



## COURSE OUTLINE

Outline Status: New Course (ECD 9572); 2009-2010

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** COMPUTER APPLICATIONS OFFICE TECHNOLOGIES
3. **COURSE NUMBER:** 255
4. **COURSE TITLE:** ELECTRONIC COMMERCE (E-COMMERCE)
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

Students will learn to identify and understand fundamental terms and concepts related to eCommerce, recognize the evolution of eCommerce, and have an understanding of aspects pertinent to selling and marketing on the Internet. Students will research current eCommerce trends and topics such as b2b and b2c. Successful eCommerce case studies will be analyzed in the class.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

Students will learn to identify and understand fundamental terms and concepts related to eCommerce, recognize the evolution of eCommerce, and have an understanding of aspects pertinent to selling and marketing on the Internet. Students will research current eCommerce trends and topics such as b2b and b2c. Successful eCommerce case studies will be analyzed in the class.

8. **INITIAL COLLEGE APPROVAL DATE:** Curriculum Committee, 2/23/10; Academic Senate, 3/9/10

9. **LAST UPDATE DATE:** 2/23/10

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	<b>1</b>	<b>18</b>	<b>1</b>
Lab/Activity (w / homework):	<b>4</b>	<b>72</b>	<b>2</b>
Lab/Activity (w /o homework):	<b>0</b>	<b>0</b>	<b>0</b>
<b>Totals:</b>	Lecture: <b>1</b>	Lecture: <b>18</b>	Lecture: <b>1</b>
	Lab: <b>4</b>	Lab: <b>72</b>	Lab: <b>2</b>
	Total: <b>5</b>	Total: <b>90</b>	Total: <b>3</b>
<i>Totals In Protocol:</i>	Lecture: <b>0</b>	Lecture: <b>0</b>	
	Lab: <b>0</b>	Lab: <b>0</b>	
	Total: <b>0</b>	Total: <b>0</b>	Total: <b>0</b>

**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
	COMPUTER APPLICATIONS OFFICE TECHNOLOGIES	082	MICROCOMPUTER SOFTWARE SURVEY IN THE OFFICE	3	2/23/10

**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
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## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - <b>Lecture:</b> 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 - <b>Lecture:</b> Upon successful completion of this course, the student will be able to..(Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.')
1. ECommerce Fundamentals: A. Online transactions B. marketplace C. customization D. interactivity E. Internet F. disintermediation G. first mover	3	1. Distinguish terms and major concepts of E-Commerce and compare it with traditional business.
2. E-Commerce models and case studies 1. intellectual property 2. subscription revenue model 3. e-commerce business model 4. business strategy 5. successful case studies	3	2. Examine the evolution of E-Commerce and analyze the variety of business models and successful case studies.
3. E-Commerce Website 1. benchmarking 2. Web application server 3. online catalog 4. shopping cart	2	3. Describe the process that should be followed in building an E-Commerce Web site.
4. Cybercrime 1. Trojan horse 2.bot 3.botnet 4.browser parasite 5.spyware 6.phishing 7.hacker 8.cracker 9. cybervandalism	2	4. Identify and analyze cybercrime and security problems associated with E-Commerce.
5. Internet Marketing 1. brand strategy 2. customer acquisition costs 3. customer retention costs 4. registration forms 5. brand equity	2	5. Compare the basic marketing concepts required to understand Internet marketing
6. Social Impact of E-Commerce 1. ethics 2. responsibility 3. accountability 4. liability 5. due process 6. dilemma 7. privacy 8. information privacy	2	6. Examine the main ethical, social, and political issues raised by E-Commerce.

7. Online Retail Sector 1. long-term debt 2. working capital 3. virtual merchant 4. bricks-and-clicks 5. economic viability 6. e-commerce trends	2	7. Inspect the environment in which the online retail sector operates today and research E-Commerce trends (e.g., B2B and B2C).
8. Content Owners and production 1. digital rights management (DRM) 2. Web-accessed e-book 3. dedicated e-book reader	2	8. Discuss the key challenges facing content producers and owners.
Total: 18		
Total Hrs In Protocol: 18		

**1. (cont'd) LAB:**

COURSE CONTENT AND SCOPE - <b>Lab:</b> 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 - <b>Lab:</b> 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.')
Lab content reflects lecture content		Lab content reflects lecture content
1. ECommerce Fundamentals: A. Online transactions B. marketplace C. customization D. interactivity E. Internet F. disintermediation G. first mover	9	1. Distinguish terms and major concepts of E-Commerce and compare it with traditional business.
2. E-Commerce models and case studies 1. intellectual property 2. subscription revenue model 3. e-commerce business model 4. business strategy 5. successful case studies	9	2. Examine the evolution of E-Commerce and analyze the variety of business models and successful case studies.
3. E-Commerce Website 1. benchmarking 2. Web application server 3. online catalog 4. shopping cart	9	3. Describe the process that should be followed in building an E-Commerce Web site.
4. Cybercrime 1. Trojan horse 2. bot 3. botnet 4. browser parasite 5. spyware 6. phishing 7. hacker 8. cracker 9. cybervandalism	9	4. Identify and analyze cybercrime and security problems associated with E-Commerce.
5. Internet Marketing	9	5. Compare the basic marketing concepts



<p>2. Describe the process involved in creating an e-commerce website. (lecture).</p> <p>SLO REVIEWED 2/16/10 GY</p>	<p>will demonstrate the outcome</p> <p>2. Embedded assessment in lecture final to evaluate student's knowledge of e-commerce.</p> <p>Target: 75% of students will demonstrate at least 70% accuracy.</p>		<p>2. Spring 2011 (or when offered)</p>	
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## Essential Academic Skills: Reading and Communication

### 2. REQUIRED TEXTS:

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

eCommerce Best Practices - How to market, sell, and service customers with internet technologies, Thomas M McFadyen and McFadyen Solutions, 2008

### 3. READING ASSIGNMENTS:

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

Websites, blogs, magazines to reinforce concepts and topics covered in the class.

### 4. WRITING ASSIGNMENTS:

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

Student will locate and read web site references to reinforce lecture concepts. For example, students are directed to the Bloomberg website where students will read articles on E-Commerce trends. Students will have weekly written reports on E-Commerce trends and topics. Students will also write a research paper on an E-Commerce company such as amazon.com

## Essential Academic Skills: Critical Thinking and Other Course Components

### 5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

Projects demonstrating E-Commerce understanding 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 lecture content with little direction other than the desired end result. For example, students will plan an E-Commerce website while producing a web marketing plan.

### 6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

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 may be assigned a task to further enhance or change an E-Commerce website using more advanced techniques that would require research to discover the solutions to improve the E-Commerce site.

### 7. COMPUTER COMPETENCY:

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

The entire course requires computer competency. It includes not only web research or similar software, but also general computer concepts. Students will be using office productivity software to write and research their papers.

### 8. INFORMATION COMPETENCY:

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

Students will use computers and the internet to research E-Commerce trends and topics.

## Evaluation and Instruction

### 9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

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 knowledge with little direction other than the desired end result. For example, students will plan and implement an e-marketing strategy while producing a search engine analysis.

**10. 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

**11. METHODS OF INSTRUCTION:**

Please Check All That Apply

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

Research projects

**12. SUPPLIES:**

List the supplies the student must provide.

laptop computer, high-speed internet access, office productivity software

**13. DIVERSITY:**

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

NA

**14. 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:**

a. If yes, the course will be a 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>)

**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](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](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

Course to be a requirement for new Skills Certificate: E-Commerce

### Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

**1. TRANSFER STATUS:**

a. <b>Transferable to the University of California: No</b>  b. <b>UC Approval Date:</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date: 2/23/10</b>
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**2. GENERAL EDUCATION FOR TRANSFER:**

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></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><b><i>CSU Certification</i></b></p> <p>a. <b>Area Requested: None</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></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. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></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. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></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:**

**Will this course be articulated to meet lower division major requirements?:**

**List college/university and the majors:**

**CAN NUMBER:**                      **CAN SEQUENCE #:**

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:** ELECTRONIC COMMERCE
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 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 checked="" type="checkbox"/> <b>New Course</b>	<b>College: 2/23/10</b>	Board:	Effective Semester: Summer 2010	Effective Semester:
b.	<input type="checkbox"/> <b>Addition of Existing District Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> <b>Course Change*</b>	<b>College:</b>		Effective Semester:	Effective Semester:
d.	<input type="checkbox"/> <b>Outline Update</b>	<b>College:</b>			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	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)

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:

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:

Spring: rotate out 1 section of CAOT 112 (taught in Fall); offer CAOT 255 Fall: rotate out 1 section of CAOT 255 (taught in Spring); offer CAOT 112

4. **IMPACT**

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?** (If yes, briefly explain how)

The inclusion of this new course in an E-Commerce certificate will enhance employability skills of LASC students

5. **METHOD OF SUPPORT**

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

A. Additional staff -- List additional staff needed:

Existing

B. Classroom -- List classroom type needed:

Existing Computer lab

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

Existing projector

D. Supplies- List supplies and indicate dollar value:

None

E. 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:

Textbook on reserve in Library

## 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.**

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date
College President	Date

**Section VIII: ADDENDA**

(Uploaded Documents)

<b>Prerequisite Document</b>	<b>Prerequisite Document</b>	<b><u>CAOT255,ECD,PrereqValid,210.doc</u></b>
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**CONTENT REVIEW FOR PREREQUISITE VALIDATION****Target Course & Number, Title: CAOT 255, E-Commerce**

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

 Prerequisite: **CAOT 82, Microcomputer Office Applications: Web Design for the Office**
 Corequisite:

 Advisory:
**A. Target Course Entry Skills: Course & Number, Title: CAOT 255, E-Commerce**

(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 proficiency by accessing, organizing files using Windows GUI interface.
2. Demonstrate proficiency with Microsoft Office applications such as making a spreadsheet and a PowerPoint presentation
3. Demonstrate web/internet proficiency

**B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:****Course & Number, Title: CAOT 82: Microcomputer Office Applications: Web Design for the Office**

(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. Access, organize, and manage files using Windows GUI interface.
2. Locate the applications in an application suite and save files.
3. Setup, edit, and format business documents using a word processing program.
4. Plan and edit a spreadsheet file and use formulas and functions to calculate desired results.
5. Design and create a database, edit data, and query the data.
6. Design, create, and edit a PowerPoint presentation applying themes and layouts as required.
7. Using Outlook, create, and edit a contact and design a calendar.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION**

**CAOT 255, E-Commerce**  
**Entering Skills of Target Course**

**CAOT 82**  
**Software survey**  
**Exit Skills of Prerequisite Course**

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

**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 Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

\_\_\_\_\_  
 Initiator Date

\_\_\_\_\_  
 Department Chairperson Date

\_\_\_\_\_  
 Curriculum Chairperson Date