Cerro Coso College

Course Outline of Record Report

05/07/2020

BSOTC123 : Beginning Excel

General Information

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Attachments:	BSOT112-MS Excel I.docx
Course Code (CB01) (CB01) :	BSOTC123
Course Title (CB02) (CB02) :	Beginning Excel
Department:	Business Information Technolog
Proposal Start:	Fall 2020
TOP Code (CB03) :	(0514.00) Office Technology/Office Computer Applications
SAM Code (CB09) (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) (CB00) :	CCC000081957
Curriculum Committee Approval Date:	10/04/2019
Board of Trustees Approval Date:	11/14/2019
External Review Approval Date:	11/14/2019
Course Description:	This course provides a basic understanding of Microsoft Excel beginning with spreadsheet design, creation, revision, formatting, and printing a workbook. Basic formulas, functions, and syntax are introduced along with an introduction to using charts and graphs. Problem solving for Excel solutions is also emphasized. This course begins preparation for the Microsoft Office User Certification exam for Excel.
Submission Type:	Change to Content Revise Course Description, Input C-ID, Method of Instruction, Method of Evaluation, SLO achievement level, and Delivery Methods, Textbook, and Distance Education. Add credit by exam. Last assessed Spring 2015: updated instructions for Critical Thinking Post and added rubric. No other changes except updating to 2016 version of Office.

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)
Additional Bachelors or Associates Discipline:	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08) (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13) (CB13)

Course is not a special class.

Grade Options

- Letter Grade methods
- Pass/No Pass

☑ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

It is possible that students may come into the program with MS Excel Certification or previous Excel training and if so, we want to recognize existing skills.

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type
CC HCRS Administrative Medical Assisting	Certificate of Achievement
CC HCRS Medical Assisting	A.S. Degree Major
CC Office Clerk	Certificate of Achievement
CC Business Office Technology	A.S. Degree Major
CC Business Office Technology-	Certificate of Achievement

Transferability & Gen. Ed. Options

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID	Categories	Transferability Status	Comparable Course
Office Technology/Business Information Worker	C-ID discipline	Pending	BSOT112X

Units and Hours

Summary

Minimum Credit Units (CB07) (CB07)	1	**Total Course In-Class (Contact) Hours**	36	**Total Student Learning Hours**	54
Maximum Credit Units (CB06) (CB06)	1	**Total Course Out-of-Class Hours**	18	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04) (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22) (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11) (CB11)

Credit Course.

Funding Agency Category (CB23) (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10) (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0.5	1
Lab Hours	1.5	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	9
Lab	27
Activity	-
Total	36
Course Out-Of-Class Hours	
Lecture	18
Lab	-
Activity	-
Total	18

Time Commitment Notes for Students

No value

Faculty Load

Extra Duty: -

Faculty Load: -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites

Advisory

CSCIC070 - Computer Literacy

Students entering this class must be able perform the following on a computer:

- Differentiate between the operating system programs and the Internet
- Use a browser
- Perform file management tasks, including navigation, saving, finding files, creating folders
- Send and receive email
- Find application programs and start them
- Unzip and extract files
- Differentiate between Word, Excel, and other Office Programs

CSCIC070 Computer Literacy fully prepares students for these tasks through a series of lessons and assignments.

AND

Advisory

ENGLC101 - Freshman Composition

In this course students read technical material including textbooks and other sources and prepare for effective written communication in the workplace. Critical Thinking reports are included in the assignments and college level reading and writing skills are expected. Effective writing skills are considered in all written work during the grading process.

English 101's focus on critical reading, writing, and effective use of language prepares students for the rigor of academic discourse in this course. In English C101 students write expository and argumentative essays that respond to a variety of rhetorical situations and incorporate university-level research. The course emphasizes critical reading, effective use of language, and analysis of university-level concepts presented in outside sources.

Entrance Skills

Skill	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction	Methods of Instruction Rationale
Lecture	Lecture notes are provided that include language to describe course concepts. Students also view PowerPoint presentations with content from each module.
Problem Solving	Problem solving is recognized through assigned posts that are shared with other students.
Laboratory	Students complete four textbook projects, four reviews, four trainings, eight SAM projects, and four exams. A capstone project is also completed.
Instruction through examination or quizzing	A practical exam is completed on module concepts via a simulated Excel environment.
In-class writing	Students post reports four times (minimum) describing problem solving strategies they have encountered in their work. The writing has a specific structure that is requested. All written communication is graded for proofreading skills. Grammar and spelling tips are provided.
Demonstration	Students complete guided training in a simulated Excel environment.
Skills Development and Performance	Students complete module work in the form of projects that are followed by review. Opportunity is given to repeat work to the level of a pass. Students then proceed to further training and projects using Skills Assessment Management, giving opportunity to repeat newly learned skills to the point of mastery.
Discussion	Students post reports four times (minimum) describing problem solving strategies they have encountered in their work. The writing has a specific structure that is requested.

Assignments

A. Text readings: For example, students will read module chapters such as Module One, Getting Started With Excel.
B. Preparation of project work: Students complete spreadsheet preparation from Tutorial instructions. This work is graded by the instructor and feedback is provided.
C. SAM Training, Projects, and Exams: Students complete training at SAM (Skills Assessment Management) software. The training provides an environment in which students perform tasks on the computer using an Excel simulated environment. Training includes demonstration leading to mastery of specific skills.

Methods of Evaluation	Methods of Evaluation Rationale
Other	Problem solving and critical thinking reports: Students report on special instances of engaging in the process of problem solving, exploring beyond basic features, and troubleshooting, when performing application software tasks.
Final Exam	

Open book final exams in SAM contribute to practical understanding of the material and the use of available resources (index, help, and tutorials) to find information.

Project	Students complete module work in the form of projects that are followed by review. Opportunity is given to repeat work to the level of a pass. Students then proceed to further training and projects using Skills Assessment Management, giving opportunity to repeat newly learned skills to the point of mastery.
Homework	Creation of spreadsheets: Students create spreadsheets that demonstrate skills throughout the course. Production is graded by rubric. See attached files for sample.
Distance Education Description: how outcomes are evaluated	Students are to complete all weekly assigned activities designated in the learning management software as detailed above.Outcomes are assessed through selected assignments and graded by rubric in the case of projects.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Parsons, J.	New Perspectives on Microsoft Office 365 and Excel 2016	Cengage Learning	2017	978-1-305-88141-9

Other Instructional Materials

Description	Students require a SAM (Skills Assessment Management Account Code). This code is good for twelve one-unit BSOT courses.
Author	No value
Citation	No value

Description	Microsoft Excel, 2016 or better edition. Microsoft Excel is part of the Microsoft Office application program package. Excel is the primary spreadsheet software used by business and industry.
Author	Microsoft
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Plan, create, edit, and print Excel spreadsheet files using basic spreadsheet features for cells, worksheets, and workbooks. Expected SLO Performance: 75.0

Apply formulas and functions in an Excel spreadsheet. Expected SLO Performance: 75.0

Create a variety of charts and graphs to represent data in an Excel spreadsheet. Expected SLO Performance: 75.0

Identify and apply appropriate problem solving techniques using Help and reference material off and online for successful creation of basic documents using Microsoft Excel. Expected SLO Performance: 75.0

ISLOs Core ISLOs	Students who are completing a program will be able to think critically and creatively and apply reasoning.

Outline

Outline

A. Getting Started with Excel
- a. Planning a workbook
- b. Enter text, dates, and numbers
- c. Editing cell content
- d. Working with columns and rows
- e. Insert and delete selected cells
- f. Cut, copy, paste, paste special, and move selected cells
- g. Working with cells and cell ranges
- h. Working with formulas
- i. Introducing Functions
- j. Entering Functions with Auto Sum

B. Working With Worksheets
- a. Inserting and deleting a worksheet
- b. Renaming a worksheet
- c. Moving and copying a worksheet
- d. Editing (undo, redo, find & replace, spell checker)
- e. Previewing and printing
- f. Changing worksheet views.
- g. Viewing and printing worksheet formulas

C. Formatting a Workbook
- a. Formatting workbooks
- b. Formatting text
- c. Working with color
- d. Formatting data
- e. Formatting worksheet cells
- f. Working with the format cells dialog box
- g. Copying and pasting formats
- h. Applying styles
- i. Working with themes

D. Formatting Worksheets
- a. Applying font styles (typeface, size, color, and styles)
- b. Applying number formats (currency, percent, dates, and commas)
- c. Modifying row and column size
- d. Modifying alignment of cell content
- e. Adjusting decimal places
- f. Using the Format Painter
- g. Applying Autoformat
- h. Applying cell borders and shading

i. Merging cells
j. Rotating text and changing indents
k. Defining, applying, and removing a style
l. Introducing conditional formats
m. Hiding worksheet data
n. Formatting the worksheet for printing

E. Working with Formulas and Functions
a. Understanding cell references when copying formulas
b. Using relative, absolute, and mixed references
c. Working with functions
d. Understanding syntax
e. Inserting and typing a function
f. Entering formulas in a cell and use the formula bar
g. Using Autofill
h. Using the paste function to insert a function
i. Using basic functions (AVERAGE, SUM, COUNT, MIN, and MAX)
j. Using date functions (NOW and DATE)
k. Using financial functions (FV and PMT)
l. Using logical functions (IF)
m. Using the PMT function to determine a monthly loan payment

F. Working With Charts and Objects
a. Create, preview and print charts
b. Use the Chart Wizard to create a chart
c. Designing and modifying charts (chart elements, title, layout, legend)
d. Formatting a pie chart
e. Editing chart data
f. Working with column charts
g. Formatting column chart elements
h. Formatting the chart axes
i. Formatting the chart columns
j. Creating a line chart (labels, units, legend)
k. Adding a data series to an existing chart
l. Creating a combination chart
m. Working with shapes (inserting, resizing, copying, aligning, grouping)

Lab Outline

A. In lab hours, students create projects demonstrating the ability to master topics presented in the course.
B. Students complete reinforcement for specific skills covered in SAM training (Skills assessment management)
C. Students use skills covered in the lecture portion of the course to develop the ability to perform the following skills in Excel:
1. Create and Excel worksheets
2. Use cell ranges, formulas, and functions
3. Preview and Print a Workbook
4. Insert, delete, move, and rename worksheets
5. Format text, numbers, and dates
6. Create formulas to add, subtract, and divide values,
7. Merge ranges of cells,
8. Apply built-in cell styles,
9. Apply themes and number formats,
10. Use a variety of conditional formatting options,
11. Define print area, insert page breaks, and add titles,
12. Create headers and footers,
13. Select page margins,
14. Work with formulas and functions,
15. Build fomulas containing absolute, relative, and mixed references,
16. Use function syntax to insert a function,
17. Use Autofill,
18. Use the IF, PMT, and Date functions,
19. Create an embedded chart,
20. Create and format a pie chart,
21. Work with chart titles and legends,
22. Create and format a pie , line, and 3-D chart

D. Students write critical thinking reports in memorandum format stemming from problem solving the features and uses of Excel.

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All paper assignments are identical to those in an onsite class, except that they are uploaded to the course shell into a learning management system as an attachment. Weekly class discussions are conducted by means of online discussion forums within a learning management system. Uploaded quizzes or exams accessible through the class web site are used. Feedback in online discussion forums including student to student contact and e-mail is used. Substantive critiques of all
essays and at least general responses to discussion posts are provided. Rubrics, stated in the syllabus, are used to evaluate online discussion work but are not required. As with any on-ground class, departmental rubrics are used to guide the assessment of essays.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact - Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Newsgroup/Discussion Board
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure,

maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

The class size is up to 45 students.