



COURSE OUTLINE

(Replaces PNCR and Course Outline)

SECTION I: BASIC COURSE INFORMATION

OUTLINE STATUS: Update: Degree Applicable, 2008-2009

1. COLLEGE: **Los Angeles Southwest College**

2. SUBJECT (DISCIPLINE) NAME¹ (40 characters, no abbreviations): **Computer Science Information Technology (CO SCI)**

3. COURSE NUMBER: **630**

4. COURSE TITLE: **Microcomputer Applications Software**

5. UNITS: **3**

6. **CATALOG COURSE DESCRIPTION** -- Provide a description of the course, including an overview of the topics covered:

It covers applications and development software for microcomputers. Topics covered include basic operating systems, file management, wired and wireless networks, Network Applications Providers (NAP), Network Service Providers (NSP), and Internet Service Providers (ISP). The course also covers the relationship between HTML, XHTML, HTTP, URLs, browsers, and Web servers and application processing of digital video and 3-D animation. It provides an overview of enterprise-wide information systems, basic database concepts and object oriented programming.

7. **CLASS SCHEDULE COURSE DESCRIPTION** -- Provide a brief description of the course, including an overview of the topics covered:

It covers software development using the Visual Basic for Applications (VBA) in standard Microsoft applications. Topics covered include operating systems basics, file management basics, wired and wireless networks and network services, browsers, enterprise-wide information systems, basic database and object oriented programming concepts.

8. **COLLEGE APPROVAL DATE**: 1989
COLLEGE OUTLINE APPROVAL DATE: 1/13/09

9. **UPDATES** (check all applicable boxes):

- | | |
|----------------------------------------------------------------------------------|---------------------------|
| <input checked="" type="checkbox"/> Content | Last Update: 12/08 |
| <input checked="" type="checkbox"/> Objectives | Last Update: 12/08 |
| <input type="checkbox"/> College Specific Course Attributes/Data Elements | Last Update: |
| <input type="checkbox"/> Districtwide Course Attributes/Data Elements | Last Update: |
| <input checked="" type="checkbox"/> Other (Course Description) | Last Update: 12/08 |

¹ Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	Hours per week (based on 18 weeks)	Total Hours per term (hrs per week x 18)	Units
Lecture:	2	36	2
Lab/activity (w/ homework):	2	36	1
Lab/activity (w/o homework):	0	0	0
Total:	4	72	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

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** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)
COMPUTER SCIENCE	601	Introduction to Computers and Their Use	3	1/13/09 (previously 9/21/99)

Corequisite: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

Advisories: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 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: If <u>applicable</u> , 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 (<i>If applicable</i>): upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
Introduction to the course, class format and syllabus, department lab procedures and policies <ol style="list-style-type: none"> 1. LASC Computer Use Policy 2. CO SCI Computer Use Policy, Definitions, Etiquette and Netiquette 3. Computer Access (Logon/off) 4. Procedure 5. Software Gateways 6. Storage Media Description 	2 hrs.	
Microcomputer Operating Systems & File Management Principles <ol style="list-style-type: none"> 1. Operating System Basics 2. Operating Systems for Microcomputer 3. File Concept Basics 4. File Management 5. Backup Security 	2 hrs.	1. Identify operating systems used on today’s personal computers, PDAs, and servers; describe their strengths and weaknesses. 2. Create valid names for files and folders, plus demonstrate that you can construct and trace file paths.
Wired & Wireless Local Area Networks <ol style="list-style-type: none"> 1. Network Building Blocks 2. Wired Networks 3. Wireless Networks 4. Network Security 	2.5 hrs.	3. List security measures for wired and wireless networks.
Intranets, Wide Area Networks & The Internet (Browsers & URLs) <ol style="list-style-type: none"> 1. Intranets Technologies 2. Internet Technology 3. Fixed Internet Access 4. Mobile Internet Access 5. Internet Services (Web servers) 6. Internet Security (protocols like HTTP) 	2.5 hrs.	4. Draw a conceptual diagram illustrating the connection between the Internet backbone, NAPs, NSPs, routers, and ISPs. 5. Describe the role that HTML, XHTML, HTTP, URLs, browsers, and Web servers play in bringing Web pages to your desktop.
Midterm Exam	1 hr.	6. Define the differences between digital video and 3-D animation.
Search Engines, The World Wide Web and E-mail <ol style="list-style-type: none"> 1. Web Technologies 2. Search & Meta-Search Engines 3. Surface Web 4. Hidden Web 5. E-Commerce 6. E-Mail Technologies 7. Web & E-Mail Security 	3 hrs.	7. Describe how information systems help organizations fulfill their missions, deal with threats, and take advantage of opportunities.

<p>Processing Graphics & Digital Media</p> <ol style="list-style-type: none"> 1. Digital Sound 2. Bitmap Graphics 3. Vector and 3-D Graphics 4. Digital Video 5. Digital Rights Management 	1.5 hrs.	
<p>Systems Analysis, Design, Development & Documentation</p> <ol style="list-style-type: none"> 1. Information Systems 2. Systems Analysis 3. System Design 4. System Implementation 5. System Maintenance 6. Enterprise Data Security 	6 hrs.	8. Define basic database terminology, such as fields, records, files, hierarchical, relational, network databases, cardinality, & SQL queries.
<p>Database Management Systems & Query Languages</p> <ol style="list-style-type: none"> 1. File & Database Concepts 2. Data Management Tools 3. Database Design 4. SQL & Queries 5. Database Security 	6 hrs.	9. Describe the major concepts of object-oriented programming, such as objects, classes, inheritance, messages, methods, polymorphism, and encapsulation.
<p>Object Oriented Programming & The Visual Development Environment</p> <ol style="list-style-type: none"> 1. Programming Basics 2. Procedural Programming 3. Object-Oriented Programming 4. Declarative Programming 5. Secure Programming 	6 hrs.	SLOs: 1. Check the Internet zone security setting on your computer. Indicate whether the setting is High, Medium, Medium-low, Low, or Custom. Describe how this setting handles ActiveX controls, downloads, and Java applets.
<p>The Computer Industry: History, Careers, and Ethics</p> <ol style="list-style-type: none"> 1. Computer History 2. The Computer & IT Industries 3. Careers for Computer Professionals 4. Professional Ethics 5. Work Area Safety & Ergonomics 	1.5 hrs.	
<p>Final Examination</p>	2 hrs.	
Total lecture hours*	36 hrs.	

<p>COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).</p>	<p>Hours per topic</p>	<p>COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)²</p>
<p>Introduction to the course, class format and syllabus, department lab procedures and policies</p> <ol style="list-style-type: none"> 1. LASC Computer Use Policy 2. CO SCI Computer Use Policy, Definitions, Etiquette and Netiquette 3. Computer Access (Logon/off) 4. Procedure 5. Software Gateways 6. Storage Media Description 	<p>4 hrs.</p>	<ol style="list-style-type: none"> 1. (File Management) Draw a sketch or capture a screenshot of the Microsoft Backup window’s toolbar. Use ToolTips, ScreenTips, or the window’s status bar to find the name of each toolbar button. 2. (NAPs, NSPs & ISPs) Assess the Internet traffic congestion for any one of the continents.
<p>Local Area Network Simulation</p> <ol style="list-style-type: none"> 1. Parts of a router 2. Opening the router configuration table 3. Enable wireless encryption 4. Connect a LAN to the Internet 	<p>4 hrs.</p>	<ol style="list-style-type: none"> 3. (HTTP, HTTPS & Internet security) Using the Windows Explorer, examine the cookies stored on your computer. Indicate how many cookies are currently stored. Examine the contents of one cookie and indicate whether you think it poses a threat to your privacy.
<p>Tracking Packets</p> <ol style="list-style-type: none"> 1. The Ping & Traceroute utilities 2. Internet Traffic Report 3. Problems with Internet Connections 	<p>4 hrs.</p>	<ol style="list-style-type: none"> 4. (Digital video and 3-D animation) Capture a photographic image from a digital camera, scanner, or Web page. Open the image using any available graphics software. Use this software to identify properties of the image such as file format, file size, resolution, and color depth.
<p>Adjusting Browser Security Settings</p> <ol style="list-style-type: none"> 1. Internet Security Zones 2. Adding sites to a Security Zone 3. Security Threats and ActiveX controls 4. Java Applets 	<p>4 hrs.</p>	<ol style="list-style-type: none"> 5. (Enterprise-wide Information Systems) Create a context DFD for a video rental store, using paper & pencil, graphics software, or a CASE tool. Your diagram should conform to the Gane/Sarson notation.
<p>Working with Cookies</p> <ol style="list-style-type: none"> 1. Web servers and Cookies 2. Locating cookies on client computers 3. Managing Cookies 4. Session Cookies 5. P3P and Compact Privacy Policies 	<p>4 hrs.</p>	<ol style="list-style-type: none"> 6. (Basic database concepts) Create a table using Microsoft Access or any available file or database management software to store information about a collection of old books. Enter at least 10 records. Print a list of all your data.
<p>Working with Bitmap Graphics</p> <ol style="list-style-type: none"> 1. Bitmap Graphics File Extensions 2. Capturing Images 3. Properties of Graphics 4. Editing Graphic Images 5. Palettes & Dithering 6. Prepare Graphics for the Web & email attachments 	<p>4 hrs.</p>	

² In general “activity” courses or portions of courses are classified a “laboratory.”

<p>Working with Data Flow Diagrams (DFDs)</p> <ol style="list-style-type: none"> 1. System Development Life Cycle (SDLC) 2. CASE Tools 3. Gane/Sarson DFD Notation 4. Yourdon/Coad DFD Notation 5. Creating Context DFD 6. Exploding a DFD 	4 hrs.	
<p>Working with Database Management Software</p> <ol style="list-style-type: none"> 1. Relational Database Software 2. Primary & Secondary Keys 3. Table Relationships 4. Queries & SQL 	4 hrs.	
<p>Using the Visual Basic Visual Development Environments (VDE)</p> <ol style="list-style-type: none"> 7. VDE Basic Tools 8. VDE Controls 9. Properties & Property Values 10. Events 11. Adding Code to Controls 12. Save & Test a Program 13. Compile & Execute a Program 	4 hrs.	
Total lab hours*	36 hrs.	

*Total lecture and laboratory hours (which includes the final examination) must equal totals on page 1.

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define repeat record list recall name relate underline	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve	compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

- Course**
 Program
 Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: CO SCI 630, Microcomputer Application Software

Faculty/Staff Participants: James E. Hicks, Instructor; Dr. Nouha Toure, Chair

SLO Review, 1.12.09

The student will... (outcome)	As measured by the following method... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Check the Internet zone security setting on your computer and Indicate whether the setting is High, Medium, Medium-low, Low, or Custom. Describe how this setting handles ActiveX controls, downloads, and Java applets.	Part 1: Students conduct activities specified in SLO during the 3 rd or 4 th lab session. Tally results Part 2: Students conduct activities specified in SLO during the last week of a lab session. Tally results Part 3: Compare results of Part 1 and Part 2	(see rubric below)		

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

Rubric

Security Settings	Did the student correctly describe how their settings handle the following activities?			
	ActiveX Controls	Downloads	Java Applets	Totals Correct
High				
Medium				
Medium-Low				
Low				
Custom				
Total Correct				

2. REQUIRED TEXTS:

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

Parson and Ojai, Computer Concepts, New Perspective Series, Comprehensive Edition, Course Technology, 10th Edition, 2008.

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Typical assignments might be:

Using PC journals and PC newsletters, websites, manufacturer product literature, etc.

- 1) Write a report in Word that compares and contrasts the three major storage media technologies.
- 2) Develop an Excel table that lists characteristics of major CPU chips; each column of your table should be headed with the manufacturer and chip name.

4. WRITING ASSIGNMENTS:

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." Writing assignments in this course may include, but are not limited to the following:

Typical assignments might be:

- 1) Wireless technology is increasingly being used for home entertainment systems, including stereos, television, and home theaters. Choose either television, stereo, or project systems and research the wireless options for the equipment. Write a two-page "**How-To ...**" article in Word describing how to set up a wireless system.

2) REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Typical assignments might be:

- 1) The speed of your Internet connection can affect the download time for media, such as photos and videos. Use Ping to find the speed of your Internet connection, then experiment with viewing five different short videos on news or entertainment Web sites. How does the performance of each video relate to the kind of Internet connection you have? Compile your findings into a well-organized PowerPoint presentation.

3) REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Typical assignments might be:

- 1) Type your name into the Google search engine. How much information can you currently

find about yourself? How much privacy are you willing to release? Create a table in Excel with rows for the following: Name, address, e-address, SS#, CC#, phone#, height, weight, gender, race, hobbies, medical history, employer, salary, spouse name, children's names. Put the following columns across the top: Apply for a job, visiting the doctor, subscribing to a Web site, making an online purchase, opening a bank account, responding to an e-mail message, registering for classes. Think about two more situations and add them to this list. Place a checkmark (✓) in the cell if you would be willing to provide each type of information. Put an "R" in the cell if you believe the information is legitimately required. Use a question mark when you're not sure if the information is required.

2) 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):

Project, Written Reports, Problem-solving Exercises, Computer Interactive Lab Assignments, Oral Presentation, Class Participation; Quizzes, Unit Tests, Midterm Exam, and/or Final Exam.

3) METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

One-on-one conference (in person or online) with the instructor; audio-visual examples using Smart Board technology and guest speakers.

4) SUPPLIES:

List of supplies the student must provide.

A USB storage device, capable of holding at least 2GB of data.
An e-mail address
Access to an off campus computer
A blank CD to store lab tutorials

5) COMPUTER/INFORMATION COMPETENCY:

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

The entire course deals with literacy of computer concepts. Assignments require accessing information both traditionally and online.

6) **DIVERSITY:**

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

The very nature of technology crosses all culture and demographic boundaries.

7) **SCANS COMPETENCIES** (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) 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, ranks 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 REQUIREMENT³ FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

If yes, the course will be a **program requirement** 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 <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>).

Computer Science - Information Technology (Program ID: 02866)

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria and the college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

Area requested: D (2) Communications and Analytical Thinking **Approval** date: Before 1984

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_AdmsRegs/boardrules.htm

From Board Rule 6201.14, Communications and Analytical Thinking: "Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer language and programming, and related disciplines." Computer Science 601 is an introduction to computer concepts, forming the basis of language and programming.

2nd Area requested: None **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *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_AdmsRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

University of California:

California State University:

UC approval date: 1999

College approval date: before 1984

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

CSU Certification:

Area requested: None

Area requested: None

Date requested:

Date requested:

IGETC approval date:

CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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2nd Area Requested: None

2nd Area requested: None

Date requested:

Date requested:

IGETC approval date:

CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? Yes

CAN NUMBER: None

CAN SEQUENCE NUMBER: None

CAN Approval -- Date requested:

Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Business
2. DEPARTMENT/DIVISION CODE: 03
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **213**
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **CO SCI**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **MICRO APP SOFTWARE**
7. **DEGREE CREDIT:** Degree Applicable
8. **CREDIT/NO CREDIT GRADING:** No
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

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 55502(d) 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

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH 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, according to?

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.

16. TOP CODE – (6 digits XXXX.XX) 0701.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): D – Possibly Occupational

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|---------------------------------------------------------------|-----------------------------------|-----------------------------|
| <input type="checkbox"/> New Course | Board Approval Date: | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Course Change* | College Approval Date: | Effective Semester: |
| <input checked="" type="checkbox"/> Outline Update: | College Approval Date:
1/13/09 | Effective Semester: Sp 2009 |

* Changes to a course require the completion of a "Course Change Request" form and approval by the 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)

(FOR PNCR ONLY ; NOT APPLICABLE)

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

- By additional funds. Describe:

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

- By deleting sections of existing courses: 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:

2. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

(If yes, briefly explain how)

3. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff- List additional staff needed:

Classroom- List classroom type needed:

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

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- List Library and Learning Resources needed, including the cost and funding source for needed resources:

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: CO SCI 630

(Course to which pre/corequisite/advisory applies)

Check

Applicable

Box

Prerequisite: **Course & Number, Title: CO SCI 601**

Corequisite:

Advisory:

A. Target Course Entry Skills: Course & Number, Title: CO SCI 630

(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. Use e-mail to communicate with Professor and to upload assignments
2. Manipulate, organize and manage multiple file assignments
3. Use application programs to process data gathered from network simulations
4. Use application programs to create, process and manage databases
5. Identify the components of a computer information system
6. Use search engines for Internet-based research

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:
Course & Number, Title: CO SCI 601

(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. Define the term "computer;" identify and describe its hardware components.
2. Compare and contrast computer hardware capabilities.
3. Identify software operating systems; compare and contrast features of file management software.
4. Evaluate the uses and distinguishing features of software for operating systems and processing of digital media data.
5. Apply concepts of computer literacy in the use of hardware and software.
6. Compare the features and roles of the Internet, the Web and Email services.
7. Assess the social and economic implications of computer technology on society.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

***Validation requires at least one match of each entry skill with any exit skill(s).**

COURSE & NUMBER: CO SCI 630
Course Title: Microapplication Software

COURSE & NUMBER: CO SCI 601
Course Title: Introduction to Computers and Their Uses

Exit Skills of Prerequisite Course

Entering Skills of Target Course

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

Was validation achieved? X YES or NO

Comments:

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

PARTICIPANTS IN CONTENT REVIEW:

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

Name: Nouha Toure for James Hicks Title: _____ Initial: _____ Date: 12/18/2008

Name: Nouha Toure Title: Department Chair Initial: _____ Date: 12/18/2008

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

CERTIFIED BY:

<u>Nouha Toure for James Hicks</u>	<u>12/18/2008</u>
Initiator	Date
<u>Nouha Toure</u>	<u>12/18/2008</u>
Department Chairperson	Date
<u>Linda Larson-Singer</u>	<u>01/13/2009</u>
Curriculum Chairperson	Date

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject: **Computer Science**

Number: **630**

Course Title: **Microcomputer Application Software**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>STANDARDS FOR APPROVAL</u> Section 55002	<u>RATING CRITERION</u>	
	<u>MET</u>	<u>NOT MET</u>
<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is 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.	X	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Corequisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	X	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	X	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

Title5Assurances, DegreeApplicable, 1007

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts 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 for James Hicks

Originator

12/18/2009

Date

Nouha Toure

Department/Cluster Chairperson

12/18/2009

Date

Linda Larson Singer

Articulation Officer

01/13/2009

Date

Gabrielle Arvig for Shelley Werts

Librarian

02/02/2009

Date

Elmer Bugg

Dean (if applicable)

02/03/2009

Date

Linda Larson-Singer

Curriculum Committee Chairperson

01/13/2009

Date

Alfred Reed Jr.

Academic Senate President

02/02/2009

Date

Leige Doffoney

Vice President, Academic Affairs

02/04/2009

Date