Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra
Last Name: Carino
Phone: 3170
Email: dcarino

Course Prefix and Number: CS - 135S

 # Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Microsoft Excel

Course Description:

Focuses on advanced spreadsheet capabilities using a current version of Microsoft Excel. Topics include design, construction, and documentation of spreadsheets, use of templates, multiple worksheets, complex formulas, functions and filtering, Pivot Tables, advanced chart features, sorting, database capabilities, finding data, creating subtotals, using lookup tables, finding trends and forecasting, creating and editing macros, validating data, and working with controls.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ **Mathematics**

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Computer Application Support AAS & Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Computer literacy: file management, familiarity with MS Office interface, ability to understand and use provided formulas to solve problems

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. enter and find data efficiently using a variety of tools (find and select, the name box, keyboard shortcuts);
2. apply formatting tools to make organized, easy-to-read worksheets;
3. create formulas to create calculated data, including the use of relative, absolute, and partial cell references, names ranges, and data from multiple worksheets and workbooks;
4. apply the built-in Excel functions, including statistical functions, date functions, string functions, financial functions, and logical functions to answer questions;
5. use Excel to analyze data: via charts, subtotals, what-if analysis, and PivotTables;
6. automate spreadsheet tasks through the use of recorded macros and Visual Basic for Applications;
7. integrate Excel with other applications and the Internet, including importing and exporting data in a variety of formats.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

P 1. Use appropriate mathematics to solve problems.

P 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Introduction to spreadsheets.
a. Navigation.
b. Data entry.
c. Simple calculation formulas.
2. Developing a professional-looking worksheet.
a. Font formatting.
b. Cell formatting and styles.
c. Number formats.
d. Table formatting.
e. Conditional formatting.
3. Working with formulas and functions.
a. Cell references.
b. Logical functions.
c. Date functions.
d. Financial functions.
e. Statistical functions.
f. Lookup functions (HLOOKUP and VLOOKUP)
4. Visual data analysis.
a. Creating charts.
b. Formatting and customizing charts.
c. Pivot charts.
d. Sparklines.
5. Managing large quantities of data.
a. Excel tables.
b. Subtotals.
c. Sorting.
d. Filtering.
e. PivotTables.
6. Managing multiple worksheets and workbooks.
a. Grouping worksheets.
b. Printing multiple worksheets.
c. Reference other worksheets.
d. 3-D references.
e. Creating a workspace.
7. Creating automated spreadsheet applications.
a. Data validation.
b. Worksheet/workbook protection.
c. Recording macros.
d. Using VBA to create custom macros.
8. Performing what-if analyses.
a. Goal seek.
b. Solver.
c. One- and two- variable data tables.
d. Scenarios, including summary reports and pivot table reports.
9. Integrating Excel with other applications.
a. Importing data.

b. Exporting data (including MS Query, comma delimited files, XML data, and web query data).
c. Querying databases.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

: