



**I. COURSE DESCRIPTION:**

Data is a valuable resource to companies, and the organizing, creating, maintaining, retrieving, and sorting of data are important activities. Using Access, students will concentrate on transforming raw data into database files that can be queried and organized into accurate, final-form business-style reports and forms.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the ability to:

1. Use the basic features of Access to track information for businesses or individuals

Potential Elements of the Performance:

- Understand database concepts
- Open and close Access and database objects
- Insert Quick Start fields
- Create and manage tables
- Define primary keys
- Use the Input Mask Wizard and the Lookup Wizard
- Sort, find, and print records in a table
- Create and manage relationships between tables
- Create and perform queries using the Query Wizard or the Design view
- Create and modify crosstab, duplicate, and unmatched queries
- Create calculated fields
- Use aggregate functions in queries
- Create, navigate, and print forms, reports, and mailing labels
- Customize forms with Form Layout Tools tab options
- Create and use split forms and multiple items form
- Modify, filter, and view data
- Group and sort records in a report
- Maintain and secure a database
- Save a database in alternate formats
- Customize document properties and the Recent Tab Backstage view
- Import and export data

2. Use advanced features of Access to customize database objects and manipulate data.

#### Potential Elements of Performance

- Design the structure of tables to optimize efficiency and accuracy of data
- Select appropriate field data types based on analysis of source data
- Create a custom format for text, number, and date fields
- Create a custom input mask
- Use rich text formatting and store the history of changes for a memo field
- Define and use an attachment field with multiple attachments
- Create and edit relationships between tables
- Define a table with a multiple-field primary key
- Create and modify a lookup field to populate records with data from another table
- Create a lookup field that allows multiple values in records
- Define normalization and identify first, second, and third normal form
- Create and run a parameter query
- Add to and remove tables from a query
- Create a self-join to match two fields in the same table
- Create a query that includes a subquery
- Utilize make-table, delete, append, and update queries
- Customize forms by adding, moving, sizing, and formatting control objects
- Create tabbed pages in a form and insert a subform
- Add and format a calculation to a custom form
- Group and ungroup multiple controls
- Add graphics to a form
- Add list boxes to a form
- Create and use custom reports
- Add graphics, hyperlinks, and list boxes to a report
- Insert a subreport into a report
- Change the order of tab order of fields
- Create a new database using a template
- Create a new table by copying the structure of another table
- Utilize the Table Analyzer Wizard and Performance Analyzer
- Use the Database Documenter to print database documentation
- Create, run, edit, and delete a macro and assign a macro to a command button

- Import data from another Access database
- Link to a table in another Access database
- Determine when to import versus link from external sources

### III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Microsoft Access 2010, Benchmark Series, by Rutkosky, Seguin, and Rutkosky. Paradigm Publishing 2011.

Two manila file folders letter size

USB flash drive recommended

### IV. EVALUATION PROCESS/GRADING SYSTEM:

Two tests: Students will be evaluated on their database skills. Two tests will be administered based on projects that have been completed.

Test #1	40%
Test #2	50%
Class Assignments	<u>10%</u>
	<b>100%</b>

The following semester grades will be assigned to students in post-secondary courses:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations	

	with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the student's responsibility to be familiar with the course outline and *Office Administration – Executive Student Manual*. These documents outline classroom policies that must be followed.

By considering the college environment as their workplace for the duration of the program, students will have a standard of performance to meet and will practise the day-to-day skills required to be successful in the work world.

These skills include:

- arriving and leaving class on time
- calling in/e-mailing when not in attendance
- checking college e-mail twice daily as a minimum
- following classroom rules and procedures
- demonstrating appropriate manners and etiquette
- listening attentively when the class is being addressed
- demonstrating respect for others at all times
- focusing on the work at hand
- organizing paperwork and keeping track of deadlines
- producing accurate, mailable documents
- being responsible for your own work

Failure to follow program policies will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One e-mail notification from professor
- Removal from the classroom and meeting with professor
- Meeting with the chair which may result in suspension or expulsion from the course/program

The Student Code of Conduct (found on the portal) provides guidelines and disciplinary procedures for the college community. Academic dishonesty as defined in the Student Code of Conduct will result in a zero grade for all involved parties.

Keyboarding proficiency is an integral component of the Office Administration – Executive program. Students who are unable to keyboard with touch type techniques should practise their skills on a daily basis.

*All the Right Type* typing tutor software is located in the E-wing computer labs and in the Learning Centre. Visit <http://www.ingenuityworks.com/> for more information on purchasing All the Right Type for home use.

Lectures will not be repeated in subsequent classes. A study partner/group is invaluable for notes in the event of an unavoidable absence but must not be depended upon for frequent absences.

It is expected that 100 percent of classroom work be completed as preparation for the tests. The college network (S:/My Documents) should be used as the primary workspace. Students are responsible for maintaining back-ups of all completed files using either a memory stick (USB) or CD.

All requested assignments must be submitted in a labeled folder complete with a plastic USB/CD pocket. All work must be labeled with the student's name and the project information on each page.

A late assignment will be accepted if submitted within **72 hours** of the due date and time. Twenty-five percent will be deducted from late/incomplete assignments automatically. Failure to follow this procedure will result in a zero grade for the assignment.

Students are expected to be present to write all tests during regularly scheduled classes. Students must ensure that they have the appropriate tools on hand to do the test.

Test papers may be returned to the student after grading to permit review of the tests. However, the student must return all test papers to the professor who will keep them on file for two weeks after the semester finish date.

Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the date test papers are returned in class.

For those students who have

- attended 75 percent of classes
- completed all required course work
- failed the course or missed one test

a supplementary test will be administered at the end of the module. The mark achieved on the supplemental will replace the lowest test for the final grade calculation.

In exceptional circumstances, the department will review the application of this policy on an individual basis. Supporting documentation may be required.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.