Cerro Coso College

Course Outline of Record Report

05/07/2020

BSOTC125 : Beginning Access

General Information

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Attachments:	MS_Access_I.docx
Course Code (CB01) (CB01) :	BSOTC125
Course Title (CB02) (CB02) :	Beginning Access
Department:	Business Information Technolog
Proposal Start:	Fall 2020
TOP Code (CB03) :	(0514.00) Office Technology/Office Computer Applications
SAM Code (CB09) (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) (CB00) :	CCC000371032
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 hands-on computer course provides a beginning understanding of the Microsoft Access database management program. Topics include fundamental relational database design and management as well as building and editing basic tables, forms, queries, and reports. This course begins preparation for the core level Microsoft Access Office Specialist certification exam.
Submission Type:	Change to Content Revise Course Description, Input C-ID, Method of Instruction, Update Methods of Evaluation, SLO achievement level only, Delivery Methods, Textbook, and Distance Education. Credit by exam is also added. Last assessed Spring 2014: 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

- Pass/No Pass
- Letter Grade methods
- Satisfactory Progress

☑ 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

No value

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 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	BSOT113

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)	**Course Non Credit Category (CB22) (CB22)**	**Non-Credit Characteristics**
Credit - Degree Applicable	Credit Course.	No value

Course Classification Code (CB11) (CB11)	**Funding Agency Category (CB23) (CB23)**	Cooperative Work Experience Education Status (CB10) (CB10)
Credit Course.	Not Applicable.	

☐ 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.
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. Discussion forums for module questions and tips is also used.
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.
Problem Solving	Problem solving is recognized through assigned posts that are shared with other students.
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	Demonstration: Students complete guided training in a simulated Excel environment.
Instruction through examination or quizzing	A practical exam is completed on module concepts via a simulated Excel environment.
Case Study	Projects are completed in the Skills Assessment Management (SAM environment) and students are given immediate feedback on any errors and are encouraged to make corrections and resubmit.
Laboratory	Students complete four textbook projects, four reviews, four trainings, eight SAM projects, and four exams. A capstone project is also completed.

Assignments

A. Text readings: For example, students will read module one -- Creating a Database.
B. Preparation of project work: Students complete database preparation from module instructions.
C. SAM (Skills Assessment Management) Training, Projects, and Exams: Students complete training and assessments using SAM simulated Access software environment.

Methods of Evaluation	Methods of Evaluation Rationale
Participation	Problem solving and critical thinking reports. Example: Prepare a report on special instances of engaging in the process of problem solving, exploring beyond basic features, and troubleshooting, when performing application software tasks.
Homework	Creation of databases and database objects: Students create databases and database objects that demonstrate skills throughout the course. Production is graded by rubric.
Tests	Tutorial Quizzes/Exams. Example: Tutorial One Training and Exam in SAM simulation software environment.
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.
Distance Education Description: how outcomes are evaluated	Students are to complete all weekly assigned activities designated in the learning management software including discussions and completion of assignments from the textbook which are graded by the instructor and also through the Skills Assessment Management environment (SAM). The evaluation process is identical to what would be applied if the course were offered in a classroom. Assignments are linked to outcomes assessment.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Shellman, M; Vodnik, S.	New Perspectives on Microsoft Office 365 and Access 2016 Comprehensive	Cengage Learning	2017	978-1-305-88145-7

Other Instructional Materials

Description	Software: Microsoft Access 2016 or better edition. Microsoft Access is part of the Microsoft Office application software package.
Author	No value
Citation	No value

Description	Students require one Skills Assessment Management (SAM) 2016 account code or Cengage Unlimited. This code is good for 12 1-unit courses in the BSOT program.
Author	No value
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Explain basic relational database concepts, structure, and components. Expected SLO Performance: 75.0

Create a database including tables with primary keys, fields with appropriate properties, and defined relationships. Expected SLO Performance: 75.0

Manage a database including backup, compacting, and converting. Expected SLO Performance: 75.0

Plan, design, build, modify, and print basic database tables, forms, queries, and reports. Expected SLO Performance: 75.0

Identify and apply appropriate problem solving techniques using Help and reference material off and online for successful creation of enhanced database objects using Microsoft Access. Expected SLO Performance: 75.0

Outline

Outline

A. **Database Concepts and Terminology**
a. Fields, records, tables
b. Relational database, primary key, foreign key
c. Database objects (tables, forms, queries, reports)

B. **Database Management**
a. Backup
b. Restore
c. Compact
d. Convert

C. **Design Guidelines**
a. Fields and properties
b. Table creation
c. Input and import data
d. Relationships
e. Referential integrity

D. **Table Creation and Modification**
a. Create tables by using the table wizard
b. Set primary keys
c. Modify field properties
d. Use multiple data types
e. Modify tables using design view
f. Use the lookup wizard
g. Use the input mask wizard

E. **Query Creation and Modification**
a. Design view
b. Create, run, save queries
c. Update data with a query
d. Sort and filter data in a query
e. Exact match query
f. Comparison operators
g. And/Or logical operators
h. Calculated fields in a query

F. **Form Creation and Modification**
a. Form wizard
b. AutoFormat
c. Find data using a form
d. Preview and print form records
e. Maintain table data

f. Form with subform

G. **Report Creation and Modification**
a. Report wizard
b. Report edit
c. Add a graphic
d. Preview and print

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 Access:

a. Database concepts and terminology
b. Database management
c. Design guidelines
d. Table creation and modification
e. Query creation and modification
f. Form creation and modification
g. Report creation and modification

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

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")
- 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, including student to student contact, 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 and through 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

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?

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.
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.

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- Publisher course with learning management system interface.

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 from 25 to 45 students.