# **PROPOSAL TO INTRODUCE A NEW COURSE**

(formerly known as subject)

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If further assistance is required, contact:

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Mr Richard Sanchez, ext.3362 or email richard.sanchez@unsw.edu.au.

# 1. COURSE DETAILS

## 1.1 Course ID

## GENE1013

## **1.2** Course name - Long

Getting the most out of spreadsheet and database applications

## **1.3** Course name - Abbreviated

Spreadsheet and database applications

**1.4 Course Authority** Maurice Pagnucco

ext/email 56925; morri@cse.unsw.edu.au

Faculty: Engineering

## 1.5 Organisational Unit responsible for course

The academic unit responsible for controlling the program.

School: Computer Science and Engineering

Academic Group Code (Faculty): ENG

Academic Organisation Code (Owner): COMPSC

## 1.6 Justification of Proposal

Spreadsheets and databases are powerful and useful tools that students can use to greatly assist in their studies and their future careers. Unfortunately, the reasons for when it is appropriate to use one rather than the other are very poorly appreciated. Furthermore, while many students have some familiarity with spreadsheet applications like Microsoft Excel, they usually have no idea of how to use databases like Microsoft Access even though they are both bundled together in Microsoft Office. This course aims to explain in straightforward terms the concepts underlying spreadsheets and databases and the advantages of both these powerful pieces of software so that students can exploit them effectively. At the end of this course, students should be able to design and build spreadsheet applications using Microsoft Excel and database applications using Microsoft Access. They should be able to transfer these skills to other, similar spreadsheet and database packages. Students will be expected to have personal copies of Microsoft Excel and Microsoft Access on their own computers.

This course has the following general education objectives:

1. To provide a learning environment in which students acquire, develop, and deploy skills of rational

thought and critical analysis

4. To enable students to acquire skills and competencies, including written and spoken communication skills.9. To provide opportunities for students to explore discipline and paradigm bases other than those of their professional or major disciplinary specialisation through non-specialist subjects offered in those other are

## 1.7 Consultation Process

Consultation within School of Computer Science and Engineering.

1.8	Units of credit (UOC) Session/s offered		Hours Per Week	
	3 UoC	Offered S1	2 Hours per week	

**1.9 Pre-requisites:** None

## **1.10 Proposed Entry in the Faculty Handbook** (including course description)

UC 3 HPW 2 Pre-requisites: None.

Spreadsheets and databases are two of the most commonly used and powerful computer tools yet they are often poorly utilised and the reasons for using one rather than the other are poorly understood. Many people purchase Microsoft Office which comes bundled with Microsoft Excel and Microsoft Access - a spreadsheet and a database application - yet while many people have some familiarity with Microsoft Excel, Microsoft Access is rarely utilised. This course aims to explain in straightforward terms the concepts underlying both of these powerful pieces of software so that students can exploit them effectively for both their studies and future careers. It will investigate how to design and implement effective spreadsheet and database applications. Students should also be able to transfer these skills to other, similar spreadsheet and database packages. Students will be expected to have personal copies of Microsoft Excel and Microsoft Access on their own computers.

## 1.11 Is this course replacing an existing course? NO

- 1.12 Undergraduate
- 1.13 Elective
- 1.14 Program stage

General Education. First introduced 2005s1 if possible otherwise 2005s2.

## 1.15 Program/s in which course is be available

Usual programs where Engineering General Education courses are available.

## 1.16 Proposed teaching methods and assessment practices

2 hours per week of lectures (some sessions may be held in computing labs) 2 assignments (10% each) Final written exam

## 1.17 Assessment grades to be used

Full range of grades ie. HD, DN, CR, PS, FL

## **1.18 Mode of delivery** Internal

## 1.19 Information Technology Requirements for students

Limited access to CSE PC Lab with computers running Microsoft Excel and Microsoft Access will be provided to students. Students will be expected to own personal copies of this software on their own computers to complete the assignments and workbook activities.

## 1.20 Textbooks

The Microsoft Excel and Microsoft Access workbooks from one of the following series:

Gaskin, S., and Foster-Turben L.,, GO! SERIES, Pearson Education, 2004. Toliver, P., SELECT SERIES, Pearson Education, 2003. Grauer, R., and Beekman, G., EXPLORING SERIES, Pearson Education, 2004. Toliver, P., and Toliver, Y., ESSENTIALS SERIES, Pearson Education, 2004.

#### **1.21** Industrial experience component not applicable

## 2. **RESOURCE STATEMENT**

#### 2.1 Enrolments

Estimated or proposed enrolments for the next three years.

2005: 100

2006: 100

2007: 100

#### 2.2 Resource Requirements

#### **Staffing Requirements:**

Hours per week

Full-time Academic Staff: 2

Part-time Teaching Staff: 0

General Staff: 0

Field Costs: N/A

Studio/Laboratory Requirements: N/A

Materials Requirements: N/A

**Equipment Costs:** N/A

Computing Requirements: PC Lab running Microsoft Excel and Microsoft Access (currently available)

Library Requirements: Standard textbook requirements for a course of this size

Capital Funds Requirements: N/A

## 2.3 Servicing Implications: Not applicable

2.4 Teaching Arrangements:

(i) Will other units contribute on a regular basis to the teaching of this course? **NO** 

## Alternative Delivery Arrangements: Not applicable

**2.6** Details of Tuition Fees: Proposed fee: standard for an Engineering general education course of this type

# 3. AUTHORISATION

#### 3.1 University Librarian's Endorsement

I have examined the Library needs related to the above proposal and certify that existing Library holdings, staffing, services and accommodation are adequate / inadequate (delete one) to cover the demands that are inherent in it.

Appropriate arrangements for the use of digitised material to support this course have been made by the Course Authority with the University Librarian.

Further Comments:

University Librarian

/ /2004

## 3.2 Head of School's Approval

I have examined the resource implications of the above proposal in regard to staff, space, materials, equipment, capital funds, and computing, and certify that the School can cover the demands that are inherent in it.

Further Comments:

Head of School

/ /2004

## **3.3 Dean's Approval**

I have examined the resource implications of the above proposal in regard to staff, space, materials, equipment, capital funds, and computing, and certify that:

(*Tick whichever is applicable*)

- 3.3.1 (i) the proposal involves no additional resources. (A statement from the Head of School explaining how this can be achieved must be provided); or
  - (ii) the proposal involves additional resources and it is proposed to redeploy existing resources within the faculty. (A statement from the Head of School explaining how this will be achieved must be provided); or
  - (iii) the proposal involves additional resources to be obtained as set out below; or
  - (iv) the additional resources essential to bring the proposal into effect cannot be found within resources available to the faculty.
- 3.3.2 **Fees** (delete if not applicable):
  - a fee will not be charged for this program (other than HECS)
  - a fee will be charged for this program for local fee-paying students
  - a fee will be charged for international students

If a fee is to be charged the Dean certifies as follows:

I have ensured that the Vice-Chancellor has been advised of the proposed fee arrangements, and note that approval of fee arrangements is needed before the new program can be implemented.

3.3.3 the proposal conforms to the University's commitment to Equal Opportunity in Education.

Statement from Head of School on Source of Additional Resources and/or Further Comments:

Dean / /2004