



COURSE OUTLINE

Outline Status: Outline Update (ECD 9756); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** LEARNING SKILLS
3. **COURSE NUMBER:** 010
4. **COURSE TITLE:** MATHEMATICS FUNDAMENTALS
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

Based on diagnostic-proscriptive assessment, the student will receive individualized math instruction in math fundamentals so that he/she can succeed in college courses requiring computational skills involving whole numbers, decimals, fractions, ratios, percentages and proportions.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

Individualized review of basic mathematics skills involving whole numbers, decimals, fractions, ratios, percentages and proportions. Students may enroll through the twelfth week of the semester. This course is open to all students. Grades are on a credit/no-credit basis.

8. **INITIAL COLLEGE APPROVAL DATE:** before 2000
9. **LAST UPDATE DATE:** 12/15/09
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	0	0	0
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	9	162	3
Totals:	Lecture: 0	Lecture: 0	Lecture: 0
	Lab: 9	Lab: 162	Lab: 3
	Total: 9	Total: 162	Total: 3
Totals In Protocol:	Lecture: 0	Lecture: 0	
	Lab: 5	Lab: 90	
	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):

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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>)
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class.</i>)	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
LS 10 1. Introduction to Learning Skills 10 Introduction to the Course and Syllabus. Overview /Orientation to the Learning Skills Center and the PLATO Software.	18	1. Review Course Syllabus. Complete an Overview/Orientation to the Learning Skills Center. Take Placement Test. Confer with instructor to enroll in course.
2. Operations on Whole Numbers. The Decimal Place Value System Addition Subtraction Rounding, Estimation, and Order Multiplication Division Exponential Notation and the Order of Operations .	54	2. Perform basic whole number computations such as Addition, Subtracting, Multiplication, and Division with exponents and grouping symbols using correct order of operations. Round off whole numbers and estimate their products. Identify examples of the commutative, associative, and distributive properties of whole numbers.
3. Fraction Basics Simplifying Fractions Multiplying Fractions Applications of Multiplication of Fractions Dividing Fractions Adding and Subtracting Fractions with like denominators Common Multiples Adding and Subtracting with unlike denominators Adding and Subtracting Mixed numbers	29	3. Identify Equivalent Fractions. Compute the greatest common factor (GCF) and least common multiple (LCM) of a given set of natural numbers. Complete basic computations involving fraction subtraction, multiplication and division, including word problems.. Perform basic fraction computation involving addition and subtraction, including word problems and estimations.
4. Decimals Place Value and Rounding Adding and Subtracting Decimals Multiplying Decimals Area of Circumference Dividing Decimals	25	4.. Practice rounding off and comparing decimal numbers. Compute decimal operations involving addition, subtraction,

Converting From Fractions to Decimals Converting from Decimals to Fractions		multiplication and division.
5. Ratios, Percentages, and Proportions Rates and Unit Pricing Proportions Solving Proportions Solving Applications of Proportions Changing a Percent to a Fraction or a Decimal Changing a Decimal or Fraction to a Percent Identifying Rate, Base, and Amount Three Types of Percent Problems Solving Percent Applications.	36	5. Convert numbers between fraction, decimal and percent form. Express ratios in simplest form and solve proportions. Convert numbers between percent, fraction and decimal form. Solve a variety of basic percent problems including percent increase and decrease.
	Total:	162
	Total Hrs In Protocol:	162

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)
The student will be able to add, subtract, multiply, and divide whole, and decimal numbers; fractions with deferent denominators, and convert back and forth percentages ratios and proportions.	Cumulative Final exam SLO REVIEW,GY, 11/6/09	See Attached	Spring 2010	

2. REQUIRED TEXTS:

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

3. READING ASSIGNMENTS:

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

4. WRITING ASSIGNMENTS:

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

Critical thinking exercises in Math.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

All work will be done in the lab.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

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

For example, students are asked to convert numbers between percent, fraction and decimal form. Example: Convert the fraction (1/2) to a decimal, such as (.05)

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):

8. METHODS OF INSTRUCTION:

Please Check All That Apply

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

Students will utilize Computer Assisted- Instruction. They will use the Plato Web Software to do their work.

9. SUPPLIES:

List the supplies the student must provide.

10. COMPUTER COMPETENCY:

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

The student will need to know how to login and logout the computer. Use and understand the PLATO software tutorials and assessment and mastery exams.

11. INFORMATION COMPETENCY:

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

N/A

12. DIVERSITY:

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

Diversity is accommodated by Plato's computer based individualized instructions.

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 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

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: No d. College Approval Date:
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: None 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: None 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: None 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: None 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: **Learning Assistance**
2. DEPT/DIVISION CODE: **18**
3. SUBJECT CODE: **560**
4. SUBJECT ABBREVIATION: **LRNSKIL**
5. RECOMMENDED MINIMUM QUALIFICATION AREA:
6. ABBREVIATION FOR TRANSCRIPTS: **MATH FUNDAMENTALS**
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: **Non Degree Applicable**

8. GRADING METHOD: **PASS/NO PASS**
9. REPETITIONS: # of times repeated for credit: **3**

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: **three or more levels below the transferable level**

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).': **Yes**

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: **Adult and Secondary Basic Skills**

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): **4930.41**

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): **E**

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: 4/14/89	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input checked="" type="checkbox"/> Course Change*	College:		Effective Semester: Winter 2010	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:** Hector, Edward

2. **DEPARTMENT:** 18

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? (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:

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:

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CERTIFICATION AND RECOMMENDATION

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

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

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)

SLO Rubric	SLO Rubric	LearningSkills10.ECD.SLO,1209.doc
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Los Angeles Southwest College

CUMULATIVE FINAL EXAM FOR LEARNING SKILLS 10

Scoring Rubric

SLO's: The student will be able to solve applications of proportions and change a percent to a fraction or a decimal number. Student should also be able to change a decimal or fraction back to a Percent.

Competency Levels:

Criteria	PASS More than 70 points	FAIL Less than 70 points
Addition and Subtraction.	Students can perform addition and subtraction of basic whole number Students can perform addition and subtraction of fractions with like or unlike denominators Common Multiples and Mixed numbers. Students	Students fail to compute addition and subtraction using basic whole number. Students fail to compute addition and subtractions of fractions with like or unlike denominators Common Multiples and Mixed numbers.
Multiplication	Students can perform multiplication numbers using correct order of operations Students can perform multiplication of fractions and Decimals Area of Circumference	Students fail to compute multiplication of numbers using the correct order of operations. Students fail to compute multiplication of fractions and Decimals Area of Circumference.
Division	Students can perform division and practice rounding off whole numbers and estimate their products. Students can perform division of decimals and convert fractions to decimals and vice versa.	Students fail to compute division and practice rounding off whole numbers and estimate their products. Students fail to compute division of decimals and convert fractions to decimals and vice versa.
Fraction and Conversion of numbers.	Students can perform conversion of numbers between fraction, decimal and percent form	Students fail to compute conversion of numbers between fraction, decimal and percent form.
Analysis of Ratio, Percentage and Proportion.	Students can compare and contrast ratios, percentages and proportions and express in simplest form and solve proportions.	Students fail to compare and contrast ratios, percentages and proportions and express in simplest form and solve proportions.
Problems Solving Percent Applications.	Students can solve a variety of basic percent problems including percent increase and decrease.	Students fail to solve a variety of basic percent problems including percent increase and decrease