

I. COURSE DESCRIPTION:

The CICE student will be introduced to the spreadsheet format which is commonly used to track inventory, enter accounting transactions and predict future business moves. In addition, the CICE student, with the assistance of a Learning Specialist, will acquire and demonstrate basic spreadsheet concepts such as entering different types of data into a spreadsheet program. Saving files and revising data will be introduced. The CICE student will develop an emerging knowledge of the utilization of formulas/functions, printing of reports and the creation and use of charts/graphics.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Enter data in standard spreadsheet format.

Potential Elements of the Performance:

- Start and exit Excel
- Enter and edit labels, values, and dates
- Change the active cell
- Navigate between and within worksheet(s)
- Open, name, save, print, and close workbooks
- Select cells, ranges, columns, and rows
- Clear cell contents
- Use Undo/Redo
- Use keyboard shortcuts
- Use AutoFill to enter a series
- Enter data in a range
- Change the Zoom size
- Use AutoCorrect, AutoComplete, and Pick from Drop-Down List
- Use Go To
- Use spell check
- Use Online Help

2. Develop/modify a worksheet.

Potential Elements of the Performance:

- Plan a worksheet on paper then on the screen
- Build a worksheet with copy and paste, as well as drag and drop
- Copy using Fill Handle
- Find and replace labels and formats (including use of wildcards)

- Rename, copy, and delete files
- Insert, copy, delete, and move worksheets
- Insert and delete cells, columns, and rows
- Cut, copy, and paste cell contents – use drag and drop
- Copy data between worksheets
- Use fill across worksheets
- Use the Office Clipboard
- Use a multiple-sheet workbook
- Group and copy worksheets
- Change the format of worksheet tabs – rename worksheets and change tab colours
- Customize and use Microsoft-created templates
- Use the Research task pane to locate synonyms and translate words
- Insert symbols
- Use Prepare for Sharing and Permissions commands including Document Inspector, Accessibility Checker, and Compatibility Checker

3. Change the appearance of a worksheet.

Potential Elements of the Performance:

- Format data, cells, and worksheets
- Work with fonts; apply text attributes – change font colour
- Align cell contents:
 - Change vertical and horizontal alignment
 - Use merge and centre
 - Wrap text
 - Change indents
 - Change cell orientation
- Change column width and row height
- Apply borders and add fill
- Use patterns and colours
- Remove cell formatting
- Copy formats and use Format Painter
- Apply and modify styles and autoformats
- Change the document theme
- Apply conditional formatting using data bars and colour schemes
- Create Highlight Cells Rules
- Apply number and date formats; create custom number and date formats
- Freeze and split the worksheet display
- Hide and unhide rows and columns
- Hide and unhide worksheets and workbooks

- Insert, edit, display, and print comments

4. Create formulas and work with basic functions.

Potential Elements of the Performance:

- Construct basic formulas using addition, subtraction, multiplication, and division (including percentage calculations) using order of preference
- Use SUM, AutoSum, AVERAGE, MIN, and MAX
- Use Insert function with a cell range and multiple ranges
- Copy and edit a formula
- Set error-checking rules
- Display formulas
- Use relative, absolute, and mixed cell references
- Use and work with automatic date formats/functions
- Use Formula Autocomplete to create formulas
- Identify and correct errors in formulas
- Name a defined range
- Create range names automatically
- Create formulas using named ranges
- Navigate using named ranges
- Insert data within a named range
- Modify defined names
- Create a range name list
- Delete range names
- Name a constant
- Use a constant in a formula
- Audit and evaluate formulas
- Trace precedents and dependents
- Use IFERROR
- Use the TEXT function
- Monitor formulas in the Watch Window
- Create a data validation list
- Set error checking rules

6. Use printing and page layout features.

Potential Elements of the Performance:

- Use Backstage view for printing
- Print workbooks, areas, and formulas
- Print gridlines and headings
- Print comments
- Preview, insert, modify, and remove page breaks

- Scale a worksheet
- Set print titles
- Change page orientation and margins
- Format page placement including centering on a page
- Insert and modify headers and footers including inserting page numbers

8. Work with charts.

Potential Elements of the Performance:

- Identify common types of charts (column and pie) and chart objects
- Create a chart sheet and embedded chart/chart object and edit the chart (size, move, save, and print)
- Move a chart object to its own sheet
- Distinguish chart elements
- Edit and format chart titles, legends, axis titles, data labels, plot and chart areas – show gridlines and a data table
- Change chart type and layout
- Apply a theme or style to a chart
- Insert and format sparklines
- Edit chart data
- Add a data point
- Add and rename data series
- Use an image for a data series
- Create and format charts with a trendline
- Format chart text; insert a text box; change colours and patterns; add backgrounds and borders; add and format drawing objects; size, move, and copy drawing objects; set the shape style
- Insert a header and footer into a chart sheet

III. TOPICS:

1. Getting Acquainted with Excel
2. Developing Workbooks
3. Developing Editing and Formatting Skills
4. Exploring Formula Basics
5. Building Worksheet Charts
6. Working with Excel Tables

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Microsoft Office Excel 2010 – A Lesson Approach, Complete by Kathleen Stewart, McGraw-Hill
 File folder with CD pocket
 Memory Stick/CD

V. EVALUATION PROCESS/GRADING SYSTEM:

Two tests: students will be evaluated on their spreadsheet skills based on exercises and projects that have been completed.

Test 1 – 50%, Test 2 – 50% 100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90-100%	4.00
A	80-89%	4.00
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 areas.	
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 dean 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 check college e-mail twice daily as a minimum to ensure timely communication of course information.

Producing accurate work is fundamental to this course. Marks will be deducted for inaccuracies.

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:

1. Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
2. Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.
3. Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Plagiarism:
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.
7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom: Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.