Los Angeles Community College District

COURSE OUTLINE

SECTION I: BASIC COURSE INFORMATION

☐ New Course
☒ Addition of Existing District Course
☐ Course Change
☐ Outline Update

1. COLLEGE: Los Angeles Southwest College

2. SUBJECT (DISCIPLINE) NAME\(^1\) (40 characters, no abbreviations): Computer Applications and Office Technologies (CAOT)

3. COURSE NUMBER: 113

4. COURSE TITLE: Introduction to Adobe Photoshop for the Office

5. UNITS: 3

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

   This course is an introduction to graphics design using Windows-based operating systems and Adobe Photoshop. The class will focus on the basic elements of computer graphic arts software for business, digital layout, rendering and manipulation of computer and still imagery. Among the skills covered will be: selection tools, layers, channels, masks, painting tools, image editing, application of filters, integration of text, and the combining of images.

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

   This course is an introduction to graphics design using Windows-based operating systems and Adobe Photoshop. The class will focus on understanding the basic elements of computer graphic arts software for business, digital layout, rendering and manipulation of computer and still imagery. Among the skills covered will be: selection tools, layers, channels, masks, painting tools, image editing, application of filters, integration of text, and the combining of images.

8. COLLEGE COURSE APPROVAL DATE: 5/18/2004 (New Course)

9. OUTLINE UPDATES (check all applicable boxes)

☐ Content
☐ Objectives
☐ College Specific Course Attributes/Data Elements
☐ Districtwide Course Attributes/Data Elements
☐ Other (describe)

10. CLASS HOURS:

<table>
<thead>
<tr>
<th>Hours per week (based on 18 weeks)</th>
<th>Total Hours per term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: 1</td>
<td>18</td>
<td>1</td>
</tr>
</tbody>
</table>

\(^1\) Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
Lab/activity (w/ homework): 4 72 2
Lab/activity (w/o homework): 5 90 3

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

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

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

Prerequisites: Yes (If yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td>CAOT</td>
<td>Microcomputer Software Survey of the Office</td>
<td>3</td>
<td>5/18/04</td>
</tr>
<tr>
<td>either</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>either</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>either</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ENTRY SKILLS OF TARGET COURSE:

1. Identify components of PC (personal computer), and be able to operate floppy disk, keyboard, mouse and monitor.

2. Launch a program, identify and use part of window, menu, toolbars, scroll bars, and status windows.

3. Use windows tools to create, save, copy, rename and delete files and folders in Windows OS.

4. Use windows tools to create, save, copy, rename and delete text in files in Windows OS.

5. Use common Windows programs such as Word, Excel, PowerPoint to create core level word processing, spread sheet and presentation documents.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (for official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td>either</td>
<td>each</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None
## SECTION II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class).</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Introduction</td>
<td>1</td>
<td>1. Explain how to navigate through graphic software programs such as Adobe Photoshop.</td>
</tr>
<tr>
<td>Getting started with PhotoShop tools and icons</td>
<td>1</td>
<td>2. Locate and identify the uses of graphic software tools and their icons.</td>
</tr>
<tr>
<td>Planning and designing computer images</td>
<td>1</td>
<td>3. Plan, design, analyze, and apply graphic file software to achieve desired digital images, layout, rendering and effects through manipulation of the computer.</td>
</tr>
<tr>
<td>Designing and modifying image Layers</td>
<td>1</td>
<td>4. Describe graphic software tools and apply color, layers, type (text) shapes, layer styles, masks, channels, backgrounds, and slicing to create the desired effects in graphic images.</td>
</tr>
<tr>
<td>Image Slicing - Selecting, Cutting and pasting parts of images</td>
<td>1</td>
<td>5. Combine still images (imagery), integrating text to create and edit the desired graphic effects.</td>
</tr>
<tr>
<td>Designing and modifying image Color</td>
<td>1</td>
<td>6. Create special graphic effects using filters.</td>
</tr>
<tr>
<td>Designing and modifying image Type</td>
<td>1</td>
<td>7. Create graphic files for use in web pages.</td>
</tr>
<tr>
<td>Understanding and using image Shapes and Layer Styles</td>
<td>1</td>
<td>Note: The laboratory mirrors the lecture with the objective of reinforcing the topics.</td>
</tr>
<tr>
<td>Using Background Images</td>
<td>1</td>
<td>Note: The laboratory mirrors the lecture with the student learning to apply the same skills and concepts.</td>
</tr>
<tr>
<td>Using Paint tools to modify and enhance images</td>
<td>1</td>
<td>1. Explain how to navigate through graphic software programs such as Adobe Photoshop.</td>
</tr>
<tr>
<td>Combining Graphic Images; Integrating Text</td>
<td>2</td>
<td>2. Locate and identify the uses of graphic software tools and their icons.</td>
</tr>
<tr>
<td>Working with Special Layers</td>
<td>2</td>
<td>3. Plan, design, analyze, and apply graphic file software to achieve desired digital images and effects through manipulation of the computer.</td>
</tr>
<tr>
<td>Creating Special Effects with Filters</td>
<td>2</td>
<td>4. Demonstrate an understanding of graphic software tools and apply color, layers, type (text) shapes, layer styles, rendering, backgrounds, slicing to create the desired effects in graphic images.</td>
</tr>
<tr>
<td>Creating Web Documents</td>
<td>1</td>
<td>5. Combine still images (imagery), integrating text to create and edit the desired graphic effects.</td>
</tr>
<tr>
<td>Review and final</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total lecture hours</strong></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (Outline reflects course description, all topics covered in class).</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</th>
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</thead>
<tbody>
<tr>
<td>Class Introduction</td>
<td>4</td>
<td>1. Explain how to navigate through graphic software programs such as Adobe Photoshop.</td>
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<td>4</td>
<td>2. Locate and identify the uses of graphic software tools and their icons.</td>
</tr>
<tr>
<td>Planning and designing computer images</td>
<td>5</td>
<td>3. Plan, design, analyze, and apply graphic file software to achieve desired digital images and effects through manipulation of the computer.</td>
</tr>
<tr>
<td>Designing and modifying image Layers</td>
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<td>4. Demonstrate an understanding of graphic software tools and apply color, layers, type (text) shapes, layer styles, rendering, backgrounds, slicing to create the desired effects in graphic images.</td>
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<tr>
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<td>5</td>
<td></td>
</tr>
<tr>
<td>Designing and modifying image Type</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Understanding and using image Shapes and Layer styles</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

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2 In general “activity” courses or portions of courses are classified a “laboratory.”
Using Background Images
Using Paint tools to modify and enhance images
Combining Graphic Images
Working with Special Layers
Creating Special Effects with Filters
Creating Web Documents
Review and final

| Using Background Images                          | 5 |
| Using Paint tools to modify and enhance images   | 5 |
| Combining Graphic Images                         | 5 |
| Working with Special Layers                      | 5 |
| Creating Special Effects with Filters            | 5 |
| Creating Web Documents                           | 5 |
| Review and final                                 | 5 |

| Total lab hours*                                | 72 |

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

**Bloom's Taxonomy**

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

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


3. SUPPLEMENTARY READINGS:
Reading assignments may include, but are not limited to the following:

Web site references to reinforce lecture concepts. For example students are directed to a PhotoShop note on using background colors to assist in image selections.

4. WRITING ASSIGNMENTS:
Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

Problem Solving and Lab Projects to demonstrate understanding of lecture and lab topics. A typical project will involve acquiring digital image and then modifying that image to meet specifications provided in the exercise.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:
Out of class assignments may include, but are not limited to the following:

Projects demonstrating software proficiencies. 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 with the desired end result. For example a picture will be presented and the students will be asked to duplicate the appearance of the picture and then to add specific enhancements.

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

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 a picture 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:
   Methods of instruction may include, but are not limited to the following:
   - Lecture
   - Discussion
   - Laboratory
   - Activity
   - Field Experience
   - Independent Study
   - Other (explain) Group

   Demonstrations, one-on-one conferences, small group collaboration, computer interactive assignments, independent research and study assignments

9. SUPPLIES:
   List of supplies the student must provide.

   RW-CD ROMs, Floppy Disks, Printer Paper

10. COMPUTER/INFORMATION COMPETENCY:
    If applicable, explain how computer/information competency is included in the course.

    This course requires the use of Personal Computers and includes hands-on lab experience with both hardware and software.

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

    Class is open to students of all genders and ethnicities.

12. 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, ranks them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

    - Managing Money: Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

    - Managing Material and Facility Resources: Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

    INTERPERSONAL

    - Participating as Member of a Team: Working cooperatively with others and contributing to group’s efforts with ideas, suggestions and effort.

    - Teaching Others New Skills: Helping others learn needed knowledge and skills.
Exercising Leadership: Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.

Negotiating: Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

Working with Cultural Diversity: Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

Organizing and Maintaining Information: Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies
Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT**\(^2\) FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes**

If yes, the course will be a "restricted" elective 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 http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm).

Program ID 02864 Administrative Assistant/Office System Specialist

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

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

   **Area requested:** 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

   **2\(^{nd}\) Area requested:** none  **Approval date:**

   If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – **Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education** – contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm
Section IV: ARTICULATION INFORMATION  
(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

University of California:  
UC approval date: 

California State University:  
College approval date: 5/18/2004

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:  
Area requested: none  
Date requested:  
IGETC approval date:  

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

CSU Certification:  
Area requested: none  
Date requested:  
CSU approval date:  

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

2nd Area Requested: none  
Date requested:  
IGETC approval date:  

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

2nd Area requested: none  
Date requested:  
CSU approval date:  

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

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?  NO

CAN NUMBER:  CAN SEQUENCE NUMBER:  
CAN Approval -- Date requested:  
Date approved:  

Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Business / Computer Applications and Office Technology

2. DEPARTMENT/DIVISION CODE: 03

3. SUBJECT CODE -- 3 characters, assigned by District Office: 686

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: CAOT

5. SPC CODE -- 3 characters, assigned by District Office:

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: CAOT 113

7. DEGREE CREDIT: Degree Applicable

8. CREDIT/NO CREDIT GRADING: No

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): ⊘

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

   None

10. PRIOR TO TRANSFERABLE LEVEL – This course attribute applies to English, writing, ESL, reading and mathematics courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed:

    Not applicable

11. CREDIT BASIC SKILLS -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

    No If yes, course must be non-degree applicable

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 WITH DISABILITIES -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities?

    No

    If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.
14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program, according to?

No

15. COURSE CLASSIFICATION:

Occupational

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code and a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code and must have an “E” SAM Code.

16. TOP CODE – (6 digits XXXX.xx)  0514.00

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

17. SAM CODE (Student Accountability Model)

C – Clearly Occupational

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

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

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

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

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

Priority "E" – Non-occupational.
SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

☐ New Course  Board Approval Date:  Effective Semester:

☒ Addition of Existing District Course  College Approval Date:  Effective Semester: Fall 2004

☐ Course Change*  College Approval Date:

☐ Outline Update  College Approval Date:

* Changes to a course require the completion of a “Course Change Request” form and approval by the Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(Complete in consultation with Department Chair and the appropriate Academic Administrator)

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

☒ By additional funds. Describe:

VATEA and/or Block Grant funds

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

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

First year:  Second year:  Third year:

☒ By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

CAOT 86, CAOT 84, CAOT 83; 1-3 Sections on an alternating rotation of Fall and Spring semester

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

☐ No  (If yes, briefly explain how)

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

Additional staff- List additional staff needed:

Use existing staff by rotating sections and staff as needed

Classroom- List classroom type needed:
<table>
<thead>
<tr>
<th>Computer Lecture/Labs</th>
</tr>
</thead>
</table>

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

None

Supplies- List supplies and indicate dollar value:

None

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

None
CERTIFICATION AND RECOMMENDATION

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

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

Joseph Perret
Originator
Date 06/07/04

Carolyn L. Magee
Department/Cluster Chairperson
Date 05/27/04

Linda Larson Singer
Articulation Officer
Date 06/08/04

Shelley Werts
Librarian
Date 06/03/04

Vincent Jackson
Dean (if applicable)
Date 06/07/04

Glenn Yoshida
Curriculum Committee Chairperson
Date 05/18/04

Reggie Morris
Academic Senate President
Date 05/27/04

Leige Henderson
Vice President, Academic Affairs
Date 06/07/04

Audre Levy
College President
Date 06/07/04
Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 55002</strong></td>
<td>MET</td>
</tr>
<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other</td>
<td></td>
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<tr>
<td>appropriate faculty body as meeting the requirements of this subsection and has been</td>
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<tr>
<td>approved by the local district governing board as a course meeting the needs of the</td>
<td>☒</td>
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<td>students for admission.</td>
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<td>Is taught by a credentialed instructor in the discipline.</td>
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<tr>
<td>Is offered as described in an outline in official college files. That the outline shall</td>
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<tr>
<td>specify the unit value, scope, objectives, content in terms of a specific body of</td>
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<td>knowledge, appropriate reading and writing assignments, outside of class assignments,</td>
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<td>instructional methodology and methods of evaluation for determining whether the</td>
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<td>stated objectives have been met by students.</td>
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<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
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<td>Provides for measurement of students performance in terms of the stated course</td>
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<tr>
<td>objectives and culminates in a formal recorded grade based upon uniform standards in</td>
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<td>accordance with Section 55578 of Title 5, which is permanently recorded as an</td>
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<tr>
<td>evaluation of student performance; bases grades on demonstrated proficiency in</td>
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<td>subject matter determined by multiple measurement for evaluation; and has</td>
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<td>examinations, including essays and/or, where appropriate, uses appropriate symbol</td>
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<td>systems and/or skills demonstrations by students.</td>
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<tr>
<td>Grants units of credit based upon a specified relationship between the number of</td>
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<td>lecture and/or laboratory hours or performance criteria specified in the course outline;</td>
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<td>and requires a minimum of three hours of work per week including class time for each</td>
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<td>unit of credit, prorated for short-term, lab and activity courses.</td>
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<tr>
<td>Treats subject matter with a scope and intensity which requires students to study</td>
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<td>independently outside of class time.</td>
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<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course</td>
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<td>before students are enrolled</td>
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<td>Requires the ability to think critically and to understand and apply concepts in order</td>
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<tr>
<td>to participate in the course.</td>
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<tr>
<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
<td>☒</td>
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<tr>
<td>Requires the use of college level educational materials.</td>
<td>☒</td>
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</tbody>
</table>
CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: CAOT-113 Introduction to Adobe Photoshop for the Office

<table>
<thead>
<tr>
<th>Check</th>
<th>Prerequisite: Course &amp; Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAOT-113 Introduction to Adobe Photoshop for the Office</td>
</tr>
</tbody>
</table>

A. Target Course Entry Skills: CAOT-113 Introduction to Adobe Photoshop for the Office
(For prerequisites/co-requisites, 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.)

**Prerequisite Skills**

1. Identify components of PC (personal computer), and operate floppy disk, keyboard, mouse and monitor.

2. Launch a program, identify and use part of window, menu, toolbars, scroll bars, and status windows.

3. Use windows tools to create, save, copy, rename and delete files and folders in Windows OS.

4. Use windows tools to create, save, copy, rename and delete text in files in Windows OS.

5. Use common Windows programs such as Word, Excel, PowerPoint to create core level word processing, spreadsheet and presentation documents.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:

**Course & Number, Title CAOT-82 Microcomputer Software Survey in 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. Identify components of PC (personal computer), and be able to operate floppy disk, keyboard, mouse and monitor.

2. Launch a program, identify and use part of windows, menu, toolbars, scroll bars, and status windows. Employ windows tools to create, save, copy, rename and delete text, files and folders in Windows OS. Analyze requirements and use Windows Explorer to manage files.

3. Analyze requirements and then, plan, design, create, save, retrieve, and print word processing documents. Prepare reports and Integrate word processing documents with other programs.

4. Analyze requirements then plan, design, create, save, and retrieve, relational databases, tables, reports and queries. Employ software tools to maintain databases and make additions and corrections. Use queries to analyze data and reach conclusions. Prepare reports and Integrate databases with other programs.

5. Analyze requirements then plan, design, create, save, retrieve, and print spreadsheets. Use decision-making tools to solve business problems. Manage lists and retrieve data. Prepare reports, and Integrate spreadsheets with other programs.

6. Analyze requirements then plan, design, create, save, and retrieve, relational databases, tables, reports and queries. Employ software tools to maintain databases and make additions and corrections. Use queries to analyze data and reach conclusions. Prepare reports and Integrate databases with other programs.
7. Use PIM (personal information manager) software to create calendars, contacts, to-do list, contact entries, and notes. Employ this software to send and receive email messages.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

CAOT-113 Introduction to Adobe Photoshop for the Office

Entrance Skills of Target Course

<table>
<thead>
<tr>
<th>CAOT-82 Exit Skills (Prerequisite Course)</th>
<th>Prerequisite Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>X</td>
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<tr>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
</tr>
</tbody>
</table>

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

Total Number of Matches: 5 (of possible 35) Percent of Matches: 14%
(Validation requires at least one match of each entry skill with at least one exit skill.)

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 ______