

2 Credit Individualized Graduate Continuing Education for Professional Educators Syllabus

**School of Education
University of St. Thomas
Minneapolis, Minnesota**

Mission Statement School of Education

Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Title: Microsoft Access XP, A Video Course

CTED586

Instructor

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What you will need:

A personal computer with Microsoft Access loaded.

What is provided in the course kit:

Registration and Evaluation materials.
Article reprints
Window Users: Training CDs for Access

What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Anoka, MN 55303)

Registration from each person in your group.
The training CDs
Article reprints
Completed Activities

Return to St. Thomas

Evaluation materials follow direction on form.

Course Description

Educators recognize that technology can create enriched learning environments, and that they can effectively enhance teaching and learning with innovative tools and resources. The tools and resources needed to integrate the technology into the curriculum are found in Microsoft Access help, the enclosed cd-roms and articles.

Microsoft Access XP is for the Windows environment. This course requires that you have the appropriate software for your operating system. The use of the help screens from within the software is your best resource for just that - help.

Goals and Objectives

Upon completion of the course participants will be able to:

Access Screen, Design Process, Table Views, Help System, Working With Records, Table Format, Printing Records, Creating Databases, Creating Tables, Field Properties, Lookup Field, Modify Fields

Import Data, Filtering Records, Create Queries, Query Criteria, Calculating Table Fields, Select Unique Items, Summary Calculations, Query Multi-Tables, Relating Tables, Crosstab Queries, Interactive Queries, Query A Query

Action Queries, Query Wizards, SQL, Analyze Tables, Performance, Documentation, Form Wizard, Custom Forms, Format Objects, Object Properties, Sections, Section Properties

Insert Graphic Objects, Calculating Form Fields, Data Validation, Tab Control Button, Tab Order, Advanced Form Formatting, Default Settings, Multi-Table Forms, Printing Forms, Create Option Buttons, Active X Objects, Command Buttons

Report Wizard, Group Reports, Query Based Reports, Create Blank Reports, Calculating In Reports, Grouping Options, Printing Reports, Mailing Labels, Chart Wizard, Export Data, Replication, Startup Options

Basic Macros, Advanced Macros, Organize Macros, Autoexec Macros, Key Assignments, Password Protection, Encrypt Database, Convert Macro To Module, VB-User Interaction, VB-Confirmation, VB-Object Interaction, VB-Export To Other Apps

Texts/Readings

The required reading/viewing is found in a set of 6 cd-roms and a series of article reprints (enclosed with syllabus):

Thell, R Access XP. CD-ROM. Ormond Beach: Florida Marketing International, Inc. (2001)

Participants will complete the readings and independent activities described below to achieve the course objectives.

Schedule of Readings, Topics, and Assignments

Reading Material	Packet 1 Topics & Assignments
<p>Read the enclosed articles</p>	<p>Topics: Technology challenges, paradigms, strategies and uses.</p> <p>Assignment 1: Read the six articles then discuss the opinions as it relates to your current school. Research an additional five sources and cite. In your discussion include:</p> <ul style="list-style-type: none"> • Uses of Access in your classroom. • Monitoring of student progress. • How technology impacts student learning. • Is technology worth the cost? <p>Outline your paper and label outline Label the paper Technology. Paper is eight pages in length, double spaced, size 12 font and Times New Roman. References are required.</p>

Reading Material	Packet 2 Topics & Assignments
<p>Watch Access videos, volume 1,2 and 3.</p> <p>In Microsoft Access, go to help type in topic and read articles for each topic listed.</p>	<p>Topics: Access Screen, Design Process, Table Views, Help System, Working With Records, Table Format, Printing Records, Creating Databases, Creating Tables, Field Properties, Lookup Field, Modify Fields, Import Data, Filtering Records, Create Queries, Query Criteria, Calculating Table Fields, Select Unique Items, Summary Calculations, Query Multi-Tables, Relating Tables, Crosstab Queries, Interactive Queries, Query A Query, Action Queries, Query Wizards, SQL, Analyze Tables, Performance, Documentation, Form Wizard, Custom Forms, Format Objects, Object Properties, Sections, Section Properties</p> <p>Assignments 2: Create the database as detailed in appendix one. Save the database as store. Perform the tasks:</p> <ul style="list-style-type: none"> • Print a report called Inventory Report. Show <i>Product ID, Description, On Hand and Cost</i>. Label Query 1. • Create and print a query for all items with a cost of less than \$10. Label Query 2 • Create and print a query for all items with a selling price greater than \$10 and more than 5 on hand. Label Query 3 • Join the tables and create and print a query which displays <i>Product Id, Description, Cost, Name and Phone Number</i>. Label Query 4 • Change Query 4 where the number on hand is less than 4. Print and label Query 5 • Remove the supplier table and create and print a query which shows the average selling price of all products. Label query 6. • Create and print a query that show the total cost of products in inventory. Label query 7. . The saved database must be turned in on a CD-ROM. No floppy disks accepted

Reading Material	Packet 2 Topics & Assignments, Continued
<p>In Microsoft Access, go to help type in topic and read articles for each topic listed.</p>	<p>Assignment 3: Open a new database and save it as Advisors. Create a hand written design (which will be turned in) of a database where you have two tables. Table one will contain student data, such as First Name, Last Name, Student ID, Grade, Advisor, Address etc. Table two will contain advisor information such as First Name, Last Name, Phone Number, Students served (by grade) etc. Create primary keys for both tables. Student table should have at least 15 records and Advisor table should have at least 4 records. Print a copy of each table. Create and print 6 queries for the two tables and label as 8 through 13. 3 of the queries must have the tables joined. A description of each query must be included in your hand written design. . The saved database must be turned in on a CD-ROM. No floppy disks accepted</p>

Reading Material	Packet 3 Topics & Assignments
<p>Watch Volume 4 and 5</p> <p>In Microsoft Access, go to help type in topic and read articles for each topic listed.</p>	<p>Topics: Insert Graphic Objects, Calculating Form Fields, Data Validation, Tab Control Button, Tab Order, Advanced Form Formatting, Default Settings, Multi-Table Forms, Printing Forms, Create Option Buttons, Active X Objects, Command Buttons, Report Wizard, Group Reports, Query Based Reports, Create Blank Reports, Calculating In Reports, Grouping Options, Printing Reports, Mailing Labels, Chart Wizard, Export Data, Replication, Startup Options</p> <p>Assignment 4 Your assignment is to create a database that the activities office can use to keep track of which students are in which activities. Create a hand written design (which includes all reports, forms, tables and queries) for the following: Student Table (25 records), Coaches/Advisors Table (5 records) and Activities table (25 records). The activities table should include fields such as: Student Names and ID's, Sport/Activity, Eligibility, Fees, Physical, Fees Owed, Coaches/Advisors, etc. Each table must have a primary key. Create a form to enter data into the Activities table To make entering data into the Activities table efficient, include Data Validation (with error messages if wrong data is entered) in at least two fields, at least one calculation, graphics, drop down boxes and formatting. Create and print two reports. The first report will show the roster for a sport/activity. The second report will show all ineligible students and reason why (Physical missing, fees not paid). Create and print 6 useful queries and label 14 to 19. 3 of which must be linked. The saved database must be turned in on a CD-ROM. No floppy disks accepted.</p>

Reading Material	Packet 4 Topics & Assignments
Watch Volume 6 In Microsoft Access, go to help type in topic and read articles for each topic listed.	Topics: Basic Macros, Advanced Macros, Organize Macros, Autoexec Macros, Key Assignments, Password Protection, Encrypt Database, Convert Macro To Module, VB-User Interaction, VB-Confirmation, VB-Object Interaction, VB-Export To Other Apps Assignment 5 After watching volume 6, pick one of the above topics and create a lesson plan to teach your students or staff on the use of your selected topic.

Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
20%	Assignment One:	Technology paper
20%	Assignment Two:	Store Database
15%	Assignment Three:	Advisors
25%	Assignment Four:	Activities
20%	Assignment Five:	Lesson Plan

Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C = 75-79 points

F = less than 75 points

I = Incomplete Work

American Disabilities Act

Accommodations will be provided for individuals with documented disabilities or special learning needs. Please contact the instructor for accommodations prior to the beginning of the course.

Registration Requirement

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term.

Request for Transcript

Do not request an official transcript from the University of St. Thomas until you receive an official grade report for this course or all courses you are taking in a term. Download an Official Transcript Request Form at www.stthomas.edu/registrar/forms/transcript.htm.

Tax Receipt:

A receipt for tax purposes is not provided by the University of St. Thomas. If you wish to receive a receipt for tax purposes, please request this with your registration confirmation packet.

Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course. Does not apply to courses offered in states other than Minnesota. (See <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>). **Licensure Competencies:**

Key:

Knowledge and understanding of the standard = **K**

Practice in applying the standard = **P**

Assessment/demonstration of attainment of the standard = **A**

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; (K)
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)
- D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K, P, A)
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K, P, A)
- I. monitor and adjust strategies in response to learner feedback; (K, P, A)
- J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K, P, A)
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K, P, A)
- L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)

Knowledge Base

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

References

Bailey, J (2002) Leadership and No Child Left Behind. Technology and Learning. Volume 22, Number 11.

Beckett, C, Marques-Chisholm, I and Wetzel, K (2003) Preparing Technology Competent Teachers: A Strategy for Multicultural Schools. The Journal. Volume 30, Number 11

Cerini, K (2002) Jumpstarting the work fore of tomorrow. (Not-for-Profits). Long Island Business News, Volume 49, Issue 11.

Dugger, W, Meade, S, Delany, L and Nichols, C (2003) Advancing Excellence in Technological Literacy. Phi Delta Kappa. Volume 85, Issue 4

Lewis, A (2004) Direct from Washington. Techdirections. Volume 62, Number 9

McCullen, C (2002) Preventing Digital Plagiarism. Technology and Learning. Volume 22, Number 9.

Tomlinson, H (2003) Educational PDA Games Engage Students, Teach Essential Language Skills. The Journal. Volume 31, Number 2.

Wong, W (2004) Applying Tech: Lights, Camera, Action. Edtech. Spring 2004

**Assignments and Materials are due by June 30th
(This is not a flexible deadline!)**

Appendix One

Structure of Product table

Field Name	Data Type	Field Size	Primary Key	Description
Product Id	Text	4	Yes	Product Id Number
Description	Text	20		Description of Product
On Hand	Number			# of Units on Hand
Cost	Currency			Cost of Product
Selling Price	Currency			Selling Price of Product
Supplier Code	Text	3		Code of Product Supplier

Data for Product table

Product Id	Description	On Hand	Cost	Selling Price	Supplier Code
KC01	Key Chains W/Logo	3	3	5	Max
KC02	Key Chain Personalized	5	5	10	Max
TS21	T-Shirt	8	10	15	Shi
SS23	Sweat Shirt	7	15	20	Shi
BB05	Baseball hat	8	12	16	Hat
BD05	Bandana	3	6	9	Hat
VS07	Visor	4	7	11	Hat
SP03	Sweat Pants	2	17	20	Shi
Sh22	Shorts	4	8	12	Shi
CS32	Cling Sticker	12	2	4	Max

Structure for Supplier Table

Field Name	Data Type	Field Size	Primary Key	Description
Supplier Code	Text	2	Yes	Supplier Code
Supplier Name	Text	10		Supplier Name
Address	Text	20		Street Address
City	Text	20		City
State	Text	2		State
Zip Code	Text	5		Zip code
Phone Number	Text	12		999-999-9999 version

Data for Supplier Table

Supplier Code	Name	Address	City	State	Zip Code	Telephone Number
Max	Max's Trinkets	101 First Ave	Anoka	MN	55303	763-555-1023
Shi	Shirts and Stuff	5730 Elm St	Anoka	MN	55303	763-555-2039
Hat	Hats and More	3340 State St	Anoka	MN	55303	763-555-2123