

Los Angeles Trade-Technical College

NON-CREDIT COURSE OUTLINE

SECTION I - BASIC COURSE INFORMATION

DATE: 06/13/17

SELECT ONE: New Course Course Update Course Reinstate Outline Update

DEPARTMENT NAME: Noncredit (Academic & Workforce Connections)

SUBJECT/DISCIPLINE NAME (CB01): BSICSKL

COURSE NUMBER: 060CE

COURSE TITLE (CB02): BASIC COMPUTER LITERACY
Max 68 characters including punctuation and spaces

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

Checklist:

- Course number and title
- Status (noncredit versus credit or others)
- A content/objective description, a short paragraph (course description) that provides a well-developed overview of topics covered. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. For noncredit courses that may lead to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to promote a logical pathway for students intending this route.
- Course type (lecture, lab, activity, special topics, etc.), and contact hours
- Fulfills a certificate of completion, competency or high school graduation requirements
- Ability to articulate or prepare for credit coursework

Fundamentals of computer hardware, software, and the internet for computer novices, introducing computer components and functions including hardware, operating systems, software applications, (e.g. word processing, spreadsheets, email and communications) and web browsers to access information on the world wide web.

JUSTIFICATION/NEEDS & PURPOSE OF COURSE:

Enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. Please note that a justification stating "student need" will not suffice.

Survey of community and/or student needs.

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008
05/04/17

CLASS HOURS: Under "total hours per term," indicate the total number of hours the average student will need to complete the course objectives in section II. To determine the number of standard hours per week, divide the total hours by 18.

	Total Hours per term	Standard Hours per week (total hours per term divided by 18 weeks)
Lecture hours:	18	1
Lab hours:	36	2
Total hours:	54	3

REPEATABILITY (Number of times the course can be repeated): _____

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."

LIMITATIONS ON ENROLLMENT (see [Title 5, section 58106](#) for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

TOP CODE (CB03): 493014

Category/TOP Code: (* denotes a Valid Top Code that is also in alignment with the Basic Skills Initiative (BSI) definition of a basic skills course)

- English as a Second Language (ESL): 493084*, 493085*, 493086*, 493087*, 493100*
- Immigrant Education: 220120, 220500, 220700, 493090*
- Elementary and Secondary Basic Skills: 150100*, 152000*, 170100*, 170200, 493009*, 493014, 493030, 493031, 493032, 493033, 493060*
- Health & Safety: 083510, 083570, 083580, 083700, 089900, 129900
- Substantial Disabilities: ANY TOP Code
- Parenting: 130500-130590, 130800
- Home Economics: 130100-139900
- Courses for Older Adults: ANY TOP Code
- Short-Term Vocational: ANY VOCATIONAL TOP Code
- Workforce Preparation: ANY VOCATIONAL TOP Code or 493010, 493011, 493012, 493013, 493072

TRANSFER STATUS (CB05):

Other than English, writing, ESL, reading and mathematics courses, most noncredit courses are C (Not transferable)

- A (Transferable to both UC and CSU)
 B (Transferable to CSU only)
 C (Not transferable)

PRIOR TRANSFER LEVEL (CB21):

This element indicates course level status for English, writing, ESL, reading and mathematics courses.

- Y (Not applicable)
- A (One level below transfer) B (Two levels below transfer)
- C (Three levels below transfer) D (Four levels below transfer)
- E (Five levels below transfer) F (Six levels below transfer)
- G (Seven levels below transfer) H (Eight levels below transfer).

Student Accountability Model (SAM) Code (CB09):

- A – Apprenticeship B - Advanced Occupational C - Clearly Occupational
- D – Possibly Occupational E- Non-occupational

SAM Code:

- A - Apprenticeship: Courses designed for an indentured apprentice, which must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.
- B - Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area.
- C - Clearly Occupational: Courses generally taken by students in the middle stages of their programs, which should be of 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.
- 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.
- E- Non-occupational.

BASIC SKILLS STATUS (CB08):

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)."

- Basic Skills Course Not a Basic Skills Course

COURSE CLASSIFICATION STATUS (CB11):

This field identifies courses eligible for enhanced funding. Noncredit courses will have a value of J or K if they are part of an approved Career Development and College Preparation (CDCP) program. Noncredit courses that are not part of an approved program will have a value of L until the program is approved.

- J -Workforce Preparation Enhanced Funding
- K - Other Noncredit Enhanced Funding
- L - Non-Enhanced Funding

NONCREDIT CATEGORY (CB22):

** Categories qualify for enhanced funding, as long as they are a part of an approved CDCP program.

- A (English as a Second Language (ESL)** B (Immigrant Education)
- C (Elementary and Secondary Basic Skills)** D (Health and Safety)
- E (Substantial Disabilities) F (Parenting)
- G (Home Economics) H (Courses for Older Adults)
- I (Short Term Vocational)** X J (Workforce Preparation)**

References:

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PROGRAM STATUS (CB24):

- Program Applicable Not Program-Applicable

APPROVED SPECIAL CLASS (CB13): Title 5 section 56028.

- S (designated as an approved special class for disabled students) N (not a special class)

SPECIAL CHARACTERISTIC(S) (if applicable):

- Learning Assistance (a form of supplemental instruction)
- Bilingual Instruction (a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English)
- Convalescent Setting (a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home)
- Correctional Facility (a course taught either at or through a federal, state, or local correctional institution)
- Apprenticeship (a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards)
- Persons of Substantial Disabilities (a course designed to serve persons with substantial disabilities)
- Citizenship for Immigrants (a course designed to provide instruction and services in citizenship)

PREREQUISITES, COREQUISITES or ADVISORIES:				
Select One	Subject	Number	Course Title	Units
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				

SECTION II - COURSE CONTENT AND OBJECTIVES

COURSE CONTENT AND OBJECTIVES Outline the topics included in the lab portion of the course (*Outline reflects course description, all topics covered in class*). Add more lines as needed.

• The content element contains a complete list of all topics to be taught in the course. The list should be arranged by topic with sub-headings. Content items should be subject based.

• Objectives: (Include Total Hours for each Topic), should be stated in terms of what students will be able to do, should clearly connect to achievement of the course goals, should be concise but complete: ten objectives might be too many; one is not enough, should use verbs showing active learning, theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts, each objective should be broad in scope, not too detailed, narrow, or specific.

Lecture Content:	Hours:	Objectives:
Introduction to Computer Concepts	1	Define what a computer is. Define the concept of Information Technology. Identify the major categories/types of computers and their uses. Identify and describe the six components of a computer system (e.g., hardware, software, data and information, procedures, people, and connectivity)
Introduction to Most Common Hardware and Operating System (e.g. Microsoft Windows® or Unix® or MacOS®)	1	Explain the purpose/function of primary hardware components (e.g., input and output devices, CPU, ALU, control unit, memory, RAM, ROM, etc.) and give examples relating to products currently on the market. Explain the difference between the operating system and application software and the function of the operating system. Describe the various concepts associated with an operating system and perform associated functions by using appropriate commands, utilities, and accessories (e.g., start GUI, disk/file maintenance, manage the print queue, run multiple applications, managing files, etc.)
Left, Right, and Scroll Mouse Button Functions	1	Describe common left, right, and scroll mouse button functions including selecting, highlighting, drag and drop, shortcuts, etc.
File Management	2	List methods for managing files using the operating system.
Common Operating System Applications	1	Describe purpose and features of common operating system applications (e.g., in Microsoft Windows the applications would be Word, PowerPoint, notepad, and paintbrush).
Worksheet Terminology	2	Define common worksheet terms such as cell, row, column, field, formula, worksheet, workbook, etc.
Worksheet Screen Elements	2	Identify and locate common screen elements such as menu items, worksheet tabs, function icons, scroll bars, and status bars.
Communication Application Definitions and Terminology (e.g., Microsoft Outlook®)	2	Define common computer communication application terms such as inbox, contacts, address book, email accounts, toolbars, menus, and using Help.

References:

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Introduction to the Internet	2	Define common Internet definitions and terms, world wide web definitions. Describe popular uses of the Internet.
Internet Providers	1	Identify and locate internet providers.
Introduction to Web Browsers	1	Match web browser definitions to correct terms. List and describe common web browsers such as Netscape®, Internet Explorer®, and others.
Introduction to Worms, Viruses, and Protection Applications	2	Define common Internet worms and viruses and describe methods and tools for handling them. List and describe protection applications such as pop-up blockers, spam guards, virus scanners, etc.

Lab Content:	Hours:	Objectives:
Screen Elements	1	Identify screen elements such as the maximize, minimize, and close buttons: taskbar functions; toolbars; title bar: and menu bar.
Menu Functions	1	Identify options available through operating system menu(s).
Desktop and Printer Setup	1	Customize the desktop and printer setup using common functions of the operating system
Working With Common Word Processing Applications (e.g., Microsoft Word®)	2	Start word processing application and identify common screen elements.
Document Management and Organization via Folders and Subfolders	2	Manage documents using common word processing functions such as creating, saving, opening, and closing documents and folders.
Editing Techniques	2	Demonstrate common editing techniques such as selecting text, inserting and typing over text, undoing and deleting text, and moving and copying text.
Spell Check and Thesaurus	1	Use spell check and thesaurus features.
Printing Options	1	Print a document using common printing options.
Text Formatting	2	Edit a document using common text formatting functions such as changing fonts and font size; creating bold, italicized, and underlined text.
Paragraph Formatting	2	Edit a document using common paragraph formatting functions such as aligning and indenting, bullets and numbering, paragraph and line spacing, and setting and using tabs.
Page Formatting	2	Change the page layout of a document including margins, page numbering, and headers and footers.
Creating Graphics	2	Create and manipulate common graphics and drawing objects in a document using techniques and tools such as: text boxes, word art, clip art, borders and shading, diagrams,

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		organizational charts, pictures, shapes, lines and connectors, resizing objects, word wrapping, using color, drawing gridlines, using rulers, aligning objects, and using different graphic file types.
Navigating in Common Worksheet Applications (e.g., Microsoft Excel®)	2	Identify and apply navigating functions and techniques such as managing worksheets (naming, copying, moving worksheets) and arranging windows and viewing worksheets (minimizing, maximizing, hiding, and displaying).
Using Worksheet Applications Built-In Features and Functions	2	Edit a worksheet using common features and functions such as creating simple formulas, using AutoSum, and AutoCalculate, and sorting in ascending or descending order.
Formatting and Printing Worksheets	2	Edit a worksheet using common formatting techniques, tools, and functions such as changing cell, row, and column height and width; inserting cells, rows, or columns; cell size and text positioning; merging or splitting cells, text, date, and number formats, borders and shading, simple page formatting (e.g., margins, headers and footers, page layout); and printing workbooks and worksheets.
Email Communication Application Features and Functions	2	Organize the application using common features and functions such as adding or removing email accounts, viewing and changing email account settings, and setting up contacts. Add/sync school email account to personal email account.
The Inbox	1	Use the inbox to send and receive messages using common features and functions such as creating, sending, and receiving email messages; using the address book; sending and receiving attachments; replying to messages; and printing messages.
Calendaring and Scheduling	2	Create and reschedule appointments, meetings and events; create recurring appointments; delete appointments; use reminders; and create a meeting request from a contact using calendaring and scheduling tools.
Task Lists, Notes, and Help	2	Use Tasks functions to develop a "To Do" list that can be prioritized and assigned; use Notes to create reminders, and use Help function to find information and tips.
Introduction to Search Engines	2	Identify and use search engines for research such as Web Crawler®, Alta Vista®, Yahoo®, FTP, Telnet, Gopher®, Google®, and others.
Navigating the Internet	2	Demonstrate use of tools and techniques for navigating the internet such as moving between web sites, search engines and websites, and within websites; downloading

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		information; and saving and printing material retrieved.
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INSTRUCTION AND EVALUATION, add more lines as needed.

- **Methods of Instruction** - The focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. The methods of instruction used are appropriate to the objectives. If an objective is to "physically perform," then lecture as the sole method for learning is not enough. The assignments and methods of instruction and evaluation must be appropriate to the stated objectives.
- **Methods of Evaluation** - The bases for evaluating assignments are given, and relate to skills and abilities in objectives. Knowledge of required material should constitute a significant portion of the evaluation as reflected in assignments and methods of evaluation. Please note that while noncredit courses do not produce grades that would be "credited" into a student record, this in no way obviates the critical need for the course design to comprehensively include student evaluation and feedback.

Methods of Instruction	Methods of Evaluation
Lecture, demonstration, laboratory	Completion of projects/assignments such as production of Word Documents, Spreadsheets to Manage Data, such as passwords, using Calendar features to map school schedules and assignments, sending emails to instructor, quizzes on terminology, etc.

LEARNING OUTCOME INFORMATION

Student Learning Outcomes: Upon successful completion of this course, the student will be able to (Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.'): (MAXIMUM OF 3 OUTCOMES)	How will these student learning outcomes be assessed? (Explain how each outcome will be assessed in this column):

Required Text(s):

Texts and instructional materials should be completely referenced: author, title, publisher, and date.

Instructor supplied materials and online resources.

Supplementary Readings:

Worldwide web resources.

Required Writing:**Assignments and/or Other Activities:**

The assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. It is clear that there are student performance expectations, that these are taught in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

Reading required course materials. Observing activities related to course content. Practicing activities and/or skills related to course content. Prepare documents, reports, and presentations using techniques covered in class. Conduct a "scavenger hunt" using the Internet.

Supplies needed:

This section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

Pen/pencil, notebook paper, 1 ream of printer paper, three-ring binder, highlighter pen. Students will be required to bring their own secondary storage devices (e.g., floppy disk, USB flash memory) to class to save their work and adequately practice file management skills and to save coursework. Access to a computer and the internet outside of class is also encouraged so students may practice skills covered in class.

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SECTION III – SUPPORT NEEDED

Indicate how the college plans to support the proposed course:

Additional Staff needed:

Classroom type needed:

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

Supplies needed:

Library/Learning Resources – (List Library and Learning Resources needed, including the cost and funding source for needed resources)

SECTION IV – APPROVAL STATUS

a. <input type="checkbox"/> New Course	Board Approval Date:	Effective Semester:
b. <input type="checkbox"/> Course Update	College Approval Date:	Effective Semester:
c. <input type="checkbox"/> Course Change*	College Approval Date:	Effective Semester:
d. <input type="checkbox"/> Course Reinstate	College Approval Date:	

*Course change is based on changes to Districtwide attributes

This course meets Title 5 55002(c) requirements for Noncredit Course:
The course treats subject matter and uses appropriate resource materials, teaching methods, and standards of attendance.

The course outline of record specifies the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

COLLEGE APPROVALS:

Maryanne Galindo
Originator



8/31/17
Date

Maryanne Galindo
Department Chair



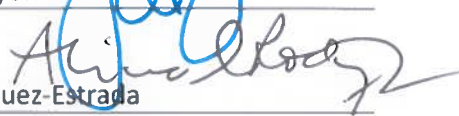
8/31/17

Felicito Cajayon
Dean



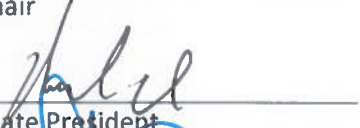
9/5/2017
Date

Alicia Rodriguez-Estrada
Curriculum Chair



9/5/2017
Date

Martin Diaz
Academic Senate President



9/5/17
Date

Leticia Barajas
Vice President, Academic Affairs



9/5/17
Date

