

Section I: BASIC COURSE INFORMATION

Outline Status: **Approved Outline**

1. **COLLEGE:** L.A. TRADE TECHNICAL COLLEGE
2. **SUBJECT:** VOCATIONAL EDUCATION
3. **COURSE NUMBER:** 194CE
4. **COURSE TITLE:** TECHNOLOGY FOR SMALL BUSINESS
5. **CATALOG COURSE DESCRIPTION:**

Topics covered in this course build the essential technology skills for entrepreneurs to run a small business more efficiently and save time. This course introduces website development and management, search engine optimization, blogging, social media platforms, databases and data security, and point of sale and crowdfunding tools. This course fulfills a requirement for a certificate of completion in Sustainable Small Business Development.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

Topics covered in this course build the essential technology skills for entrepreneurs to run a small business more efficiently and save time. This course introduces website development and management, search engine optimization, blogging, social media platforms, databases and data security, and point of sale and crowdfunding tools. This course fulfills a requirement for the noncredit certificate in Entrepreneurship: Small Business Development.

7. **CLASS HOURS:**

	Standard Hrs	Total Hours per Term (standard hour x 18)
Lecture Hrs:	1	18
Lab Hrs:	1	18
Totals:	Lecture: 1	Lecture: 18
	Lab: 1	Lab: 18
	Total: 2	Total: 36
<i>Totals In Protocol:</i>	Lecture: 1	Lecture: 18
	Lab: 1	Lab: 18
	Total: 2	Total: 36

8. **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>)
Small business website basics – content, images, look, purpose, layout and structure, maintaining a site, monitoring site traffic.	4	Identify a website hosting template to create a website for an actual or proposed small business
Benefits of a small business blog.	2	Appraise sample, small business blogs
Search engine optimization for nonstop marketing, branding and targeted traffic.	2	Present the benefits for search engine optimizing websites and Internet advertising networks
Using social media to increase sales of products and services.	3	Identify a social media platform that integrates best practices in responding to reviews and comments
Crowdfunding and Point Of Sale (POS) hardware and software for small business – Square, Revel Systems, ShopKeep, TouchBistro, Lemon, QuickBooks, PHP and other recent developments in open source point of sale software for the industry	3	Describe popular small business point of sale tools and estimate the costs associated with each.
Relational databases in small business management – keeping information organized, shared and integrated, tables, objects, and queries.	2	Explain common uses of databases in small business management
Data security – threats (malware, viruses, trojans, spam, phishing, identity theft, password cracking); how data gets infected, lost, or stolen (failure to log out, same password for everything, downloading software, external devices); ways of protecting data (changing behavior, encrypting files, backing up data).	2	Identify threats and challenges to data security and solutions to meet them
Total:	18	
Total Hrs In Protocol:	18	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
Utilize a website hosting template to create a website for an actual or proposed small business	9	Create a professionally designed small business website

Small business blog	2	Compose a blog entry
Search Engine	1	Select and link a search engine to website
Appraise social media platforms relevant to small business needs	3	Select and link social media tools to website
Point of sale tools	1	Establish a PayPal account and link to website
Relational Database	1	Determine a database relevant to the needs of the small business
Data Security	1	Identify data protection method
	Total: 18	
	Total Hrs In Protocol: 18	

1. (cont'd) SLO:

STUDENT LEARNING OUTCOMES - <i>(Quote the appropriate Institutional SLO's in this column):</i>	HOW WILL THESE STUDENT LEARNING OUTCOMES BE ASSESSED - <i>(Explain how each outcome will be assessed in this column):</i>
Students will be able to explain and apply technology tools for small business efficiency.	Students will create a professionally designed website for a small business that incorporates the various technology tools discussed in the course.

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

www.kauffman.org, www.entrepreneur.com, www.smallbiztrends.com,

3. REPRESENTATIVE READINGS:

If applicable, please provide representative examples of reading assignments.

Articles that reflect recent trends and developments in the industry

4. WRITING ASSIGNMENTS:

If applicable, please provide representative examples that demonstrate writing skills.

1. Complete website needs analysis worksheet (two pages),
2. Write a simple, small business blog online,
3. Complete database in-class activity,

4. Write data security plan (two pages),

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

If applicable, please provide representative examples of assignments that demonstrate how students will begin to develop critical thinking skills.

Evaluating various blogs, social media platforms, point of sale tools and databases for feasibility and relevance in the identified small business project.

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Students will reflect on their personal capacity to utilize the appropriate technology to grow their business idea or small business. Students will identify their strengths and non-strengths, and consider ways to identify potential resources or team members who can fill in the gaps.

7. COMPUTER COMPETENCY:

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

Basic knowledge of computers is required to conduct Internet research which is infused throughout the course

8. INFORMATION COMPETENCY:

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

The course is related to increasing student competency in the application of new technologies that address current business trends. Students will develop information competency by identifying, researching, applying and evaluating technological tools to determine relevance, effectiveness and efficiency in providing solutions for small business operational needs.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

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

Reading required course materials. Interviewing existing small business owners.

10. METHODS OF EVALUATION:

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):

Products resulting from project-based learning activities that are individual or small team-based.

11. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following.

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

12. SUPPLIES:

List the supplies the student must provide.

Paper, pen, and three-ringed binder/notebook, access to internet

13. DIVERSITY:

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

Students will be encouraged to design products that are ethical, culturally sensitive, and established on a social-benefit entrepreneurial framework.

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 Designing 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: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** **BA/CIS/CAOT Dept.**
2. **DEPT/DIVISION CODE:** **21**
3. **SUBJECT CODE:** **986**
4. **SUBJECT ABBREVIATION:** **VOC ED**
5. **BASIC SKILLS:** **Repeatability (9)**

Title 5, section 55000(i) defines 'Noncredit basic skills courses' as 'those in reading, writing, computation, and English as a Second Language, which are designated by the community college district as noncredit courses. **No**

6. **COURSE CLASSIFICATION:** **Noncredit Course (J)**

Note: A courses 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.'

7. **NONCREDIT COURSE CLASSIFICATION:** **(J)**

Courses that are part of a Noncredit Certificate of Completion should be coded J (Workforce Enhanced).

8. **NONCREDIT ELIGIBILITY CATEGORY:**

9. **TOP CODE** - (6 digits XXXX.XX): **0506.40 Small Business Entrepreneurship**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.pdfcurriculum.htm>

10. **SAM CODE** (Student Accountability Model): **C**

11. **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:

12. **MATERIALS FEE:**

The Los Angeles Community College District may require students to pay fees for instructional materials that are of continuing value to the student outside of the classroom setting, including, but not limited to, textbooks tools, equipment, clothing and those materials that are necessary for the student's vocational training and employment. If applicable, please indicate any such fees.

13. **SPECIAL CHARACTERISTICS CODE DESCRIPTOR:**

Check all boxes that apply.

- Learning Assistance
- Bilingual Education
- Convalescent Setting
- Correctional Facility
- Persons with Substantial Disabilities
- Citizenship for Immigrants

14. JUSTIFICATION:

Briefly describe the primary method used to determine the need for this course. For example, Labor Market Predictions from Employment Development Department, employer survey, community or student interest survey, state licensing, requirements or mandated certification.

[Community and Student Interest Survey](#)

15. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **No**

a. 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 <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

16. FUNDING AGENCY CODE: Not Applicable

17. STATE COURSE ID:

Section IV: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 1/4/07	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: LATTC 12/6/2016		Effective Semester: Summer 2017	Effective Semester:
d.	<input type="checkbox"/> Outline Update	College:			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester: Fall 2011	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 V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. ORIGINATOR: [Galindo, Maryanne](#)

2. DEPARTMENT: **21**

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? [Yes](#) (If yes, briefly explain how)

[Provide a feeder into credit certificate and degree programs.](#)

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:

[Computer Lab](#)

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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Section VI: APPROVALS

CERTIFICATION AND RECOMMENDATION

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.

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

Maryanne Galindo	11/22/2016
Originator	Date
Maryanne Galindo	11/22/2016
Department/Cluster Chairperson	Date
Melain McIntosh	11/22/2016
Articulation Officer	Date
Gabriella Lopez	11/22/2016
Librarian	Date
Felicito Cajayon	11/22/2016
Dean (if applicable)	Date
Alicia Rodriguez-Estrada	11/22/2016
Curriculum Committee Chairperson	Date
Wally Hanley	11/22/2016
Academic Senate President	Date
Leticia Barajas	11/22/2016
Vice President, Academic Affairs	Date
Larry Frank	11/22/2016

College President

Date

Section VII: ADDENDA
(Uploaded Documents)

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