



COURSE OUTLINE

Outline Status: Outline Update (ECD 9826); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: COMPUTER APPLICATIONS OFFICE TECHNOLOGIES**
3. **COURSE NUMBER: 107**
4. **COURSE TITLE: MICROCOMPUTER OFFICE APPLICATIONS: WEB DESIGN FOR THE OFFICE**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course provides skills to utilize advanced web design tools. Students design, build, and publish web sites using Adobe Dream Weaver, advanced HTML, the basic concepts of Java script and Java applets. Students will use graphics, style sheets, hyperlinks, tables, forms, and multimedia capabilities to create advanced web sites for the high-tech office environment.

7. CLASS SCHEDULE COURSE DESCRIPTION:

This course provides skills to utilize advanced web design tools. Students design, build, and publish web sites using Adobe Dream Weaver, advanced HTML, the basic concepts of Java script and Java applets. Students will use graphics, style sheets, hyperlinks, tables, forms, and multimedia capabilities to create advanced web sites for the high-tech office environment.

8. **INITIAL COLLEGE APPROVAL DATE: 5/18/04**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 11/17/09**

Change in Course Description; Existing Prereq until update of 112

10. CLASS HOURS:

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	2	36	2
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	3	54	1
Totals:	Lecture: 2	Lecture: 36	Lecture: 2
	Lab: 3	Lab: 54	Lab: 1
	Total: 5	Total: 90	Total: 3
<i>Totals In Protocol:</i>	Lecture: 2	Lecture: 36	
	Lab: 3	Lab: 54	
	Total: 5	Total: 90	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	CAOT	112	Microcomputer Office Applications: Web Page Design	3	5/18/04

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
1.Class Introduction A. Review Dreamweaver Basics B. Current web design	3	1. Select the desired elements, design the layout, and create web sites, and then test web pages using Adobe Dreamweaver.
2.Review of HTML A.Advanced HTML coding B. HTML and Dreamweaver	3	2. Create and apply advanced HTML coding to modify a web page as needed.
3. Working with Graphics A. Position and attributes B. Using Libraries	3	3. Insert graphic elements in a web page and control their position and attributes.
4. Creating Links and Hotspots A. External and internal links	3	4. Create and insert hyperlinks using text, and hot spots.
5. Elements of Page Design, and Style Sheets A. Visual organization of the webpage	3	5. Conceive and enhance web pages using style sheets and templates.
6. Publishing and Managing a web site A. Upload and view online	3	6. Publish web pages to the World Wide Web; analyze problems and devise and implement solutions.
7. Using Tables and Scripts A. Organizing data B. Other enhancing elements (e.g. java scripts, java applets)	3	7. Design and create web pages using Tables, and other enhancing elements in web page.
8. Using Templates A. Preformed web pages	3	8. Design and create web pages using javascript, Java applets, styles, and other web elements like plug-in applications (sound and video) and frames.
9. Creating Frames and Plug ins A. Website Navigation B. Sound and video applications.	3	9. Analyze problems and improvements to web pages, then devise and test solutions that address the problems.
10. Creating Forms and Bulletin Boards A. User interactivity B. Interoperability with other programs (e.g. MS Access)	3	10. Design and create forms that create data in the proper format to be used with other programs like MS Access and other MS Office programs.
11. Editing the HTML Code A. Working in the code window B. Troubleshoot HTML code and locate solutions.	3	11. Design and implement Bulletin Board web pages.
12. Review and Final Exams	3	
Total:	36	
Total Hrs In Protocol:	36	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab : Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab : Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
Note The laboratory mirrors the lecture with the objective of reinforcing the topics		Note The laboratory mirrors the lecture with the student learning to apply the same skills and concepts.
1. Class Introduction A. Review Dreamweaver Basics B. Current web design	8	1. Select the desired elements, design the layout, and create web sites, and then test web pages using Adobe Dreamweaver.
2. Review of HTML A. Advanced HTML coding B. HTML and Dreamweaver	4	2. Create and apply advanced HTML coding to modify a web page as needed.
3. Working with Graphics A. Position and attributes B. Using Libraries	3	3. Insert graphic elements in a web page and control their position and attributes.
4. Creating Links and Hotspots A. External and internal links	4	4. Create and insert hyperlinks using text, and hot spots.
5. Elements of Page Design, and Style Sheets A. Visual organization of the webpage	8	5. Conceive and enhance web pages using style sheets and templates.
6. Publishing and Managing a web site A. Upload and view online	4	6. Publish web pages to the World Wide Web; analyze problems and devise and implement solutions.
7. Using Tables and Scripts A. Organizing data B. Other enhancing elements (e.g. java scripts, java applets)	4	7. Design and create web pages using Tables, and other enhancing elements in web page.
8. Using Templates A. Preformed web pages	4	8. Design and create web pages using javascript, Java applets, styles, and other web elements like plug-in applications (sound and video) and frames.
9. Creating Frames and Plug ins A. Website Navigation B. Sound and video applications.	4	9. Analyze problems and improvements to web pages, then devise and test solutions that address the problems.
10. Creating Forms and Bulletin Boards A. User interactivity B. Interoperability with other programs (e.g. MS Access)	4	10. Design and create forms that create data in the proper format to be used with other programs like MS Access and other MS Office programs.
11. Editing the HTML Code A. Working in the code window B. Troubleshoot HTML code and locate solutions.	4	11. Design and implement Bulletin Board web pages.
12. Review and Final Exams	3	
Total:	54	
Total Hrs In Protocol:	54	

1. (cont'd) SLO:

The student will..	As measured by the following	And, if applicable,	Results are	Recommendations to
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(outcome)	method.. (assessment strategy)	scored by the following learning rubric. (provide attachment)	examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	improve teaching and learning. (modifications)
1. Demonstrate a webpage using Dreamweaver (lab) and describe the process involved in webpage creation (lecture) . SLO Reviewed 11/14/2009 GY	Create a webpage using Dreamweaver. (LAB) 1. Students will upload webfiles to a webserver and the webpage will be observed by the instructor. Criteria: a. viewable online b. in agreement with design principles (font, color, etc.) Acceptable: both a & b accomplished Unacceptable: a nor b not accomplished Target: 75% of students will demonstrate the outcome LECTURE: Embedded assessment in lecture final to evaluate student's knowledge of webpage creation processes. Target: 75% of students will demonstrate the outcome	Rubric listed in second column	Fall 2010	

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Dreamweaver, CS4 Classroom in a Book, Adobe Creative Team, 2008

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Student will locate and read web site references to reinforce lecture concepts. For example, students are directed to a Dreamweaver website tech note on using video in web sites.

4. **WRITING ASSIGNMENTS:**

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Problem solving and lab projects to demonstrate understanding of lecture and lab topics are required of students. A typical problem solving project will involve acquiring or creating a web site using particular web authoring elements and enhancing or changing the web pages to meet specifications provided in the exercise.

5. **REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):**

Out of class assignments (Homework) may include, but are not limited to the following:

Projects demonstrating software proficiencies are required of students. These projects reinforce the lecture and lab topics covered. A typical homework assignment will reinforce the skills covered in the lab projects, but will require the students to apply and practice the software skills with little direction other than the desired end result. For example, a picture of a web page will be presented and the students will be asked to duplicate the appearance of the page and then to add specific functionality.

6. **REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Problem solving and lab projects will require that students demonstrate the ability to extend the concepts covered and apply them to demonstrate software proficiencies. An example of this is, after a student has learned a skill in a step-by-step example problem in the laboratory and further honed that skill in an outside assignment, additional assignments are given that present the student with a task that requires imagination and extrapolation of the concepts to solve the problem. Often the student will be required to do further reading in the text or use Internet resources to solve the problem. For example after completing an exercise in the lab, the student would be assigned a task to further enhance or change a web page using more advanced techniques that would require research to discover the software tools needed.

7. **METHODS OF EVALUATION:**

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Lab projects, quizzes, unit tests, midterms, homework, class participation, skills demonstration, final exam

8. **METHODS OF INSTRUCTION:**

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**

- Field Experience**
- Independent Study**
- Other (Please Explain)**

Demonstrations, one-on-one conferences, small group collaboration, computer interactive assignments, independent research and study assignments

9. SUPPLIES:

List the supplies the student must provide.

USB drive, access to a computer, high-speed internet, email address

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

This course uses personal computers and includes hands-on lab experience with both hardware and software.

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

NA

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

NA

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Program ID 02864 Administrative Assistant/Office System Specialist (CAOT)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: No b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date: 5/18/04
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER: N/A

Will this course be articulated to meet lower division major requirements?: No

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #: N/A**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPT/DIVISION NAME: Business
2. DEPT/DIVISION CODE: 03
3. SUBJECT CODE: 687
4. SUBJECT ABBREVIATION: CAOT
5. RECOMMENDED MINIMUM QUALIFICATION AREA:
6. ABBREVIATION FOR TRANSCRIPTS: MICRO OFF APPL WEB D
7. DEGREE CREDIT:

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. GRADING METHOD: LETTER GRADE
9. REPETITIONS: # of times repeated for credit: 0

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. PRIOR TO TRANSFERABLE LEVEL:

This course attribute applies to *English, Writing, ESL, reading and mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. CREDIT BASIC SKILLS:

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. CROSS REFERENCE:

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Occupational

Note: A course's Classification, TOP Code and SAM code must be aligned: e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): 0514.00

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): C

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 11/11/00	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 11/17/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. ORIGINATOR: Payan, Felipe A.

2. DEPARTMENT: 03

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

VATEA and/or Block Grant funds

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

CAOT 86, CAOT 84, CAOT 83 1-3 Sections on an alternating rotation of Fall and Spring semester

4. IMPACT

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Computer Lecture/Labs

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

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Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Nouha Toure / F. Payan	11/17/2009
Originator	Date
Nouha Toure	11/17/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/17/2009
Librarian	Date
Elmer Bugg	11/17/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/24/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: CAOT 107, Microcomputer Office Applications: Web Design for the Office

Check
Applicable
Box

Prerequisite: **Course & Number, Title: CAOT 112, Microcomputer Office Applications: Web Page Design**

Corequisite:

Advisory:

A. Target Course Entry Skills: Course & Number, Title

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Demonstrate computer efficiency.
2. Demonstrate proficiency with Microsoft Office applications
3. Demonstrate web proficiency.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Select the desired elements, design the layout, and create web sites, and then test web pages using web authoring software like Microsoft FrontPage.
2. Create and apply HTML coding to modify a web page as needed.
3. Insert graphic elements in a web page and control their position and attributes.
4. Create and insert hyperlinks using text, and hot spots.
5. Conceive and enhance web pages using themes, and style sheets.
6. Publish web pages to the World Wide Web; analyze problems and devise and implement solutions.
7. Design and create web pages using tables, borders, and other enhancing elements in a web page.
8. Design and create web pages using scripts, styles and other web elements like plug-in applications and frames.
9. Analyze problems and improvements to web pages, then devise and test solutions that address the problems.
10. Design and Create forms that create data in the proper format to be used with other programs like MS Access and other MS Office programs.
11. Design and implement Discussion web pages.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

COURSE & NUMBER, Title:

CAOT 107: Microcomputer Office Applications: Web Design for the Office
Entering Skills of Target Course

**CAOT 112; Microcomputer Applications:
 Web Page Design
 Course Title
 Exit Skills of Prerequisite Course**

	1	2	3	4	5	6	7	8	9
1	X		X						
2	X		X						
3	X		X						
4	X		X						
5	X		X						
6	X		X						
7	X		X						
8	X		X						
9	X		X						
10	X	X	X						
11	X		X						

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each exit skill with each entry skill.

Was validation achieved? Yes. No.

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: F. Payan / Nouha Toure Title: _____ Initial: NT Date: 11/17/2009

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Nouha Toure _____ 11/17/2009

Initiator _____ Date

Nouha Toure _____ 11/17/2009

Department Chairperson _____ Date

Linda Larson-Singer _____ 11/17/2009

Curriculum Chairperson _____ Date