



COURSE OUTLINE

Outline Status: Outline Update (ECD 10143); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: COMPUTER SCIENCE-INFORMATION TECHNOLOGY**
3. **COURSE NUMBER: 621**
4. **COURSE TITLE: CIWA INTERNET FUNDAMENTALS**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This is the first in a series of three courses for the CIW (Certified Internet Webmaster) Internet skills certification program. It is designed to guide students through the use of key Internet, Intranet, and Extranet technologies. Students will gain experience configuring both Netscape Navigator and Microsoft Internet Explorer to access rich multimedia content. Students will use Plug-ins to enhance the functionality of Navigator and Internet Explorer. Additionally, they will be introduced to a variety of search engines and the basics of electronic commerce and email, and they will investigate security issues. Note: This course is endorsed by the International Webmasters Association (IWA) and the Association of Internet Professionals (AIP).

7. CLASS SCHEDULE COURSE DESCRIPTION:

This is the first in a series of three courses for the CIW (Certified Internet Webmaster) skills certification program. It is designed to guide students through the use of key Internet, Intranet, and Extranet technologies. Students will gain experience configuring Web browsers to access rich multimedia content.

8. **INITIAL COLLEGE APPROVAL DATE: 10/19/04**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 12/15/09**

Course change request—hours; prereq revalidation

10. CLASS HOURS:

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	2	36	2
Lab/Activity (w / homework):	2	36	1
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 2	Lecture: 36	Lecture: 2
	Lab: 2	Lab: 36	Lab: 1
	Total: 4	Total: 72	Total: 3

<i>Totals In Protocol:</i>	Lecture:	2	Lecture:	36		
	Lab:	2	Lab:	36		
	Total:	4	Total:	72	Total:	3

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

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

PREREQUISITES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	CO SCI	601	Introduction to Computers and Their Uses	3	12/15/09

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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ADVISORIES: No

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

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
1 Introduction to the course, class format and syllabus; department lab procedures, practices and policies 1.1 LASC Computer Use Policy 1.2 CSIT Computer Use Policy, 1.3 Computer Access (Logon/off) Procedure 1.4 Definitions, Etiquette and Netiquette	2hrs	1) Assess key Internet, Intranet, and Extranet technologies. 2) Construct and practice configuration techniques for Navigator and Internet Explorer to access and present rich multimedia data. 3) Set up & use e-mail facilities and services to handle electronic mail.
2 Overview of the Internet/Intranet/Extranet 2.1 Evolution of the Internet 2.2 How the Internet Works 2.3 Client/Server Model on the Internet 2.4 Connecting to the Internet 2.5 Internet Protocols Domain Name System 2.6 The Business of Domain Names 2.7 Uniform Resource Locators (URLs) 2.8 Intranets and Extranets	3hrs	4) Use Plug-ins to enhance and expand a browser's functionality. 5) Integrate, use, contrast, and compare search engines. 6) Assess Internet privacy/security threat issues and Internet security technologies. 7) Define E-Commerce; identify key characteristics and components of an E-Commerce environment.
3 Browsing the World Wide Web 3.1 Evolution of the World Wide Web 3.2 Viewing a Web Page with Navigator 3.3 Viewing a Web Page with Internet Explorer 3.4 Customizing Your Browser 3.5 History Folder 3.6 Browser Cache 3.7 Bookmarks and Favorites 3.8 Wireless Application Protocol (WAP) 3.9 File Transfer Protocol (FTP) 3.10 Newsgroups, Chats & Bulletin Boards 3.11 Telnet	6hrs	SLOs: As a result of this learning experience a student can 1) comprehensively organize and present multimedia data 2) select the appropriate search engine to meet the needs of business, industry or education clients.
4 Electronic Mail (E-Mail) 4.1 E-mail Address Format 4.2 Sending and Receiving E-mail 4.3 Netscape Messenger E-mail Basics 4.4 Microsoft Outlook Express E-mail Basics 4.5 Netiquette 4.6 E-mail Signatures and Privacy 4.7 E-mail Attachments 4.8 Mailing Lists	6hrs	
5 Objects, Plug-ins, and Viewers 5.1 Multimedia on the Web 5.2 Objects and Active Content 5.3 C/C++, Java, Applets, Scripts,	6hrs	

1.3 Setting the home page with IE & NN 1.4 Managing the IE History folder 1.5 Configuring the browser cache in IE & NN 1.6 Creating & organizing Favorites 1.7 Controlling image loading with IE & NN		to access and present rich multimedia data.
2 Browsing the World Wide Web Labs 2.1 Accessing an FTP server & downloading files 2.2 Configuring Outlook Express as a news client	3hrs	3) Set up & use e-mail facilities and services to handle electronic mail. 4) Use Plug-ins to enhance and expand a browser's functionality.
3 Electronic Mail (E-Mail) Labs 3.1 Configuring Outlook Express as your e-mail client 3.2 Using Outlook Express to send e-mail 3.3 Using Outlook Express to retrieve e-mail 3.4 Creating an e-mail signature text file 3.5 Configuring a signature file 3.6 Attaching files to e-mail messages	6hrs	5) Integrate, use, contrast, and compare search engines. 6) Assess Internet privacy/security threat issues and Internet security technologies.
4 Objects, Plug-ins, and Viewer Labs 4.1 Download, install & demonstrate Macromedia Shockwave and Flash 4.2 Download and view PFD files with Adobe Acrobat Reader 4.3 FILLER	6hrs	7) Define E-Commerce; identify key characteristics and components of an E-Commerce environment.
5 Search Engines Labs 5.1 Perform a static index search 5.2 Perform a keyword search 5.3 Combine keywords using quotation marks 5.4 Using the plus sign (+) parameter 5.5 Using the minus sign (-) parameter 5.6 Using the AND/OR operators 5.7 Using the AND NOT and NEAR operators	6hrs	
6 Security Labs 6.1 Configuring IE & NN to view cookie warnings 6.2 Viewing cookies with IE & NN 6.3 Setting safety levels on IE & NN	6hrs	
7 E-Commerce Labs 7.1 Exploring e-commerce trends and statistics 7.2 Viewing an instant storefront option	3hrs	
Total: 36		
Total Hrs In Protocol: 36		

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)

<p>1. Use the advanced search engine features of a browser to narrow search queries.</p> <p>SLO REVIEWED 11/16/09 GY</p>	<p>Embedded assessment in a class project:</p> <p>A search query is given to students (e.g., search for all hotels in Dallas, TX with a spa and/or a pool.) Advanced search features are necessary to complete the task.</p> <p>Rubric:</p> <p>1 - (Excellent): Hits with both pools and spas, pools only, and spas only.</p> <p>2 - (Good): Hits with spas only and pools only.</p> <p>3 - (Needs to improve): Anything else beyond what was requested.</p> <p>Expected Outcomes: At least 85% of the students will achieve Good or Excellent.</p>	Refer to rubric in column 2.	Spring 2010	
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2. REQUIRED TEXTS:

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

CIWA Internet Fundamentals: Academic Student Guide, 2nd Ed., Corporate Training, 2006

3. READING ASSIGNMENTS:

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

Typical reading assignments might be: Using computer trade journals (e.g., PC Newsweekly, Computer World, and PC Newsletter), 1) Look up/investigate recent trends electronic attacks. 2) Look up/investigate security issues with respect to E-commerce.

4. WRITING ASSIGNMENTS:

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

Typical writing assignments might be: a. Use a search engine to locate specific information on the SBA & loans to e-commerce startup businesses. Evaluate, compare and contrast the accuracy and value of the information. Report findings in a short essay. Locate a Web site that uses multimedia content. Identify the technology and describe the visual impact it has on the viewer. Report on the results in a short essay.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

Practice concepts and skills presented in class.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

Typical assignments might be: a. Select a Web-based Newsgroup to read and post messages. b. Use a Web-based e-mail system to communicate with one's professor

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):

Written Reports, Problem-solving Exercises, Computer Interactive Assignments, Quizzes, Unit Tests, Midterm Exam, and/or Final Exam

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

One-on-one conferences with instructor (in person and online)

9. SUPPLIES:

List the supplies the student must provide.

A USB pen drive

10. COMPUTER COMPETENCY:

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

The entire course deals with literacy of computer concepts.

11. INFORMATION COMPETENCY:

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

Assignments require accessing information both traditionally and online.

12. DIVERSITY:

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

The very nature of technology crosses all cultures and demographics.

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: No

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>)

Required for Skill Certificate: Certified Internet Webmaster Associate (CIWA); not on state inventory

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: None

Approval Date:

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

b. Area Requested: None

Approval Date:

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

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: No b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date: 10/19/04
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2. GENERAL EDUCATION FOR TRANSFER:

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

3. MAJOR REQUIREMENT FOR TRANSFER:

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

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:** 213
4. **SUBJECT ABBREVIATION:** CO SCI
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** CIWA INTNET FUNDAMNT
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): 0701.00

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): D

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: 4/4/05	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: Hicks, James E.**

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:

CoSci 606, 609, 613, 614, 615

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

FIRST YEAR: CoSci 601 SECOND YEAR: CoSci 601 THIRD YEAR: CoSci 601

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:

CoSci 622 and 623

4. **IMPACT**

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

5. **METHOD OF SUPPORT**

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

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Computer Lab

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

Supplies- List supplies and indicate dollar value:

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 placed in library as reference text; no additional resources needed.

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)

CONTENT REVIEW FOR PREREQUISITE VALIDATION**Target Course & Number, Title:** CSIT 621: CIWA Internet Fundamentals

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: CO SCI 601, Introduction to Computer and Their Uses
- Corequisite:
- Advisory:
- Assessment

A. **Target Course Entry Skills: Course & Number, Title: CO SCI 621 – CIWA Internet Fundamentals**
 (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. Identify parts of a computer and network components.
2. Distinguish between applications software and systems software.
3. Distinguish between operating system and network operating system software.
4. Use Windows file management components and structure to create & manage files.
5. Use the Windows operating system to start applications program execution.
6. Identify network hardware components in a desktop computer.
7. Identify Internet services.
8. Use the features of a browser program to access Internet services.
9. Explore the Internet.
10. Describe the concepts of the WWW, Web pages, and Web sites.
11. Identify E-mail service providers and E-mail services.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: CO SCI 601 - Introduction to Computers & Their Use**
 (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
CO SCI 621
Entering Skills of Target Course

CO SCI 601
Introduction to Computers and their Uses
Exit Skills of Prerequisite Course

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

Comments:

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

Validation requires at least one match of each target course entry skill with at least one exit skill of the prerequisite course(s). Was validation achieved? **YES**

PARTICIPANTS IN CONTENT REVIEW:

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

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

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

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

CERTIFIED BY:

 Initiator Date

 Department Chairperson Date

 Curriculum Chairperson Date