



COURSE OUTLINE

Outline Status: Outline Update (ECD 10219); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** COMPUTER APPLICATIONS OFFICE TECHNOLOGIES
3. **COURSE NUMBER:** 085
4. **COURSE TITLE:** MICROCOMPUTER OFFICE APPLICATIONS: SPREADSHEET
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

This course provides a detailed study of business applications using Microsoft Excel or a similar software. Topics include the commands, formats, and functions of spreadsheet software with an emphasis on its use as a problem solving and financial analysis tool. Students will learn formulas, conditional formatting, charts, macros, editing, formatting and linking of worksheets. Emphasizes preparing computerized worksheets, using advanced formulas and functions to analyze data, prepare charts, and simplify office accounting procedures.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course provides a detailed study of business applications using Microsoft Excel or a similar software. Topics include the commands, formats, and functions of spreadsheet software with an emphasis on its use as a problem solving and financial analysis tool. Students will learn formulas, conditional formatting, charts, macros, editing, formatting and linking of worksheets. Emphasizes preparing computerized worksheets, using advanced formulas and functions to analyze data, prepare charts, and simplify office accounting procedures.

8. **INITIAL COLLEGE APPROVAL DATE:** Before 2000
9. **COURSE OUTLINE APPROVAL UPDATE DATE:** 12/15/2009
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	1	18	1
Lab/Activity (w / homework):	4	72	2
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 1	Lecture: 18	Lecture: 1
	Lab: 4	Lab: 72	Lab: 2
	Total: 5	Total: 90	Total: 3
<i>Totals In Protocol:</i>	Lecture: 1	Lecture: 18	
	Lab: 4	Lab: 72	
	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: No

	Subject	Number	Course Title	Units	Validation Approval Date

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date

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 Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
1. Microsoft Excel Fundamentals: A. Create a workbook B. Name Excel elements C. Select cells and a range of cells D. Enter text and numbers in a worksheet E. Arrange cell contents and moving between worksheets F. Name and save and closing a workbook G. Preview and print a worksheet	3	1. Manipulate, arrange, name portions of, and modify Microsoft Excel .
2. Editing and Formatting Worksheets: 1. Format numbers 2. Adjust size of rows and columns 3. Insert and delete cells, rows, and columns 4. Cut, copy, paste, and clear cells 5. Paste features 6. Format text and numbers as currency 7. Format painter, merge cells, and autofomat	3	2. Edit and format portions of worksheets.
3. Creating and Planning Worksheets 1. Format Cells 2. Align cell contents 3. Cell Borders and shade styles	2	3. Plan, create, understand, arrange, manipulate, name portions of cells, save, and modify worksheets, workbooks, and their component cells
4. Print Options: 1. Adjust headers and footers 2. Margins, orientation, and scale 3. Page breaks and print options	2	4. Adjust and control worksheet printing options.
5. Worksheets and Window Display: 1. Magnify and shrink worksheets 2. Hide rows and columns 3. Freeze rows and columns 4. Manage worksheets in a workbook 5. Sort and filter data	2	5. Manipulate the visual depiction of information in worksheets, including freezing, sorting, and filtering data.
6. Charts: 1. Chart wizard 2. Move and resize 3. Titles and axis labels 4. Move and format chart elements 5. Chart type and source data 6. Update data 7. Gridlines and arrows 8. Preview and print	2	6. Create and move a chart, view in print preview.
7. Calculations: 1. Formulas 2. Cell references 3. Editing formulas	2	7. Perform calculations using different formulas

4. Functions 5. Three-dimensional formulas 8. Financial and Logical Functions: 1. PMT and IF functions 2. Cumulative interest 3. Investment value	2	8. Analyze financial and logical functions then devise functions that address Excel problems.
Total:	18	
Total Hrs In Protocol:	18	

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..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
1. Microsoft Excel Fundamentals: A. Create a workbook B. Name Excel elements C. Select cells and a range of cells D. Enter text and numbers in a worksheet E. Arrange cell contents and moving between worksheets F. Name and save and closing a workbook G. Preview and print a worksheet	7	1.Manipulate, arrange, name portions of, and modify Microsoft Excel .
2. Editing and Formatting Worksheets: 1. Format numbers 2. Adjust size of rows and columns 3. Insert and delete cells, rows, and columns 4. Cut, copy, paste, and clear cells 5. Paste features 6. Format text and numbers as currency 7. Format painter, merge cells, and autofomat	10	2.Edit and format portions of worksheets.
3. Creating and Planning Worksheets 1. Format Cells: 2. Align cell contents 3. Cell Borders and shade styles	10	3.Plan, create, understand, arrange, manipulate, name portions of, save, and modify worksheets, workbooks, and their component cells
4. Print Options: 1. Adjust headers and footers 2. Margins, orientation, and scale 3. Page breaks and print options	10	4.Adjust and control worksheet printing options.
5. Worksheets and Window Display: 1. Magnify and shrink worksheets 2. Hide rows and columns 3. Freeze rows and columns 4. Manage worksheets in a workbook 5. Sort and filter data	10	5.Manipulate the visual depiction of information in worksheets, including freezing, sorting, and filtering data.
6. Charts: 1. Chart wizard 2. Move and resize 3. Titles and axis labels 4. Move and format chart elements	10	6. Create and move a chart, view in print preview.

5. Chart type and source data 6. Update data 7. Gridlines and arrows 8. Preview and print	10	7. Perform calculations using different formulas
7. Calculations: 1. Formulas 2. Cell references 3. Editing formulas 4. Functions 5. Three-dimensional formulas	5	8. Analyze financial and logical functions then devise functions that address Excel problems.
8. Financial and Logical Functions: 1. PMT and IF functions 2. Cumulative interest 3. Investment value		
Total:	72	
Total Hrs In Protocol:	72	

1. (cont'd) SLO:

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. Plan, produce, manipulate, format, and modify charts to depict data graphically. (lab)	Create a chart using Excel. (LAB) 1. Students will create a 3-D chart that will be observed by the instructor. Criteria: a. viewable on Excel worksheet 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	Rubric listed in second column	Spring 2010	
Describe the process	LECTURE: Embedded assessment in lecture final to			

involved in chart production (lecture). SLO REVIEW, 12/1/09, GY	evaluate student's knowledge of chart creation processes. Target: 75% of students will demonstrate the outcome			
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2. REQUIRED TEXTS:

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

Microsoft Office Excel 2007. Shelley Cashman Series. 2007

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 the Microsoft Excel website where students will read articles on using conditional formatting.

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 work with functions and three-dimensional formulas provided in the Excel 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, students will plan and implement financial decision-making while producing complex financial functions.

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 an Excel worksheet 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)

9. SUPPLIES:

List the supplies the student must provide.

USB memory stick

10. COMPUTER COMPETENCY:

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

The entire course is focused on computer competency. It includes not only Excel or similar spreadsheet software, but also general microcomputer concepts.

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>)

<p>Banking and Finance AA - Program: 050400 State ID: 02861 Computer Applications and Office Technology AS - Program: 051400 State ID: 02864 Economics - Business Administration AA - Program: 050501 State ID: 08443</p>

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

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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

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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: Before 2000
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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:

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: **MICR OFF APP:SPRDSHT**
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:	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: 12/15/09			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)

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:

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:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

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

[No new equipment needed at this time.](#)

D. Supplies- List supplies and indicate dollar value:

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:

[Library/Learning Resources are sufficient.](#)

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

Section VIII: ADDENDA
(Uploaded Documents)

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