Cerro Coso College

Course Outline of Record Report

05/07/2020

BSOTC155 : Intermediate Access

General Information

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Attachments:	MS_Access_II.docx
Course Code (CB01) (CB01) :	BSOTC155
Course Title (CB02) (CB02) :	Intermediate 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) :	CCC000114451
Curriculum Committee Approval Date:	10/18/2019
Board of Trustees Approval Date:	12/12/2019
External Review Approval Date:	12/12/2019
Course Description:	This course provides an intermediate understanding of database design and management. Advanced queries, table design, custom forms, and reports as well as integration of Access with the Web and other programs is covered. This course continues preparation for the Microsoft Office User Specialist exam for MS Access.
Submission Type:	Change to Content Revise Course Description, Input C-ID, Method of Instruction, Method of Evaluation, SLO target achievement, and Delivery Methods, Textbook, and Distance Education. Credit by exam is added. Changing advisory to prerequisite. 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

- 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

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 Business Office Technology	A.S. Degree Major
CC Administrative Office Assistant	Certificate of Achievement
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
			BSOT123

Office Technology/Business Information Worker	C-ID discipline	Pending

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)**	
Credit Course.	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

Prerequisite

BSOTC125 - Beginning Access

BSOT C125 As Prerequisite
Students taking BSOT C155 Intermediate Access are advised to have the following fundamental Access skills prior to beginning BSOT C155.

- **Database Concepts and Terminology**
  - Fields, records, tables
  - Relational database, primary key, foreign key
  - Database objects (tables, forms, queries, reports)
- **Database Management**
  - Backup
  - Restore
  - Compact
  - Convert
- **Design Guidelines**
  - Fields and properties
  - Table creation
  - Input and import data
  - Relationships
  - Referential integrity
- **Table Creation and Modification**
  - Create tables by using the Table Wizard
  - Set primary keys
  - Modify field properties
  - Use multiple data types
  - Modify tables using Design View
  - Use the Lookup Wizard
  - Use the Input Mask Wizard
- **Query Creation and Modification**
  - Design view
  - Create, run, save queries
  - Update data with a query
  - Sort and filter data in a query
  - Exact match query
  - Comparison operators
  - And/Or logical operators
  - Calculated fields in a query
- **Form Creation and modification**
  - Form Wizard
  - AutoFormat
  - Find data using a form
  - Preview and print form records
  - Maintain table data
  - Form with subform

- **Report Creation and Modification**
  - Report Wizard
  - Report edit
  - Add a graphic
  - Preview and print

Lab:

- In lab hours, students create projects demonstrating the ability to master topics presented in the course.
- Students complete reinforcement for specific skills covered in SAM training (Skills assessment management)
- Students use skills covered in the lecture portion of the course to develop the ability to perform the following skills in Access:
- Database Concepts and Terminology
- Database Management
- Design Guidelines
- Table Creation and Modification
- Query Creation and Modification
- Form Creation and modification
- Report Creation and Modification
- Students write Critical Thinking reports in memorandum format stemming from problem solving the features and uses of Access.

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
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.
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.
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.
Laboratory	Students complete four textbook projects, four reviews, four trainings, eight SAM projects, and four exams. A capstone project is also completed.
Demonstration	Students complete guided training in a simulated Access 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.

Assignments

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

Methods of Evaluation	Methods of Evaluation Rationale
Other	Problem-solving and critical-thinking reports. Example: When performing application software tasks, students prepare a report on special instances of engaging in the process of problem-solving, exploring beyond basic features, and troubleshooting.
Final Exam	Open book final exams and capstone projects in SAM contribute to practical understanding of the material and the use of available resources (index, help, and tutorials) to find information.
Homework	Weekly projects and assignments: Example: Create and run advanced queries following guidelines from chapter case assignment.
Distance Education Description: how outcomes are evaluated	Students are to complete all weekly assigned activities designated in the learning management software and using SAM as detailed above, which is identical to what would be completed 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 Microsoft Office 365 and 2016 Comprehensive	Cengage Learning	2017	978-1-305-88145-7

Other Instructional Materials

Description	Software: Microsoft Word 2016 or better edition. Microsoft Word is part of the Microsoft Office application software package. Word is the primary word processing software used by business and industry.

Author	No value
Citation	No value

Description	Students require one Skills Assessment Management (SAM) 2016 account code. 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

Enhance database table design and create advanced queries.	Expected SLO Performance: 75.0
Apply form design guidelines to plan and create a custom form with a subform.	Expected SLO Performance: 75.0
Expand form data management with the use of Filter functions.	Expected SLO Performance: 75.0
Customize and modify reports and subreports using report design guidelines.	Expected SLO Performance: 75.0
Integrate Access with the Web and other programs.	Expected SLO Performance: 75.0
Identify and apply appropriate problem-solving techniques using Help and reference material online and offline for successful creation of intermediate-level documents using Microsoft Access.	Expected SLO Performance: 75.0

Outline

Outline

A. **Enhanced Table Design**
   a. Lookup fields
   b. Input masks
   c. Validation rules for fields and tables
   d. Sub datasheet records

e. Object dependencies

B. **Advanced Queries**
   a. Pattern and list of values matches
   b. Not, And, Or, operators
   c. Parameter query
   d. Crosstab query
   e. Find duplicates query
   f. Find unmatched query
   g. Top values query

C. **Form Design Guidelines**
   a. Lookup fields
   b. Documenter
   c. Bound controls
   d. Form headers and footers
   e. Select, move, resize, delete, and rename form controls
   f. Multi-page forms and tab controls
   g. Combo boxes
   h. Sub forms
   i. Filter by selection
   j. Filter excluding selection
   k. Filter for input
   l. Filter by form
   m. Advanced filter/sort

D. **Custom Report Guidelines**
   a. Modification of report controls
   b. Hide duplicate values
   c. Calculate grand totals
   d. Record source queries
   e. Conditional values
   f. Calculated fields and totals
   g. Sort and group data
   h. Subreports creation and editing
   i. Conditional formatting rules
   j. Report date, page number, and title functions
   k. Mailing labels

E. **Web Integration**
   a. Export query to HTML
   b. Data access page and page wizard
   c. Custom pages using pivot table, pivot chart

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. Enhanced table design

b. Advanced queries
c. Form design guidelines
d. Custom report guidelines
e. Web Integration

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 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 projects 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 assignments.

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.
Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.
Student-Student contact will include the following: discussion forums.
Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

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?

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.

No Value

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.