# IT 315 Module Three Discussion Solution Submission Template

This template is a guide for you to organize your information. To complete it, **replace the bracketed text with the relevant information.** Some areas may be too large or too small for the information you’re inserting. Adjust the size of the areas as necessary.

**Name:** [Joseph Silva Jr]

**Date:** [01/21/21]

1. Using this class responsibility collaboration (CRC) card template, document each class you identified from the Courses and Classes Records Requirements Definitions document (linked in Module Three of your course). Refer to pages 172–175 in your textbook.

**CRC Card 1:**

|  |  |  |  |
| --- | --- | --- | --- |
| Front: | | | |
| Class Name:  [Class Records] | ID:  [1] | | Type:  [Concrete, Detail] |
| Description:  [A system that stores and allows access to class records] | | | Associated Use Cases:  [3] |
| Responsibilities:   * Store Records * Give Records’ Access to Staff member | | Collaborators:   * Class | |
| Back: | | | |
| Attributes:   * Course ID (text) * Begin Date (text) * End Date (text) * Type of Class (text) | | | |
| Relationships   * Generalization (a-kind-of):   [Class.]   * Aggregation (has-parts):   [Couse.]   * Other Associations:   [Staff] | | | |

**CRC Card 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| Front: | | | |
| Class Name:  [Course Records] | ID:  [2] | | Type:  [Concrete, Detail] |
| Description:  [A system that stores and allows access to course records] | | | Associated Use Cases:  [2] |
| Responsibilities:   * Store Records * Give Records’ Access to Staff member | | Collaborators:   * Course | |
| Back: | | | |
| Attributes:   * Course ID (text) * Course Name (text) * Credit Hours (text) * Description (text) | | | |
| Relationships   * Generalization (a-kind-of):   [Course.]   * Aggregation (has-parts):   [Insert information.]   * Other Associations:   [Staff] | | | |

**CRC Card 3:**

|  |  |  |  |
| --- | --- | --- | --- |
| Front: | | | |
| Class Name:  [Staff] | ID:  [3] | | Type:  [Concrete, Detail] |
| Description:  [A Staff Member that can access and edit records.] | | | Associated Use Cases:  [2] |
| Responsibilities:   * Able to Review Course Records. * Able to Edit Course Records. * Able to Add Course Records. * Able to Delete Course Records. * Able to Review Class Records. * Able to Edit Class Records. * Able to Add Class Records. * Able to Delete Class Records. | | Collaborators:   * Course * Class | |
| Back: | | | |
| Attributes:   * Name (text) * Employee ID (text) * Email (text) * Phone Number (text) * Department (text) | | | |
| Relationships   * Generalization (a-kind-of):   [Person]   * Aggregation (has-parts): * Other Associations:   [Class & Course] | | | |

1. Verify and validate your CRC cards and class diagram against your courses and classes records requirements definition:

The CRC cards has the front of the card displaying information such as: the Class Name, ID, Type, Description, Associated Cases, Responsibilities, and Collaborators. They have the back of the cards displaying information such as: Attributes and Relationships.

I compared the CRC cards to the CCR system guideline, and I believe they match each other. The two records systems and their CRC cards show the names and descriptions for these use cases. I showed that the Class CRC card has 3 associated cases, and the Course CRC card has 2 associated cases. The responsibilities for the records use cases are to store the records and to give records’ access to the staff member.

The attributes for the Class CRC card are the following: Course ID, Begin Date, End Date, and Class Type. The attributes for the Course CRC card are the following: Course ID, Course Name, Credit Hours, and Descriptions. The relationships for the class case were generalization was class because it could be set as a superclass in order to have subclasses for the type of classes such as online and in-person classes, aggregation was course case because a class case cannot be created without an associated course because the attribute of the course ID being used in the class case, and the other associations relationship was the staff because the staff is a person who can gain access to the class case and edit the information. The relationships for the course case were the following: generalization was course because it could be set as a superclass in order to have subclasses for the type of courses to inherit the attributes and the other associations relationship was the staff because the staff is a person who can gain access to the course case and edit the information.

The Staff responsibilities were able to gain access to both the course and class records in order to review and edit them. The attributes of the staff were personally created in order to show the staff member’s identify in order for the system to later identify when the records were accessed and possibly edited.

1. Explain your approach to the problem, the decisions you made to arrive at your solution, and how you completed it:

When it came to approaching these problems, I went back and forth between the book and the guidelines in order to make sure I had everything in order. When it came to collaborators and the responsibilities, I kept them in order to keep information being unorganized.

1. Reflect on this experience and the lessons you learned from it:

I learned about the different areas of a CRC card and how to approach creating one.