/4 Credits
CS-234P	33 LECT/3 Credits	44 LECT/4 Credits

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 3170
Email: dcarino

Course Prefix and Number: CS - 125H

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: HTML & Web Site Design

Course Description:

Hands-on approach to planning, design, and developing published web sites using HTML tags in a text editor. The class focuses on basic HTML coding using HTML 5 models. Hyperlinks, images, cascading style sheets, forms, accessibility and design principles will be covered, as well as tools such as FTP clients, accessibility checkers, and validators.

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)?

Yes

Check which General Education requirement:

✓ **Oral Communication**

✓ **Science & Computer Science**

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

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificates

Are there prerequisites to this course?

Yes

Pre-reqs: CS-120 or placement into CS-125H

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. design and edit web pages using HTML coding including basic tags, lists, tables, hypertext links (relative, absolute, internal, and graphical);
 2. format responsive web pages via the use of cascading style sheets;
 3. transfer files (FTP) to a server;
 4. perform simple graphic manipulations, including managing file size for images, simple animations, and image maps;
 5. integrate existing web scripts into web pages and write very basic scripts using JavaScript behaviors;
 6. use multimedia when developing web pages (adding audio, video, animation, browser plug-ins, streaming media, MIDI and music, and Java applets);
 7. debug erroneous HTML/CSS code;
 8. discuss web design and analyze web pages for effective design techniques;
 9. develop an understanding of intellectual property issues including free speech, censorship, cross-cultural publishing, and responsibility.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

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

✓ **Projects**

✓ **Rubrics**

:

Major Topic Outline:

1. Designing a web site.
 - a. Story boarding.
 - b. Organizing files.
 - c. Understanding your audience.
2. HTML building blocks.
 - a. HTML tags.
 - a1. Block tags & semantic markup.
 - a2. Inline tags.
 - b. Special symbols.
 - c. Hosting of web sites.
 3. Links.
 - a. Absolute vs. relative.
 - b. External links.
 - c. Internal links.
 - d. Anchors.
 4. Cascading style sheets.
 - a. Motivation for content/presentation markup separation.
 - b. Creating local, embedded, external styles.
 - c. The box-object model
 - d. Create CSS-based page layouts.
 - c1. use of div tag and floats.
 - c2. use of absolute/relative positioning techniques
 - e. Style resources & validators.
 - f. CSS for animation
 5. Tables.
 - a. Headers.
 - b. Captions.
 - c. Column and row groups.
 - d. Spanning.
 - e. Changing width and height.
 - f. Aligning cell contents.
 - g. Table, row, and cell formatting.
 6. Forms.
 - a. The FORM tag.
 - b. Basic form elements.
 - c. Form design.
 - d. Form actions.
 7. Responsive Web Design
 - a. Media queries
 - b. Responsive images
 - c. Flexboxes
 8. Scripts.
 - a. Understanding scripting languages.
 - b. JavaScript tutorials.
 - c. Using JavaScript with forms.
 - c1. Calculations.
 - c2. Validation.

- c3. Dates.
- d. JavaScript resources.

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)

:

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

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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 3170
Email: dcarino

Course Prefix and Number: CS - 133J

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: Front-end JavaScript I

Course Description:

Design, programming, testing of scripted web pages using JavaScript for client-side applications and to call PHP-based server-side applications. Introduction to fundamental concepts of interactive web pages and server-side connectivity. Covers the Document Object Model (DOM) and programming constructs like variables, operators, functions, control structures, and exception handling. Emphasis on creating and consuming object literals and JSON objects.

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)?

Yes

Check which General Education requirement:

✓ Science & Computer Science

✓ Mathematics

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

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificates

Are there prerequisites to this course?

Yes

Pre-reqs: CS-125H

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?

✓ 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. describe the Document Object Model and use the DOM to dynamically alter aspects of web pages via the use of JavaScript;
 2. identify the basic programming structures (objects, functions, comments, variables, loops, logical structures) and implement them in JavaScript;
 3. add interactivity to web pages with client-side JavaScript including working with dates and times, performing client-side form validation, performing calculations with form data, client-side dynamic interaction (image roll-overs, preloaders, drop-down menus);
 4. explain the significance of JavaScript object literals and JSON objects and implement them in scripts (create, read, update, and delete);
 5. use JavaScript to create an AJAX application with provided PHP/MySQL data and with data from external web service APIs (may include Google Maps, Imgur, YouTube).
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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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.
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:

- P** 1. Use appropriate mathematics to solve problems.
- P** 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.

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- 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:

:

Major Topic Outline:

1. HTML Concept Review.
 - a. The client-side request/response model.
 - b. Formatting techniques.
 - c. Creating HTML forms.
 - d. Basics of FTP.
2. Introduction to JavaScript.
 - a. Object-based languages.
 - a1. Objects.
 - a2. Methods.
 - a3. Properties.
 - b. Producing output.
 - c. Documenting via comment characters.
 - d. Placing a script in a web page.
 - e. Calling separate script files.
3. JavaScript Document Object Model (DOM) and Browser Object Models (BOM).
 - a. DOM Hierarchy.
 - a1. Modifying pages.
 - a2. Inserting/deleting/updating elements.
 - a3. Styles.
4. JavaScript Variables and Operators.
 - a. Declaring and using variables.
 - b. Variable scope.
 - c. Mathematical Operators.
 - d. Text Operators.
 - e. Logical Operators.
 - f. Comparison Operators.
5. JavaScript Functions.
 - a. Defining and calling functions.
 - a1. Custom defined functions.
 - a2. Built in JavaScript functions.
 - b. Using event handlers.
6. JavaScript Control Structures.
 - a. Logical structures.
 - a1. If, if...else.
 - a2. Switches.
 - b. Loops.
 - b1. While, do...while.
 - b2. For, for...in.
 - c. Try-catch Exception Handling.
7. JavaScript Object Literals & JSON Objects
 - a. usage and significance
 - b. static creation
 - c. reading object data
 - d. writing object data
8. Creating AJAX Applications
 - a. The AJAX Request-Response Model
 - b. Working with object literals

- c. Working with JSON text
- d. Working with the XmlHttpRequest object

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)

:

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

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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 3170
Email: dcarino

Course Prefix and Number: CS - 135I

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: Advanced Web Design

Course Description:

Plan and publish a professional, standards-based, accessible web site via a variety of tools. Complete market and user-needs analysis to best target site content and design. Create a graphical web site mock-up, then use CSS (including a framework and pre-processors), scripts, and multimedia to realize site goals. Emphasizes professional design techniques.

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)?

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Oral Communication**

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

Yes

Name of degree(s) and/or certificate(s): **Web Design & Development Certificate and AAS**

Are there prerequisites to this course?

Yes

Pre-reqs: **CS-125H**

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. communicate effectively in a variety of client meetings in order to assess site content, personality, and design needs;
 2. identify current and emerging web design trends;
 3. describe the advantages of grid-based layouts and complete such a design from wire-frame to completed web page;
 4. use advanced CSS techniques to create accessible, responsive, and efficient websites; this includes the use of CSS frameworks, preprocessors, and workflow automation tools.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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.

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:

:

Major Topic Outline:

1. Site planning.
 - a. Market & needs analysis.
 - b. Use of personas.
 - c. Use of mood boards in initial client consultations.
2. Traditional 12- and 16-column layouts.
 - a. Understanding advantages of column-based layouts.
 - b. Creating 12- and 16-column wireframes.
 - c. Creating column-based page layouts with CSS.
 - c1. Using float techniques.
 - c2. Using flexboxes.
 - c3. Using frameworks.
3. Introduction to CSS Frameworks.
 - a. Advantages/disadvantages.
 - b. Working with Bootstrap.
 - b1. Significance of classes.
 - b2. Bootstrap grid system.
 - b3. Bootstrap components.
 - b4. Creating navigation systems using Bootstrap.
 - b5. Using Bootstrap to maximize responsive design.
4. Introduction to CSS Preprocessors.
 - a. Advantages/disadvantages.
 - b. Working with LESS.
 - b1. Using a compiler.
 - b2. Variables & operators.
 - b3. Mixins.
 - b4. Nesting.
 - b5. Conditionals.
 - b6. Functions.
 - c. Working with SASS (and SCSS).
 - c1. Using a compiler.
 - c2. Variables & operators.
 - c3. Mixins.
 - c4. Nesting.
 - c5. Conditionals.
 - c6. Functions.
5. Workflow and Versioning Tools.
 - a. Working with GitHub.
 - a1. Creating a repository.
 - a2. Hosting web pages on GitHub.
 - a2. Versioning in a team environment.
 - b. Working with NodeJS.
 - a1. Overview.
 - a2. Using NPM to manage packages.
 - a3. Other NodeJS tools for front-end developers.

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)

:

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

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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra

Last Name: Carino

Phone: 3170

Email: dcarino

Course Prefix and Number: CS - 181

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: CMS Web Development

Course Description:

Explores creating dynamic and interactive websites via the use of a current content management systems (CMS). Includes installation of CMS/database, working with templates, creating efficient site navigation, enhancing sites using components, modules, plugins, and extensions, including shopping cart utilities and the creation of custom themes.

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): Web Design Certificate; Web Design & Development AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CS-125H

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. describe the advantages of web development via CMS tools and explain the major components of a CMS solution;
2. use a current CMS to create personal and/or business websites including installation and initial setup;
3. customize the look and feel through templates and user-added enhancements, and creation of a custom theme;
4. explain the components of a shopping cart, and related terms;
5. implement a current shopping cart utility to create eCommerce sites that allow visitors to purchase items with PayPal or credit card information.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of Content Management Systems.
2. Installation of CMS.
 - a. Understanding the database.
 - b. Administrative user access.
 - c. Exploring the control panel.
3. Installing and modifying existing templates.
4. Managing site content.
5. Site navigation.
6. Installing and configuring extras.
 - a. Components.
 - b. Modules.
 - c. Extensions.
7. Creation of custom theme
 - a. Understanding theme components
 - b. Converting CSS-based web pages into custom theme templates
8. Overview of Shopping Carts.
9. Installation of Shopping Carts.
 - a. Understanding the database.
 - b. Merchant account providers.
 - c. Managing shopping cart content and formatting.

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

- | | |
|--------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |

- 3. Prevent environmental degradation **No**
- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ OIT (Oregon Institute of Technology)

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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 3170
Email: dcarino

Course Prefix and Number: CS - 233J

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: Front-end JavaScript II

Course Description:

In-depth exploration of creating dynamic front-end website designs using modern JavaScript libraries and frameworks, including jQuery. Topics covered include shortcut DOM techniques, updated looping techniques, creating animation effects, and building AJAX applications using data from provided code as well as web APIs (Google, YouTube, Imgur).

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)?

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: CS-133J

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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 document object model and use the DOM to dynamically alter aspects of web pages efficiently via the use of jQuery;
 2. install and use a JavaScript/AJAX toolkit similar to JQuery when creating AJAX applications;
 3. create interesting and useful visual, navigation, and mobile-friendly effects via the use of jQuery and jQuery plugins;
 4. create a NoSql database and use a current JavaScript framework to interact with the database via created web page.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

- P** 1. Use appropriate mathematics to solve problems.
- P** 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:

:

Major Topic Outline:

1. JavaScript concept review.
 - a. OOP.
 - b. Variables.
 - c. Operators.
 - d. Functions.
 - e. Control structures.
 - f. Events.
2. JavaScript/AJAX toolkits.
 - a. JQuery.
 - a1. Installation/configuration.
 - a2. Calling functions.
3. Using jQuery to access the JavaScript document object model (DOM) and browser object models (BOM).
 - a. DOM hierarchy.
 - a1. Modifying pages.
 - a2. Inserting/deleting/updating elements.
 - a3. Styles.
3. Introduction to AJAX.
 - a. Information flow.
 - b. Basic operation.
 - c. XMLHttpRequest object.
 - d. Callback.
4. AJAX data formats.
 - a. XML.
 - b. JSON.
5. Using an API.
 - a. Google search.
 - b. Google maps.
6. AJAX programming projects.

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)

How does it transfer? (Check all that apply)

general elective

:

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

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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 3170
Email: dcarino

Course Prefix and Number: CS - 234P

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: PHP/MySQL Web Development

Course Description:

Use PHP and MySQL to develop dynamic web sites for use on the Internet. Develop web sites ranging from simple online information forms to complex online applications. Introduce programming fundamentals including variables, control structures, functions and objects. Applications developed use MySQL as the backend database and will explore database connectivity, querying, and security.

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)?

Yes

Check which General Education requirement:

✓ Mathematics

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

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: CS-125H

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: CS-275

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

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 server-side request-response model for web development;
 2. develop functional PHP scripts to:
 - a. collect and validate form data,
 - b. complete mathematical calculations,
 - c. manage cookies,
 - d. interact with server resources, including MySQL databases;
 3. describe and implement a variety of debugging techniques;
 4. create and administer a relational MySQL database using command line and browser tools
 5. compose MySQL statements to:
 - a. retrieve desired data from an existing database,
 - b. insert records into existing database,
 - c. update records in an existing database,
 - d. delete records from an existing database;
 6. describe the security concerns surrounding database driven web applications and implement defensive strategies.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
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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.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

- P**
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.
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:

:

Major Topic Outline:

1. The server-side request-response model.
2. Programming with PHP.
 - a. Where to add PHP to HTML pages.
 - b. Using server-side includes.
 - c. Using require and require-once.
3. PHP and calculations.
 - a. Variables.
 - b. Mathematical operators.
 - c. Mathematical functions.
 - d. Order of operations.
4. PHP and form data.
 - a. Collecting user input.
 - b. Data validation techniques.
5. PHP control structures.
 - a. Logical structures.
 - b. Looping structures.
 - c. Functions.
6. PHP and MySQL database connectivity.
 - a. Reading from the database.
 - b. Writing to the database.
 - c. Updating the database.
 - d. Deleting from the database.
7. Database security.
 - a. SQL injection attacks.
 - b. Sanitizing user input.
 - c. Permissions and roles.
 - d. Using stored procedures.

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)

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:

May 19, 2023

Course Number	Title	Implementation
CS-233W	Full-Stack Web Development I	2023/SU
CS-234W	Full-Stack Web Development II	2023/SU

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 503-594-3170
Email: dcarino

Course Prefix and Number: CS - 233W

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: Full-Stack Web Development I

Course Description:

Begin exploring the power of server-side JavaScript using Node.JS, NPM, and Express. Students will: use server-side JavaScript to implement common packages and bundle their own applications for consumer use; build custom web server applications to respond directly to HTTP requests; create, query, and manage NoSQL databases; and create views to combine user requests, database data, and static content into responsive, data-driven web applications.

Type of Course: Lower Division Collegiate

Reason for the new course:

Updated industry expectations for new employees mean that students need experience with full-stack development tools (Node.js, Express, MongoDB) to be competitive. Course will be used as a key requirement in the Full-Stack Web Development AAS (formerly the Web Design & Development AAS).

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): Full-Stack Web Development AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CS-133J

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: No

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. describe the purpose and function of server-side JavaScript technologies like Node.js, Express, and MongoDB;
2. use Node.js and NPM to create and manage custom application packages and consume pre-created plugins;
3. use Express to create a custom web server application including:
 - a. responding to GET, POST, FILE requests,
 - b. gracefully managing unknown requests,
 - c. creating views to display both static and dynamic content;
4. use MongoDB to create and manage a custom data store;

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to Node.js.
 - a. using Node.js via the command line.
 - b. working with NPM to download and install packages.
 - c. working with GitHub to publish packages.
2. Introduction to Express.
 - a. sample installation.
 - b. creating a simple, custom web server.
 - i. GET requests.
 - ii. POST requests.
 - iii. error handling.
 3. Working with Express templates and views.
 - a. passing variables between requests and views.
 - b. combining static and dynamic data.
4. Introduction to MongoDB.
 - a. creating a schema.
 - i. costs vs. benefits.
 - ii. datatypes.
 - iii. constraints.
 - b. creating records.
 - c. querying records.
 - d. editing records.

- e. deleting records.
- 5. Creating data-driven applications.
 - a. calling MongoDB data from Express templates and views.
 - b. editing MongoDB data from Express templates and views.
 - c. using user-provided variables to query MongoDB data.

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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 503-594-3170
Email: dcarino

Course Prefix and Number: CS - 234W

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: Full-Stack Web Development II

Course Description:

Students will complete the stack by exploring a user-interface framework to create interactive, reusable, data-connected web components using React, JSX, and a variety of React Frameworks. Students will complete a MERN (MongoDb, Express, React, Node) portfolio application.

Type of Course: Lower Division Collegiate

Reason for the new course:

Students with full-stack skills are in demand in the marketplace. React is the current industry leader in user-interface frameworks. CS 234W will be used as key content in the updated Full-Stack Web Development AAS (formerly Web Design & Development AAS).

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: CS-233W

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: No

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. describe the advantages of working with a component library or framework to design apps;
2. create re-useable, interactive components using JSX that are state-enabled;
3. connect front-end user interface components to back-end data stores;
4. use additional frameworks to create scalable, easy-to-maintain applications.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to React.
 - a. overview of static website vs. dynamic website vs. component-based dynamic website
 - b. installing React using NPM.
 - i. exploring sample React app architecture.
 - ii. creating a React app from scratch.
 - c. work environments
 - i. MS Visual Studio
 - ii. React DevTools
 - iii. ESLint
 - iv. Prettier
2. Using the JSX extension.
 - a. component syntax.
 - b. styling components.
 - c. using props.
 - d. nesting components.
 - e. error handling.
3. Creating event handlers.
 - a. naming conventions.
 - b. controlling state.
 - i. individual states
 - ii. shared states
 - iii. immutability vs. mutation
 - c. event handlers with arguments.
 - d. helper functions
4. Arrays within React.
 - a. slicing.

- b. mapping.
- c. spread syntax.
- d. transforming into dynamic UI elements.
- i. working with keys
- ii. React element state comparisons
- 5. Working with React frameworks and plugins.
 - a. Axios
 - b. Next.js
 - c. Remix
 - d. Expo
- 6. Exposing MongoDB data to React.
 - a. using browser-native techniques.
 - b. using QueryClient.
 - c. using Axios.
- 7. Designing a React application.
 - a. data modeling.
 - b. page mockup.
 - c. creating component heirarchy.
 - d. static version
 - e. minimal complete state representation
 - f. optimize state location
 - g. inverse data flow

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

:

Program	Implementation
Business AAS	2023/SU
Computer & Network Administration AAS	2023/SU
Computer & Network Administration CC	2023/SU
Computer Application Specialist CC	2023/SU
Web Design & Development AAS	2023/SU
Web Design CC	2023/SU



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	<u>Curren</u> <u>t</u> Credits
(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	6-digit CIP	7 th digit	8 th digit		
	AAS Title: Business AAS.BUSINESS	52.0201			<input checked="" type="checkbox"/> AAS (90-108 credits)
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: <u>Within</u> AAS Degree? <input type="checkbox"/> Yes** <input type="checkbox"/> No				<input type="checkbox"/> Certificate of Completion	

**Enter name of base degree in 'AAS Title' box

Last amendment approved on 01.20.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		Proposed Total Credits: 92-98
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		


++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.
For a New Program, complete the Proposed Curriculum section only.]

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Business Associate of Applied Science Degree: 1 st Year							
Fall Term							
BA-101	Introduction to Business	44	4				
BA-104	Business Math	33	3				
BA-131	Introduction to Business Computing	44	4				
WR-121Z	Composition I	44	4				
--	PE/Health/Safety/First Aid requirement (see catalog)		1	Move to 2 nd Year, Fall Term			
				--	Business program elective (Recommended: FYE-101)		2-3
Winter Term							
BA-119	Project Management Practices	22	2				
BA-226	Business Law I	44	4				
BA-251	Supervisory Management	33	3				
BA-285	Human Relations in Business	44	4				
--	Business program elective		3-4				
Spring Term							
BA-206	Management Fundamentals	44	4				
BA-223	Principles of Marketing	44	4				
BA-224	Human Resource Management	44	4				
--	Business program elective		3-4	--	Business program elective (Recommended: BA-111)		3-4
Business Associate of Applied Science Degree: 2 nd Year							
Fall Term							
BA-205	Business Communications with Technology	44	4				
BA-211	Financial Accounting	44	4				
--	Business program electives		8	--	Business program electives		6-7
				--	PE/Health/Safety/First Aid requirement (see catalog)		1
Winter Term							
BA-213	Decision Making with Accounting Information	44	4				
WR-227Z	Technical Writing	44	4				
--	Business program elective		6-8				

Spring Term							
BA-217	Budgeting for Managers	33	3				
BA-250	Small Business Management	44	4				
--	Business program elective		8				
Business Program Electives							
Note: By completing all AAS Degree requirements, you will satisfy the requirements for the Business Management Certificate and the Management Fundamentals Career Pathway Certificate.							
Electives that satisfy requirements for the Human Resource Management Certificate				REMOVE			
BA-208	Employee and Labor Relations	44	4	REMOVE			
BA-229	Employment Law	44	4				
BA-254	Basic Compensation & Benefits	44	4				
Electives that satisfy requirements for the Marketing Certificate:				REMOVE			
BA-156	Business Forecasting	33	3	REMOVE			
BA-238	Sales	44	4				
BA-239	Advertising	44	4				
BA-261	Consumer Behavior	44	4				
Electives that satisfy requirements for the Retail Management Certificate:				REMOVE			
BA-249	Retailing	33	3				
Any Business Administration (BA) or Business Technology (BT) course not included in the Business AAS program							
Any course from the following:							
CS-125H	HTML & Web Site Design	33	3	CS-125H	HTML & Web Site Design	44	4
CS-135S	Microsoft Excel	33	3				
CS-181	CMS Web Development	33	3	CS-181	CMS Web Development	44	4
COMM-111Z	Public Speaking	44	4				
EC-201	Principles of Economics: MICRO	44	4				
EC-202	Principles of Economics: MACRO	44	4				
				FYE-101	First Year Experience Level I	22	2
TOTAL CURRENT CREDITS:			92-96	TOTAL PROPOSED CREDITS:			92-98

College Contact	Sharon Parker	Telephone No.	3075
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature			Date 5/9/23



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
	6-digit CIP	7 th digit	8 th digit		
AAS Title: Computer & Network Administration AAS.COMPNETADMIN	11.0901			<input checked="" type="checkbox"/> AAS (90-108 credits)	91-95
Option Title**				<input type="checkbox"/> <i>OPTION</i> to AAS Degree	
Certificate Title: <i>Within</i> AAS Degree? <input type="checkbox"/> Yes** <input type="checkbox"/> No Related Program: Computer & Network Administration Certificate				<input type="checkbox"/> Certificate of Completion	

**Enter name of base degree in 'AAS Title' box

Last amendment approved 03.17.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 92-96
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		


++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.
For a New Program, complete the Proposed Curriculum section only.]

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Computer & Network Administration Associate of Applied Science: 1st Year							
Fall Term							
CS-140	Introduction to Operating Systems	44	4				
CS-227	Computer Hardware & Repair	66	4				
WR-101 Or WR-121Z	Workplace Writing or Composition I	44	4	WR-101 Or WR-227Z	Workplace Writing or Technical Writing	44	4
Winter Term							
CS-151	Networking 1	66	4				
CS-228	Computer OS Maintenance & Repair	66	4				
CS-240W	Windows Desktop Administration	55	3				
--	Computer & Network Administration program elective		3-5				
Spring Term							
CS-152	Networking 2	66	4				
CS-225	Computer End User Support	44	3				
CS-240L	Linux Administration I	44	4				
CS-279W	Windows Server Administration	60	4				
Summer Term							
CS-125H	HTML & Web Site Design	33	3	CS-125H	HTML & Web Site Design	44	4
CS-280	Computer Science/CWE	108	3				
--	Computation requirement (see catalog)		3				
--	Human Relations requirement (see catalog)		3-4				
Computer & Network Administration Association of Applied Science Degree: 2nd Year							
Fall Term							
CS-135DB	Microsoft Access	33	3				
CS-153	Networking 3	66	4				
CS-280	Computer Science/CWE	108	3				
--	PE/Health/Safety/First Aid requirement (see catalog)		1				
--	Computer & Network Administration program elective		3-4				
Winter Term							
CS-240M	macOS Administration	55	3				
CS-275	Database Design	33	3				
CS-284	Network Security	66	3				

CS-288W	Windows Network Administration	66	4				
Spring Term							
CS-280	Computer Science/CWE	108	3				
CS-297N	Networking Capstone	66	4				
--	Computer & Network Administration program elective		4				
Computer & Network Administration Program Electives							
BA-101 Or BA-103	Introduction to Business or Business Strategies for Computer Consultants	33-44	3-4				
BA-120	Project Management Fundamentals	44	4				
BA-264	Project Management Tools	33	3				
FYE-101	First Year Experience Level I	22	2				
WR-227Z	Technical Writing	44	4				
--	Any computer science course numbered CS-125 or higher		3-4				
TOTAL CURRENT CREDITS:			91-95	TOTAL PROPOSED CREDITS:			92-96

College Contact	Rick Carino	Telephone No.	3167
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	5/9/23



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

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College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	<u>Curren</u> <u>t</u> Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title: Computer & Network Administration AAS				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: <u>Within</u> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No Computer & Network Administration CC.COMPNETADMIN	11.0901			<input checked="" type="checkbox"/> CC1R Related Certificate (45-60 credits)	53-56

**Enter name of base degree in 'AAS Title' box

Last amendment approved on 03.17.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 54-57
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		


++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

CURRICULUM AMENDMENT

CURRENT CURRICULUM 22-23

PROPOSED CURRICULUM 23-24

Course	Title	Hours	Credits	Course	Title	Hours	Credits
Computer & Network Administration Certificate							
Fall Term							
CS-140	Introduction to Operating Systems	44	4				
CS-227	Computer Hardware & Repair	66	4				
WR-101 Or WR-121Z	Workplace Writing or Composition I	44	4	WR-101 Or WR-227Z	Workplace Writing or Technical Writing	44	4
Winter Term							
CS-151	Networking 1	66	4				
CS-228	Computer OS Maintenance & Repair	66	4				
CS-240W	Windows Desktop Administration	55	3				
--	Computer & Network Administration program elective		3-5				
Spring Term							
CS-152	Networking 2	66	4				
CS-225	Computer End User Support	44	3				
CS-240L	Linux Administration I	44	4				
CS-279W	Windows Server Administration	60	4				
Summer Term							
CS-125H	HTML & Web Site Design	33	3	CS-125H	HTML & Web Site Design	44	4
CS-280	Computer Science/CWE	108	3				
--	Computation requirement (see catalog)		3				
--	Human Relations requirement (see catalog)		3-4				
Computer & Network Administration Program Electives							
BA-101 Or BA-103	Introduction to Business or Business Strategies for Computer Consultants	33-44	3-4				
BA-120	Project Management Fundamentals	44	4				
BA-264	Project Management Tools	33	3				
FYE-101	First Year Experience Level I	22	2				
WR-227Z	Technical Writing	44	4				
--	Any computer science course numbered CS-125 or higher		3-4				
TOTAL CURRENT CREDITS:			53-56	TOTAL PROPOSED CREDITS:			54-57

College Contact	Rick Carino	Telephone No.	3167
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	5/9/23



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

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College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title:				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: <i>Within</i> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No Computer Application Specialist CC.COMPAPPSPECIAL	11.0202			<input checked="" type="checkbox"/> CC1 Certificate (45-60 credits)	53-54

**Enter name of base degree in 'AAS Title' box

Last amendment approved on 03.17.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)


<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 54-55
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		

++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.
For a New Program, complete the Proposed Curriculum section only.]

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Fall Term							
CS-140	Introduction to Operating Systems	44	4				
CS-227	Computer Hardware & Repair	66	4				
WR-101 Or WR-121Z	Workplace Writing or Composition I	44	4	WR-101 Or WR-227Z	Workplace Writing or Technical Writing	44	4
--	Computer Application Specialist program electives		3-4				
Winter Term							
CS-135S	Microsoft Excel	33	3				
CS-135W	Microsoft Word	33	3				
CS-151	Networking 1	66	4				
CS-240W	Windows Desktop Administration	55	3				
Spring Term							
BA-103	Business Strategies for Computer Consultants	33	3				
CS-135DB	Microsoft Access	33	3				
CS-225	Computer End User Support	44	3				
CS-240L	Linux Administration I	44	4				
Summer Term							
CS-125H	HTML & Web Site Design	33	3	CS-125H	HTML & Web Site Design	44	4
CS-280	Computer Science/CWE	108	3				
--	Computation requirement (see catalog)		3				
--	Human Relations requirement (see catalog)		3				
Computer Application Specialist Program Electives							
BA-101 Or BA-103 Or BA-120	Introduction to Business or Business Strategies for Computer Consultants or Project Management Fundamentals	33-44	3-4				
BA-264	Project Management Tools	33	3				
--	Any computer science course numbered CS-125 or higher		3-4				
TOTAL CURRENT CREDITS:			53-54	TOTAL PROPOSED CREDITS:			54-55

College Contact	Rick Carino	Telephone No.	
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	5/9/23



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

This form should be completed electronically and the boxes will expand to accommodate text.

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<http://www.ode.state.or.us/search/results/?id=231>

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
<i>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</i>	6-digit CIP	7 th digit	8 th digit		
	AAS Title: Web Design & Development AAS.WEBDESIGNDEV	11.1004			<input checked="" type="checkbox"/> AAS (90-108 credits)
Option Title**				<input type="checkbox"/> <i>OPTION to AAS Degree</i>	
Related Certificates: Web Design Certificate				<input type="checkbox"/> Certificate of Completion	

**Enter name of base degree in 'AAS Title' box

Last amendment approved on 03.17.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

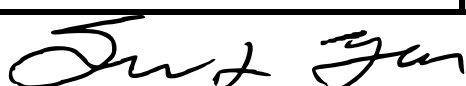
<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input checked="" type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 96-99
<i>Proposed AAS Title:</i>	Full-Stack Web Development	
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		

CURRICULUM AMENDMENT

CURRENT CURRICULUM 22-23

PROPOSED CURRICULUM 23-24

Course	Title	Hours	Credits	Course	Title	Hours	Credits
1 st Year							
Fall Term							
ART-225	Computer Graphics I	66	4				
CS-125H	HTML & Web Site Design	33	3	CS-125H	HTML & Web Site Design	44	4
CS-140	Introduction to Operating Systems	44	4				
--	Program Elective		4	--	Program Elective		3-4
Winter Term							
CS-133S	Introduction to JavaScript & Server-Side Scripting	33	3	CS-133J	Front-end JavaScript I	44	4
CS-151 Or CS-275	Networking 1 Or Database Design	33-66	3-4	REMOVE			
CS-181	CMS Web Development	33	3	CS-181	CMS Web Development	44	4
--	Program Elective		3	REMOVE			
				CS-135I	Advanced Web Design	44	4
Spring Term							
ART-226	Computer Graphics II	66	4				
CS-135I	Advanced Web Design with Dreamweaver	33	3	Move to 1 st Year, Winter Term			
CS-234J	jQuery Web Development	33	3	CS-233J	Front-end JavaScript II	44	4
CS-234P	PHP/MySQL Web Development	33	3	Move to 2 nd Year, Spring Term			
				BA-103	Business Strategies for Computer Consultants	33	3
				CS-280	Computer Science/CWE	108	3
Summer Term							
CS-280	Computer Science/CWE	108	3	Move to 1 st Year, Spring Term			
MTH-065 Or higher	Algebra II or higher level Math or Statistics	44	4-5				
WR-121Z	Composition I	44	4				
--	Human Relations requirement (see catalog)		3-4				
				--	PE/Health/Safety/Fir st Aid requirement (see catalog)		1
2 nd Year							
Fall Term							
CS-135DB	Microsoft Access	33	3				
CS-240L	Linux Administration I	44	4	REMOVE			
CS-280	Computer Science/CWE	108	3				
WR-122Z	Composition II	44	4				
				CS-233W	Full-Stack Web Development I	44	4
Winter Term							
CS-151 Or	Networking 1 Or	33-66	3-4	Separate out requirements			

CS-275	Database Design						
CS-240W	Windows Desktop Administration	55	3	REMOVE			
CS-280	Computer Science/CWE	108	3	Move to 2 nd Year, Spring Term			
WR-227Z	Technical Writing	44	4				
--	PE/Health/Safety/First Aid requirement (see catalog)		1	Move to 1 st Year, Summer Term			
				CS-151	Networking 1	66	4
				CS-234W	Full-Stack Web Development II	44	4
				CS-275	Database Design	33	3
Spring Term							
ART-227	Computer Graphics III	66	4				
BA-103	Business Strategies for Computer Consultants	33	3	Move to 1 st Year, Spring Term			
CS-297W	Website Capstone	33	3				
--	Program Elective		4	REMOVE			
				CS-234P	PHP/MySQL Web Development	44	4
				CS-280	Computer Science/CWE	108	3
Program Electives							
Any ART, BA, CS, or DMC course not included in the Web Design & Development AAS program.				REMOVE			
				Any CS course not included in the program or any of the following:			
				ART-115	Basic Design: 2-Dimensional Design	66	4
				ART-120	Creativity/Ideation	33	2
				ART-262	Digital Photography & Photo-Imaging	66	4
				ART-297	Professional Practices and Artist's Skills	33	3
				BA-101	Introduction to Business	44	4
				BA-120	Project Management Fundamentals	44	4
				BA-250	Small Business Management	44	4
				DMC-100	Introduction to Media Arts	33	3
				DMC-104	Digital Video Editing	66	4
				FYE-101	First Year Experience Level I	22	2
TOTAL CURRENT CREDITS:			97-99	TOTAL PROPOSED CREDITS:			96-99
College Contact	Debra Carino			Telephone No.	3170		
E-Mail Address				Fax No.			
Chief Academic Officer or PTE Dean Signature				Date	5/9/23		



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

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<http://www.ode.state.or.us/search/results/?id=231>

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	6-digit CIP	7 th digit	8 th digit		
AAS Title: Full-Stack Web Development AAS				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: <i>Within</i> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No Web Design CC.WEBDESIGN2	11.0801			<input checked="" type="checkbox"/> CC1R Related Certificate (45-60 credits)	54-57

**Enter name of base degree in 'AAS Title' box

Last amendment approved on 03.03.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input checked="" type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 53-55
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>	Front-End Web Development	
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		


++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.
For a New Program, complete the Proposed Curriculum section only.]

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Fall Term							
ART-225	Computer Graphics I	66	4				
CS-125H	HTML & Web Site Design	33	3	CS-125H	HTML & Web Site Design	44	4
CS-140	Introduction to Operating Systems	44	4				
--	Program Electives		4				
Winter Term							
CS-133S	Introduction to JavaScript & Server-Side Scripting	33	3	CS-133J	Front-end JavaScript I	44	4
CS-151 Or CS-275	Networking 1 or Database Design	33-66	3-4	REMOVE			
CS-181	CMS Web Development	33	3	CS-181	CMS Web Development	44	4
--	Program Electives		3				
				CS-135I	Advanced Web Design	44	4
Spring Term							
ART-226 Or CS-240L	Computer Graphics II or Linux Administration I	44-66	4	Remove CS-240L			
CS-135I	Advanced Web Design with Dreamweaver	33	3	Move to Winter Term			
CS-234J	jQuery Web Development	33	3	CS-233J	Front-end JavaScript II	44	4
CS-234P	PHP/MySQL Web Development	33	3	REMOVE			
				CS-280	Computer Science/CWE	108	3
Summer Term							
CS-280	Computer Science/CWE	108	3	Move to Spring Term			
MTH-065 Or higher	Algebra II or higher level Math or Statistics	44	4-5				
WR-121Z	Composition I	44	4				
--	Human Relations requirement (see catalog)		3-4				
Program Electives							
Any ART, BA, CS, or DMC course not included in the Web Design CC program.				REMOVE			
				Any CS course not included in the program or any of the following:			
				ART-115	Basic Design: 2-Dimensional Design	66	4
				ART-120	Creativity/Ideation	33	2
				ART-262	Digital Photography & Photo-Imaging	66	4
				ART-297	Professional Practices and Artist's Skills	33	3
				BA-101	Introduction to Business	44	4

				BA-103	Business Strategies for Computer Consultants	33	3
				BA-120	Project Management Fundamentals	44	4
				BA-250	Small Business Management	44	4
				DMC-100	Introduction to Media Arts	33	3
				DMC-104	Digital Video Editing	66	4
				FYE-101	First Year Experience Level I	22	2
TOTAL CURRENT CREDITS:				54-57	TOTAL PROPOSED CREDITS:	53-55	

College Contact	Debra Carino	Telephone No.	3170
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature			Date 5/9/23

May 19, 2023

Program	Implementation
Early Childhood Education & Family Studies CPCC	2023/SU



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

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<http://www.ode.state.or.us/search/results/?id=231>

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title: Early Childhood Education & Family Studies AAS.EARLYCHILDFAM				AAS (90-108 credits)	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: Early Childhood Education & Family Studies Certificate CC.EARLYCHILD	19.0708	Z	A	<input checked="" type="checkbox"/> Career Pathway (12-44)	32

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

<input checked="" type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> _____
<i>Proposed AAS Title:</i>	_____	
<i>Proposed OPTION Title:</i>	_____	
<i>Proposed Certificate Title:</i>	_____	
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:	_____	

++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.
For a New Program, complete the Proposed Curriculum section only.]

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
Early Childhood Education & Family Studies Associate of Applied Science Degree: 1 st Year							
Fall Term							
				ECE-150	Introduction to Early Childhood Education & Family Studies	44	4
				ECE-235	Safety, Health and Nutrition	33	3
Winter Term							
				ECE-121	Observation and Guidance I in ECE Settings	44	4
				ECE-154	Language & Literacy Development in Young Children	44	4
				HDF-225	Prenatal, Infant & Toddler Development	33	3
Spring Term							
				ECE-240	Environments and Curriculum Planning	44	4
				ECE-280	Early Childhood Education/CWE	108	3
				ED-246	School, Family & Community Relations	44	4
				ED-258	Multicultural Education	33	3
Notes							
				All courses must be passed with a C or better.			
TOTAL CURRENT CREDITS:				TOTAL PROPOSED CREDITS:			
				32			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	



APPLICATION for a NEW PROGRAM
CAREER TECHNICAL EDUCATION (CTE)

Department forms change periodically. It is the college's responsibility to use the most current forms available. Current forms, handouts and other useful resources are located at <http://www.ode.state.or.us/opportunities/grants/perkins/postsecondary/appsandwkshts.aspx>

Note: It is essential that the companion document, the Planning Guide & Application Worksheet, is used in representing your new program. The Application Worksheet must be kept on file at the college and made available upon request.

Section 1. College Contact Information

College	Clackamas Community College
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College Point Of Contact	Dru Urbassik
Title	Director, Curriculum & Scheduling
Department, Division	Institutional Effectiveness & Planning
Mailing Address	19600 Molalla Avenue
City, State Zip Code	Oregon City, OR 97045
Phone	503-594-6217
Fax	503-650-6659
E-Mail	dru.urbassik@clackamas.edu

Program Contact Person	Dawn Hendricks
Title	Instructor
Department, Division	Education, Human Services, Criminal Justice
Mailing Address	19600 Molalla Ave.
City, State Zip Code	Oregon City, OR 97045
Phone	503.594.6158
Fax	
E-Mail	Dawn.hendricks@clackamas.edu

Section 2. Program Award Information

Name of Proposed Program	Early Childhood Education & Family Studies CPCC
---------------------------------	---

	Type of Program (Check all that apply if the programs are related)	Total Credits
✓	Associate of Applied Science (AAS) Degree	
	Associate of Applied Science Degree, Option (An option is a specialized area within a base AAS. Must maintain 70% of common credits with base AAS)	
x	Certificate of Completion	32

	Business and Industry-based Program (privately-contracted, closed enrollment)
--	---

✓	Career Area (please check the appropriate area)
	Agriculture, Food & Natural Resources Systems
	Arts, Information & Communications
	Business & Management

Health Services
Human Resources
Industrial & Engineering Systems

EII Education Specialist	
Name	
Phone	
E-Mail	

Proposed Program Implementation Date	Fall 2023
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CIP Code		CIP Title	
CIP Narrative Description			

Program Summary

This program is a stackable credential on the path to the Early Childhood Education & Family Studies AAS. These pathways provide a completion path for students who desire to work in the early learning field. In addition to the existing AAS, this program is based on the Oregon Registry [Core Knowledge Categories](#) and completion of this certificate will enable the student to be on [Step 8 of the Registry](#) and qualified for a teacher position in early learning settings.

	Financial Assistance Options Sought for and/or Approved for the Program	
✓	(Check all that apply)	
✓	Federal Financial Aid Options	
✓	Workforce Investment Act – Individual Training Account	
✓	Veterans Benefits	
✓	State of Oregon Financial Aid	Describe: Oregon Opportunity Grant
✓	College Financial Aid	Describe: Scholarships, tuition waivers, internships
✓	Private Business, Foundation Aid	Describe: Scholarships
✓	Other:	Describe: Voc Rehab funds, Social Services funds, Tribal Educational funds

Section 3. Program Approval Standards

Standard A	
Need: The community college provides clear evidence of the need for the program.	
Program Highlights	
<ul style="list-style-type: none"> • High demand for early childhood educators: According to the Oregon Employment Department, the demand for early childhood educators is expected to grow rapidly in the coming years. By 2029, there is projected to be a 25% increase in the number of jobs in the early childhood education sector in Oregon. 	

- **Workforce shortages:** Despite the high demand for early childhood educators, the early learning sector in Oregon has been facing a significant workforce shortage in recent years. A 2020 report by the Oregon Child Care Research Partnership found that there were not enough qualified early childhood educators to meet the demand for child care in the state. Additionally, The Early Childhood Professional Learning Plan (2020), submitted to the Oregon Legislature, found that an estimated 25% of the early learning workforce leave the field annually. This is further compounded by the finding that the number of early learning professionals entering the field has been declining in the past ten years.

According to the National Association for the Education of Young Children (NAEYC), one of the strategies to address the workforce issue is to create career pathways that are more readily attainable. When students complete this proposed certificate, they will be qualified to take on a teacher position in early learning setting, according to the Oregon Registry and the Dept. of Early Learning and Care.

Standard B

Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Program Highlights

The Early Childhood Education and Family Studies program at CCC has deep roots in the community as well as across the state. The program is guided by an Advisory Committee that is comprised of early learning employers and partners in the community. The Advisory Committee meets twice a year and provides feedback on program development, such as the recently developed Spanish language ECE certificate and degree. The Advisory Committee supports creation of the career pathway certificate in an effort to help with the workforce shortage most early learning programs are facing.

In addition to Advisory Committee members, the ECE program has strong community partnerships with the Child Care Resource and Referral (CCR &Rs) agencies in Clackamas, Marion/Polk and Washington counties, the Early Learning HUBs of Marion/Polk and Clackamas Counties and state funded and federally funded early learning programs such as Clackamas County Children’s Commission Head Start and Oregon Child Development Coalition.

This career pathway certificate was developed with Central Oregon Community College’s ECE program and the Child Care Resource and Referral program at Columbia Gorge Community College.

Standard C

Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.

Program Highlights

For the past year, Clackamas Community College, Central Oregon Community College and Columbia Gorge Community College have collaborated in building and supporting a sustainable, high quality pipeline for workforce development in the early learning sector. This consortium group received an initial planning in September 2021, by the Oregon Department of Education Early Learning Division (now Department of Early Learning and Care-DELC) for the Early Care and Education Collaborative (ECE Collaborative) to develop an apprenticeship model to serve the State’s rising early learning workforce, partners from local workforce boards, community colleges, childcare providers, Early Learning Hubs, and Child Care Resource & Referral organizations, have met regularly to develop the Early Care and Education Registered Apprenticeship.

One of the outcomes of this work is a Career Pathway Certificate of Completion in Early Childhood Education. Clackamas Community College is the first college of the three to create this new certificate while Central Oregon Community College and Columbia Gorge Community College plan to do so in the coming year. This tri-college collaboration may lay the foundation for a creation of a Career Pathway Certificate in Early Childhood Education statewide. Additionally, it provides opportunities for students to readily take courses at a partner community college as needed if a course isn’t offered a certain term at their home college, and easily transfer those credits in.

Further, it aligns with the Department of Early Learning and Care’s initiative to help decrease obstacles and increase accessibility for students to earn a certificate or credential in the field of early learning.

Standard D

Design: The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Program Highlights

The Early Childhood Education and Family Studies program at Clackamas Community College is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC has standards and competencies that all early childhood education teacher preparation programs must meet. The standards and competencies are the following:

1. **Child Development and Learning in Context** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities
2. **Family–Teacher Partnerships and Community Connections** Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.
3. **Child Observation, Documentation, and Assessment** Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b)

know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences

4. **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
5. **Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
6. **Professionalism as an Early Childhood Educator** Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

The Career Pathway Certificate will introduce these concepts to students and start developing their understanding. Each student will be assessed and provided feedback on how they are doing to meet these standards and competencies. Formative assessment will be used so that students have opportunities to learn, assimilate new information and engage in a cycle of continuous improvement.

Standard E

Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

Program Highlights

The Career Pathway Certificate of completion will be embedded in our 90 credit A.A.S. degree. Thus, there are no additional resources to develop, implement and sustain the program.

Section 4. Proposed Curriculum

PROPOSED CURRICULUM [List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping]			
Course Number	Course Title	Clock Hours	Credits
Fall Term			
ECE-150	Introduction to Early Childhood Education & Family Studies	44	4
ECE-235	Safety, Health and Nutrition	33	3
Winter Term			

ECE-121	Observation and Guidance I in ECE Settings	44	4
ECE-154	Language & Literacy Development in Young Children	44	4
HDF-225	Prenatal, Infant & Toddler Development	33	3
Spring Term			
ECE-240	Environments and Curriculum Planning	44	4
ECE-280	Early Childhood Education/CWE	108	3
ED-246	School, Family & Community Relations	44	4
ED-258	Multicultural Education	33	3
TOTAL PROPOSED CREDITS:			32

Section 5. Assurances and Signature

College Authority Signature (Applications must be signed by the chief academic officer or the president)	
I have reviewed this application and supporting documents and attest to the accuracy, clarity, and completeness. The college will comply with the following assurances:	
<ol style="list-style-type: none"> Access. The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students. Continuous improvement. The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed. Adverse impact & detrimental duplication. The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse <i>intersegmental</i> and <i>intra</i>segmental impact and detrimental duplication problems with other relevant programs or institutions. Program records maintenance & congruence. The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, and other identifying and descriptive information maintained by the Department are the official records and it is the college's responsibility to keep the college records aligned with those of the Department. The college will not make changes to the program without informing and/or receiving approval from the Department. 	
Our staff has worked closely with CCWD-EII staff in the development of the proposed program and completion of this application. The proposed program:	
<ol style="list-style-type: none"> Has been designed to meet the State Board of Education approval standards for Need, Collaboration, Alignment, Design and Capacity, as well as the elements identified that that are essential to a quality program; Our college board has approved the proposed program described in this application; All local campus procedures have been completed; and This program is ready to be reviewed by CCWD-EII staff on behalf of the State Board of Education. 	
It is understood that documentation or evidence may be requested by CCWD-EII staff if additional information is needed.	
Signature	
Title	Director, Curriculum & Scheduling
Name (Printed or typed)	Dru Urbassik
Date	

This form provides additional information required by the NWCCU for accreditation
Signed copies must be submitted two weeks prior to [Curriculum Committee meetings](#)

Program Presenter	Dawn Hendricks
Program Department/Division	Education, Human Services, Criminal Justice
Program Type	CPCC
If CPCC or Related Cert, list Parent Program	Early Childhood Education & Family Studies AAS
Complete Program Title	Early Childhood Education & Family Studies
Credit Total	32

Catalog description of new program

Must match description from CCWD CTE Program of Study Application

This program is a stackable credential on the path to the Early Childhood Education & Family Studies AAS. These pathways provide a completion path for students who desire to work in the early learning field. In addition to the existing AAS, this program is based on the Oregon Registry [Core Knowledge Categories](#) and completion of this certificate will enable the student to be on [Step 8 of the Registry](#) and qualified for a teacher position in early learning settings.

Similar to an existing program?

This career pathway certificate of completion will be embedded in the existing 45-credit certificate and the A.A.S. degree in Early Childhood Education and Family Studies.

Program-Level Student Learning Outcomes

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

1. examine philosophies, approaches, and theories of development related to early childhood;
2. explain how to build collaborative relationships with families, inclusive of their language, culture and context;
3. describe the use of positive guidance strategies that support autonomy and self-regulation in young children;
4. define health and safety state rules and regulations that govern the licensing of early childhood program;
5. demonstrate objective documentation and analysis of children's development and learning;
6. plan developmentally appropriate learning environments and curriculum;

7. describe how to create equitable, inclusive opportunities for learning for diverse children and families.

Program-Level Assessment Plan

The Program Learning Outcomes will be assessed in the following courses:

PLO 1 in ECE 150

PLO 2 in ED 246

PLO 3 in ECE 121

PLO 4 in ECE 235

PLO 5 in ECE 121

PLO 6 in ECE 240

PLO 7 in ED 258

These will be assessed through assignments that covers the respective PLO. A rubric will be used to objectively assess mastery of the PLO.

Related Instruction Courses in the Program

ED 258 Multicultural Education

Describe your Marketing plan.

We will add information about the new certificate onto our webpage. In addition, we share information with our local and statewide network of partners. Further, we will share information with our community college partners and Department of Early Learning and Care partners around the state.

Will there be revenues associated with the new program?

(i.e. bonds, grants, reallocation)

- Yes No

Revenue Source	Amount (\$)	Year/Term
		1 year prior to program
We have applied for an Early Learning Higher Education Intergovernmental Agreement grant.	\$400,000	1 st year of program
		2 nd year of program
		3 rd year of program

New Courses needed?

- Yes No

New Sections needed?

- Yes No

Additional faculty needed?

- Yes No

Please explain how current faculty will be sufficient to staff new program

Students already take these courses as part of their educational path towards the certificate and the A.A.S. thus no new courses or faculty are needed.

New physical facilities and equipment needed?

- Yes No

Please explain how the current physical facilities and equipment will be allocated to meet the needs of the new program

Our current ECE courses have room for additional students. No new sections nor classroom space or equipment are needed.

New Student Services needed?

For questions and assistance, contact Curriculum Office at curriculum@clackamas.edu

[Link to student services listed in the current catalog](#)

Yes No

Please explain how the current Student Services will accommodate the needs of the new program

We have a dedicated advisor for our EFA as well as a grant funded bilingual navigator to support students on their career path.

Other expenses?

Yes No

Division Dean Signature/Date

Department Chair Signature/Date

Faculty/Program Lead Signature/Date
(optional)
