Mission Valley ROP

Wednesday, April 22, 2009

3:30 p.m. Governing Council Meeting

MVROP Board Room

(510) 657-1865 Ext. 15141

Agenda

Regular Meeting of the Governing Council
Mission Valley Regional Occupational Program/Center
ROP Board Room
Wednesday, April 22, 2009

Call to order _____p.m.

Pledge of Allegiance

Roll Call:

_____ Ray Rodriguez, President
_____ Kevin Harper, Vice President
_____ Larry Sweeney, Clerk
_____ Alternate Board Members

Approval of Agenda:

Motion: _____
Second: _____
Vote: _____

Communication:

a. Items from the Staff
b. Oral Communication
Presentation by EKG Instructor Dr. Dhana Uppula
c. Written Communication
- *"Where career goals are taking shape" Argus Article, March 15, 2009*
d. Items from the Board
e. Public Comment
- Blue Speaker Card – Items on the agenda
- Green Speaker Card – Items not on the agenda

Consent Calendar:

a. Minutes:
Approve minutes from Governing Council Meeting on March 18, 2009

b. Business and Finance:

B&F#1	Approve Purchase Orders over $5,000
B&F#2	Approve Warrants $5,000 and above
B&F#3	Adopt Resolution Number 17-0809 Increase to Income Carl Perkins Vocational Education Grant, Section 132

c. Curriculum and Instruction:

C&I#1	Fashion Merchandising & Interior Design Fieldtrip, Los Angeles, California

d. Employment and Personnel:
E&P#1 Approve Report of Classified Personnel Actions

End of Consent Calendar:

Motion: _____
Second: _____
Vote: _____

Board comments on Consent Calendar:

_____
_____
_____
_____

Board of Education #1 **Information/ Action**

Approve CTE Plan

Motion: _____
Second: _____
Vote: _____

Board Requests

Meeting adjourned _____pm

Communication

Where career goals are taking shape



MIKE LUCAS/STAFF

IRVINGTON HIGH SCHOOL teacher Amberlee Avina instructs students Alex Magana, left, and David Vallejo about the skeletal system during a SHAPE Academy class Friday in Fremont. Student Nicholas Marino, below, talks about how the Academy steers students toward careers in the health profession.

The Argus, March 15, 2009, A3



Fremont academy keeping students engaged in school

By Linh Tat
STAFF WRITER

FREMONT

FOOTBALL and baseball player Nicholas Marino knows all about injuries, having hurt his shoulders and knees on more than one occasion. Because he studied sports therapy last year, the 16-year-old Irvington High sophomore at least understands what's required to repair his body in such instances.

"I once had a knee problem, and I knew what to do. I didn't panic," said Marino, who also helps tape some of his teammates' ankles to prevent injuries on the field.

As one of about 150 students in Irvington's Science, Health, Athletics and Physical Education Academy — better known as SHAPE — Marino learns some of the same skills practiced by physical therapists, fitness trainers and dietitians in the professional world.

The 2-year-old academy, while not necessarily a good fit for every student, draws interest from students of all backgrounds — from

See ACADEMY, Page 4

A couple of people were angry, really angry, at the mere use of the word at all in conjunction with mathematics and pointed that my article surely would drive young children away from studying math by making it seem uncool.

I didn't see how I could single-handedly drive kids away from math. (From reading and writing, yes. But not math.) If anything, I figured they would strive not to be like me, ditch their skateboards and feverishly sign up for calculus.

So I was rather surprised by these responses, a) because I thought nerds were supposed to be cool these days since they've ruling the world and all (you've heard of the likes of Barak Obama, Steve Jobs and Bill Gates, although Gates' releasing-mosquitos-at-a-tech-conference stunt may have sent him over the edge from nerdy to Joaquin Phoenix-style wacko doodle-dip).

And, b) I am one of you.

Yes, I consider myself a nerd. Not on the level of the aforementioned nerds, of course. But when you

Yes, profusely dork, in the sense that nerds usually are considered super-intellectual and know real stuff, while dorks are kind of just gunthalls or dress up in medieval armor and go to the "Ren Faire" (my husband).

Or maybe that's a geek. Clearly it's a fine line, the ratio of the segment of the length of which can probably be calculated to the 42,437th digit. Plus a couple of coconuts.

So having opened up this can of Acanthocephala, I made some inquiries. I spoke with so-called and often self-described nerds/geeks/dorks, as well as alleged cool people, but often the twain did meet. At first, it seemed that "geek" was the more accepted term, often serving as a badge of honor, i.e. The Geek Squad tech-support company, and the empowering "geek chic" phrase. But this theory was relative and did not always hold true.

"I believe I am a nerd," said a friend of a friend. "Particularly given the etymology of the term geek, since geeks. And the term is derived from Seuss."

Indeed, nerd is apparently from Dr. Seuss' 1950 book "If I Ran the Zoo," in which the narrator says he would collect "a Nerkle, a Nerd, and a Seersucker too" for his imaginary zoo. So if it's Dr. Seuss, it has to be cool, right?

Our beloved IT guru here at Bay Area News Group said he did not think nerd was a derogatory term these days but did quickly distance himself from the title.

"I used to be a nerd when I was really into computers at home a few years ago," he said. "Now I'm pretty sick of 'em, so I'm not a nerd anymore."

MIT professor Gerald Sussman was quoted in The New York Times several years ago saying, "I want every child to turn into a nerd — where that means someone who prefers studying and learning to competing for social dominance, which can unfortunately cause the downward spiral into social rejection."

books and we play cards and do The Guardian (newspaper) crossword."

And come on. The Force was supposed to be cool? Jumping the shark? Dork.

Hipschman prefers the term "geek" and refers to Pi Day as a "geek holiday."

"Geeks, dorks, nerds. I don't know if my fellow geeks would agree, but I feel that geek is more 'owned' by the community to which it refers than nerd. Like 'gay' has been owned by the gay community," he said.

I'm still confused, but maybe it's like blondes being able to make blonde jokes, but we don't like it when others do. Although we usually don't get the joke, even if we make it ourselves. D'OH! (Now fellow blondes, you really don't want to be sending me hate mail about this. The laptop will only get stuck in the mailbox.)

Reach Angela Hill at ahill@bayareanewsgroup.com.

in guiding students.

Tennyson High's academies, for example, require that all junior students find a summer internship.

Aside from students gaining valuable insight into possible career paths through internships and mentoring, educators are also hoping the local community benefits as well.

"We want area professionals to come in and help train students in a career," Livesay said. "That way, students can see the importance of keeping the local community going and not have to feel like they have to flee it."

While educators continue to develop new strategies to prepare students for life after high school, some said the recent trend in career education has helped shed light on an important issue.

"High schools are grappling with relevant teaching," said Amy Portado, San Leandro High School principal. "In order for students to be competitive when they leave here, we need to address that issue with greater urgency."

Specialized academies and small-learning communities, Portado said, are just the start.



Academy

FROM PAGE 1

the overachievers to those with clear plans to enter the health profession to students still figuring out their career paths.

Students in the academy take four classes each year of high school that emphasize knowledge in the areas of health and science. The classes are multidisciplinary. For example, in an English class for SHAPE students, a teacher might incorporate medical terms into the vocabulary. In history, the teacher will go over the history of medicine.

And in physical education, students not only would perform the same activities as they would in regular P.E. classes, such as jumping rope, but they would discuss the benefits of a cardiovascular workout and eventually design their own fitness program.

Because students in the academy take the same four classes together, they quickly build relationships with each other.

"SHAPE is more like a family. Another class I have that's not (part of) SHAPE, it's not as fun. You don't know everybody," said freshman Deanna Farley, 14, who hopes someday to work in the public health sector, addressing issues of teen pregnancy and drug addiction.

SHAPE coordinator Amberlee Arima said the specialized studies offered in academies keeps students who "otherwise might get lost in the system" engaged in school.

"We're giving these kids skills that show them learning is fun and skills that are applicable to future jobs," she said.

The curriculum is designed with plenty of hands-on activities, quarterly field trips and frequent guest speakers. Students also have opportunities to do job shadowing, and program coordinators are hoping to partner with businesses to provide internships in the future.

The goal of the program is to prepare students for jobs in health-related fields, whether they go directly into the workforce after high school or to college.

Marino, who is considering becoming an orthopedic surgeon or fitness trainer, believes the classes will provide him with a solid background in health sciences before he enters college.

"If I come to school every day and come to these classes, I'd be that much more prepared. I'll be a step ahead of other students," he said.

Linh Tat covers education and Union City. Reach her at 510-353-7010 or ltat@bayareanewsgroup.com. Read her blog at www.insduce.com/linh/tatest.





Consent Calendar

Minutes

Regular meeting of the Governing Council
Mission Valley Regional Occupational Center/ Program
Wednesday, March 18, 2009

Vice President Kevin Harper called the meeting to order at 3:39pm.

Present: Larry Sweeney, Clerk
Kevin Harper, Vice President
Nancy Thomas, Alternate

Approval of Agenda:

Member Larry Sweeney made a motion to approve all items on the March agenda. Member Nancy Thomas made a second to approve the motion. Members voted 3-0 to approve all items on the agenda.

Communication:

a. **Items from Staff:**

Report from Superintendent Charles Brown:
CAROCP Legislative Forum

Superintendent Brown shared that he, Ms. Adams, and Ray Rodriguez, had recently attended the CAROCP Legislative Forum. This was a chance to hear more about the state budget, hear from lobbyists about what the legislative priorities are, and visit legislators. They also heard more from the LAO's estimation on the additional $8 billion state deficit. Attendees also heard more about what might be coming from the Federal Stimulus package for school districts. Superintendent Brown shared a sheet listing the main three CAROCP legislative priorities. Removing regional occupational center and programs from the categorical flexibility provisions of the recent budget package is the first goal. Member Thomas inquired whether MVROP was considered tier two or three. Superintendent Brown answered that MVROP is categorized as tier three but the goal is to be changed to a tier two status. Mr. Brown also pointed out that any cuts imposed on ROCPs need to be allocated as reductions to the ADA caps and not from revenue limit. This would take place as part of a clean-up bill. Currently, it has a 50% support rate. It is estimated that it will be another three months before the final outcome results.

Secondly, allocate the Federal Stimulus dollars in a manner to minimize the budget cuts to ROCPs. The message here is whatever percentage of Stimulus dollars got to districts should mirror the percentage allocated to ROCPs. Out of the total $5.9 billion dollars being given to the State, $4.9 billion is earmarked to go towards education

Also, ROCPS are requesting for legislators to support the ROCP Sponsored Legislation- AB 673 (Carter) and SB 640 (Hancock). These are technical bills that will help address negative growth issues and clean-up language in prior legislation that hurts implementation. Overall,

legislators were very supportive and apologetic about the recent cuts to education.

Donation of Fire Engine
Last Thursday the City of Newark donated the use of a fire engine to the MVROP Fire Science program. It came just in time as the MVROP engine had broken down that very morning. Chief Demetrius Schaeffer and Deputy Chief Camenada were present at the ceremony to present the engine. This is a very valuable partnership for the Fire Science program. The hope is that our students will then become part of their future employees. "I am pleased to say that we have an excellent relationship with our local three local Fire Departments as well as the San Francisco Paramedics Association," said Superintendent Brown In fact, it turns out that MVROP is expecting to receive an engine from the Fremont Fire Department as well.

California Partnership Academies
Superintendent Brown shared that MVROP has been working closely with Kennedy High on their California Partnership Academy relating to Green Technology. At the same time we have a proposed project with FUSD in partnership with Chevron to solarize about 14 campuses, including MVROP. It will consist of shade canopies covering the parking lot areas. As part of this agreement, there is a required educational component. Tom Hansen and Superintendent Brown recently met with Chevron to present a 9-12th grade curriculum component to their existing educational program. At present, they have only explored grades 4-6 curriculum. MVROP and KHS would like to have a survey course at the sophomore level possibly titled "Alternative Energy." In addition, MVROP would like to see the development of green construction methodology and possibly a green auto technology program as well. MVROP and KHS are seeking to have these courses articulate with Ohlone College's program. It is estimated that $25,000 would be needed to start and maintain this green technology pathway. We also asked that Chevron provide a person to be active in the process.

Member Thomas inquired as to whether ROCPs can apply for the Partnership Academies. Mr. Brown responded that ROCPs cannot be the lone applicant, but a partnership with another high school.

Member Thomas mentioned that Newark Memorial High has a Media Academy and that she had never heard of MVROP being a partner in the program. Mr. Brown stated that Newark Memorial High did not involve MVROP in the planning or development of their Arts and Media Academy. Member Thomas suggested that a possible partnership be established between the Newark Memorial High Media Academy and MVROP be explored. Ms. Adams notified Ms. Thomas that she had recently had a meeting with Pam Comfort, about this very subject. MVROP would love to partner on this venture. Unfortunately, Kevin

Harrigan was unable to make the meeting. Pam is new to the ROCP process and is not looking to see if there is a new CPA grant or application.

Member Sweeney inquired as to how much the grant would be from Chevron. Mr. Brown answered that the CPA grant would be $350,000. What we really are looking for is for Chevron to help fund the MVROP/ Kennedy High partnership.
Member Sweeney went on to say that this is a very big project that would total $75 million. It is a strategy to create savings of $1million over the next six years. However this does not make fiscal sense. Chevron has the tax incentive to set up a loan with Bank of America. At the 6th year, the school district would have to take out a bond for the $75 million. At that point you would be asking for voters to approve a $75 million bond for solar panels that had been in place for six years with a total lifespan of 30 years. That is a pretty difficult sell. This is what FUSD last told Chevron. They are happy about the goal of the project, but it has to make fiscal sense. It is especially important in this economic climate.

Superintendent Brown stated that the proposed project with FUSD is not tied with the Green technology Program that Kennedy High and MVROP are proposing. The solar canopy project with FUSD was merely a way to get a dialogue moving with Chevron. Chevron needs to show a partnership with education, which they currently do not have.

Member Sweeney also cautioned Mr. Brown to take into account the difficult task of protection from theft, vandalism, and maintenance. Mr. Brown agreed and said that steps would be taken to take everything into account. Mr. Brown finished in saying that this could be an excellent partnership.

Multimedia Fest
A small video presentation of the MVROP Multimedia Festival winners was shown to the Governing Board. The event took place on February 26, 2009 at Logan High's Little Theatre. Ms. Aldinger shared that the winners being shown to the board were chosen by the audience at the event. There was quite a large turnout and overall was very successful. Member Harper thanked the MVROP administration for the Multimedia Fest winner presentation.

MVROP Events
Ms Aldinger shared that MVROP would be having its annual Fashion Show on Sunday March 29th at the Newark Hilton Hotel. This year's show is titled "Revival Rhapsody." It is yet another example of how programs collaborate together on large scale projects and events. This show is a combination of work from the Fashion Merchandising and Interior Design programs, the Arts and Media program, the DECA/ Marketing program. Students create their own clothing and are models as well.

Ms. Aldinger shared that MVROP would be taking part in the Newark Jr. High Career Day. It will be taking place on Friday, March 20, 2009 from 11am to 1pm. It is an excellent way for students to learn about the courses that they can take in high school. Many get very excited when they learn that we are not a college and that they can take our courses when they attend high school.

c. Written Communication

Member Harper inquired about the Alameda County Office of Education letter regarding deficit spending. The letter approves MVROP but recommends that the $50,000 that we are currently using out of unrestricted resources be covered in some other manner. Ms. dela Cruz responded that this was in reference to unrestricted lottery money. She informed the Board that the only way to spend the money is deficit spending because of our carryover. Member Harper inquired that even though they are recommending that we cover it, MVROP has opted not to. He also asked whether there were any ramifications to this decision. Ms. dela Cruz answered that this was correct and that there were no ramifications. Member Harper then referred to the second page, second paragraph of the letter that covers the importance of reserves. He then inquired about the status of the MVROP reserve policy conversation. Superintendent Brown responded that ongoing research on policies from other districts and other levels of education are taking place. In light of the recent budget issues, and with the new recommendations today to utilize reserves which would bring them to their required minimum level, creating a reserve policy has not been the most urgent priority.

Member Harper then thanked Superintendent Brown for hosting a tour for Mr. Harper and New Haven Unified School District Superintendent McVeigh at the ROP Center. She was very impressed with the campus and the programs. Even though not many Logan students come to the Center site, this hopefully will change in the future. Overall, they were both impressed.

d. Items from the Board:

None

e. Public Comment

None

Consent Calendar:

Member Harper mentioned that he would like to point out that he wanted the minutes to reflect a specific government website that can be a useful reference for the ongoing reserve policy research. The website is the Government Finance Officers Association. The web address is gfoa.org. They provide a recommended set of practices and guidelines.

Member Thomas wanted to clarify further on a comment that Member Rodriguez made in the past meeting referencing NUSD's bond money. In all actuality it is not bond money but tax override money. Now, to compensate for the cuts to education, NUSD is now dipping a little bit into their Fund 53 Tax Override account.

Member Harper then inquired about B&F item # 3 (page 25 of the board packet.) He asked for clarification on whether MVROP was reducing the revenue limit dollars in this budget and if this meant MVROP was now eating into restricted dollars. Ms. dela Cruz responded that this was in reference to restricted monies, specifically, the general fund. Most of the ROP's funds are considered restricted. Member Harper asked if this amount was reflected in the 2nd Interim Report. Ms. dela Cruz answered that it was and would be discussed shortly.

Member Kevin Harper made a motion to approve the February minutes in the Consent Calendar. Member Nancy Thomas made a second to approve the motion. Members voted 3-0 to approve the February minutes in the Consent Calendar.

Member Nancy Thomas made a motion to approve items B, C, D in the Consent Calendar. Member Larry Sweeney made a second to approve the motion. Members voted 3-0 to approve items B, C, D in the Consent Calendar.

Business and Finance #1 **Approve Revised Budget Plan for 2008-9, 2009-10 and 2010-11**

Superintendent Brown shared with the Board that the staff recommendation of the revised budget plan is based off of the figures from the new February budget. This recommended plan has been reviewed and approved by the MVROP Budget Advisory Committee which is made up of instructors, classified staff, and administrators.

Ms. dela Cruz shared that on March 19, 2008, the Board approved a plan to balance the 2008-9 budget which included the implementation of a mid-year budget freeze in 2007-8 to increase ending balances and budget cuts in 2008-9 to instructional materials, supplies and services. On January 10, 2009, Governor Schwarzenegger presented his 2009-10 Budget proposal. The Governor's budget includes no COLA for Regional Occupational Center/ Programs.

The Budget Advisory Committee met on February 3, 2009 to review current year 2008-9 budget and the proposed 2009-10 budget. The projected revenue shortfall for 2009-10 was $879,791. The plan was approved pending State Budget enactment.

As of February 20, 2009, the State approved a budget. The Budget Advisory Committee met on February 25, 2009 to review current year 2008-09 budget and the proposed 2009-10, 2010-11 budgets. In light of the recent cuts, new plans for these years have been created. The State budget includes a 15.4% midyear cut to ROP's in the current year 2008-9. Fortunately, MVROP received excess property tax income that helped offset midyear cuts totaling $1.3 million. A total of $941,000 was saved as a result of the budget freeze implemented in 2007-8 school year. Now with the midyear cut, MVROP is now in deficit $364,270. We are looking to balance that with the reserves for economic

uncertainty which has a balance of 14%. After the funds are utilized, it will have a balance of 8%, which is still above the required 3%. Member Thomas inquired as to whether MVROP is on track to saving the $941,000 to which Ms. dela Cruz responded yes.

An additional 4.5% cut to the 2009-10 budget will also take place. The total cuts for the 2009-10 school year total $1.4 million. Our revenue for next year will be $6,949,491. When considering current expenditures, the total deficit for 2009-10 is $1.3 million. Our plan is to continue ongoing cuts of $280,000. MVROP is transitioning the HVAC and adult health classes to fee-based courses in 2009-10. This will cover 3.88 FTE's. However, MVROP is adding a biotechnology program which will add 1.2 FTE. We are eliminating the cosmetology program, reducing our contracted services, reducing and/or eliminating our buses, utilizing our lottery reserves, and bringing our reserves for economic uncertainty from 8% to 3%.

Superintendent Brown stated that he had heard from an earlier meeting that day, that the elimination of buses would impact the attendance in courses. Ms. dela Cruz said that this line item may change as MVROP is looking to have a more positive balance than originally estimated. This is due to the increase in revenue from the adult courses which are fee based in addition to the savings that our programs have achieved this year.

Member Thomas inquired how students get to the ROP Center to which Mr. Brown responded that there are a number of high school students that are provided busing during the middle of the day. There is a 9:20a.m. bus that brings students back to the high school campuses, there is a 12:45p.m. bus that brings students to the Center and one at 2:45p.m. that brings students back to their home campuses. Adults are responsible for their own transportation.

The 2010-11 MVROP budget includes .7% COLA and continued cuts from 2008-9 and 2009-10 leaving revenue totals at $7 million. Expenditures would total $8.5 million leaving a total deficit balance of $1,557,000 million. In order to balance that year MVROP plans to: reduce adult programs 2.4 Certificated FTE, enact a step & column freeze, reduce materials and supplies 5%, reduce Lottery Carryover Reserves to a zero balance, and reduce DSP Carryover Reserves to a zero balance. This would save a total of $1,557,000 therefore balancing the 2010-11 budget.

Member Sweeney inquired if MVROP would suffer any exposure from COBRA. Ms. dela Cruz said that MVROP could be affected. She went on to say that MVROP would ask for a check from the eligible employees to cover their 35% share. Retirees follow the same process. This may affect some temporary employees.

Superintendent Brown shared that MVROP would have a very tough time with any additional cuts in the future. He pointed out that MVROP had built a sizable reserve which will be drained due to the cuts recently received from this State budget. MVROP has tried to stay away from cutting the high school programs. However, should there be future cuts, MVROP will have no choice.

Member Sweeney responded that the cut to the cosmetology program really hurt. Mr. Brown responded that this has been a 30 year relationship that has worked well. Unfortunately, there was no way to keep the program.

Member Harper inquired as to whether we really wanted to go down to the minimum 3% reserve balance. If there was an MVROP reserve policy he would be asking what the worst case scenario is, because that is what reserves are for; the perfect storm. Are we as aggressive as we can be at this point? The indication is that things can get worse. Mr. Brown responded that this is the worst case scenario that we have been preparing for. It is unfortunate that there are many programs in the state that could be cut before cutting education for the children. It is unfortunate that the legislators have chosen to do otherwise. It is to the point where you cannot plan anymore because things are changing so much in Sacramento. Member Sweeney agreed that MVROP has always functioned very conservatively and have been hit very hard. They also have utilized valuable partnerships and have been very creative with the school's programs. The best case scenario is that we receive Stimulus money. Ms. dela Cruz stated that even though we do not have a reserve policy, we have always functioned under the understanding to continuously build the reserve. Member Sweeney echoed these sentiments. Member Harper stated that it seems that there is a consensus that MVROP is doing everything it can.

Member Harper inquired about the balance reduction on page 26. Ms. dela Cruz responded that it would show in the 2nd Interim Report and that without these cuts, there would not be a positive certification.

Member Thomas inquired whether there is a prioritization as funds are restored? Ms. dela Cruz answered that usually staff is replaced/ brought back depending on the status of the programs. Member Harper then inquired why there is both a savings and a cost for the adult programs. Ms. dela Cruz stated that there is a savings because MVROP does not collect ADA and instead requires course fees. There is a cost because MVROP pays the instructor's salary and benefits. The fees help offset these costs. Member Thomas inquired if MVROP has been able to predict what kind of affect the fees have had on adult enrollment. Superintendent Brown responded that there is no way to predict enrollment. However, our EKG class had increased enrollment this registration period even though the fees had increased. We usually plan for 40% overhead and cost recovery. This does not mean this will happen every registration period, but it is a good sign. We are still much less expensive than majority of the private schools in this area.

Member Larry Sweeney made a motion to approve the Revised Budget Plan for 2008-9, 2009-10 and 2010-11. Member Nancy Thomas made a second to the motion. Members voted 3-0 to approve the Revised Budget Plan for 2008-9, 2009-10 and 2010-11.

Business and Finance #2 **Approve Certification of Second Interim Financial Report**

The District is required to certify to the State twice a year as to the fiscal stability of the District. These certifications are based upon financial data as of October 31 and January 31 and are termed, respectively, the First Interim and Second Interim Financial Reports.

The Certification of Financial Condition may take one of three forms: positive certification, qualified certification, and negative certification.

The Second Interim Financial Report reviews the financial condition of Mission Valley ROP for the period of July 1, 2008 thru January 31, 2009. The report includes an analysis of the current budget and projections for the next two subsequent fiscal years. Mission Valley ROP must also certify whether it will be able or unable to meet its financial obligations for the current year and the next two subsequent years.

Projected revenues for the year are $7,977,196 which is based on the budget that was enacted on February 20, 2009. This includes no COLA and the 15.4% midyear cut to ROP's. It also includes excess property tax revenues of $645,241 which was part of the recently released annual apportionment for 2007-8. Overall revenues are $624,841 (7.3%) less than first interim projections.

Our ADA has also changed since 1st interim. Our CAP is based on last year's base plus growth. For the 1st interim we were expecting a CAP of 2,137 and now we received excess growth which gives us an additional 16 ADA totaling 2,154. Member Harper inquired about what happens when MVROP goes over CAP. How much does it cost? Superintendent Brown responded that it depends on a few different factors. These include: growth and Calworks. Last year we received funding for 300 excess ADA. It is a prorated amount. Member Harper inquired what the optimum number of students was. Ms. dela Cruz responded that MVROP projects based on 22 students, but this year it was more like 25. This last year some classes were at 28 to 32 students. Some schools overload ROP classes and we have dealt with that before. We eventually get the classes reduced to a smaller size. The classes on campus tend to have larger sizes than those on the ROP Center campus. Mr. Brown added that it is best to operate 80 to 90 ADA over CAP. Member Harper questioned why would it be more efficient to operate 10 over. Mr. Brown responded to get the most out of funding we need to maintain that buffer. Mr. Brown added that as of February 20th, the base for the dollars for categorical flexibility were supposed to be based on 2008-9 but they won't know what the actual ADA for 2008-9 is until February 2010. They just recently changed the base amounts via legislation to the 2007-8 school year. Therefore the base amount, if we stay in the categorical list, for the next four years will be the 2,124 ADA base. FUSD has the total bulk of ADA at 1,429, NUSD is at 354 ADA, and NHUSD totaled 489 ADA as of P1 for 2008-9. We are currently 119 over CAP. Last year we received funding for an excess 300 ADA. Unfortunately, that excess is just not funded at the same level. Next year we will not have cosmetology. This accounts for a large portion of our ADA.

Member Sweeney commented that he appreciated Superintendent Brown meeting with Superintendent Werner to discuss FTEs for the high schools.

Projected total expenditures are $8,308,834. This is $42,021 (0.51%) more than 1st Interim. Although the budget enacted on February 20, 2009 included a 15.4% midyear cut to revenues, expenditures were not reduced at the same level. The revenue shortfall will be covered by reserves for economic uncertainties.

Employee salaries and benefits remain the same at 2nd Interim. Salaries and benefits

represent 82% of total expenditures including contracted employees from Fremont, New Haven and Newark School Districts. Mr. Brown added that employees at school districts salaries are higher than those of ROPs.

The ending balance of revenues over expenditures is projected to end in a deficit of $331,638. This is a decrease of $666,862 from 1st interim and reduces the ending fund balance to $4,176,972. Capital Outlay reserves were reduced by $131,737 to cover Proposition 1D project expenditures. Reserves for economic uncertainties will be reduced by $535,125 to cover the deficit and the impact of the midyear cut. This brings reserves for economic uncertainties down from 14% to 8% of total expenditures. The required minimum reserve for economic uncertainties is 3%.

The standard for salaries and benefits is based on a ratio that compares total salaries and benefits to total expenditures. The historical average ratio for Mission Valley ROP for the past 3 years (2005-06 to 2007-08) has been 60%. The standard test compares the current year ratio and the next two years which should be within 3% of this average. The projected ratio for the current year is 65% and 75% for the next two subsequent years. This is higher than the standard and, therefore, the standard "not met". Ratios are higher because total expenditures have been reduced but not in salaries and benefits.

The standard test for changes in other revenues and expenditures must be within 5%. Due to the 15.4% midyear cut in 2008-09 and the additional 4.5% cut in 2009-10, the impact to revenues and expenditures exceed the 5% standard. The test for deficit spending compares the deficit spending levels to the standard deficit spending percentage levels. The standard percentage level, based on one-third of available reserves designated for economic uncertainties, is 2.6% for the current year, and 1% for the next two subsequent years. The projected deficit spending levels for the current year and the next two subsequent years are higher than the standard (4% for the current year, 6.7% for the next year, and 3.1% for the second subsequent year). Mission Valley ROP reserves include lottery and DSP (Direct Support Professionals Training) carryover. These components will be used to balance the budget in addition to reserves for economic uncertainties.

Based upon current projections, Mission Valley ROP will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years. Mission Valley ROP is, therefore, able to make a Positive Certification in this Second Interim Financial Report.

Member Nancy Thomas made a motion to approve the Certification of Second Interim Financial Report. Member Larry Sweeney made a second to the motion. Members voted 3-0 to approve the Certification of Second Interim Financial Report.

Board Requests:
None

The meeting was adjourned to Closed Session at 5:38pm.

The meeting was reconvened to Open Session at 5:55pm.

Member Thomas made a motion to extend the existing Contract of the Superintendent through June 30, 2010. All terms will remain the same. Member Sweeney made a second to the motion. Members voted 3-0 to extend the existing Contract of the Superintendent through June 30, 2010.

The meeting was adjourned at 5:56pm.

_____
Ray Rodriguez, President

_____
Kevin Harper, Vice President

_____
Larry Sweeney, Clerk



Business and Finance

MISSION VALLEY ROP

PURCHASE ORDER REPORT
BOARD MEETING
April 22, 2009
PO Period: 3/3/09-4/6/09
AGENDA ITEM - B&F #1
PURCHASE ORDER'S OVER $5000

PO NUMBER	VENDOR NAME & ACCOUNT CODE	DESCRIPTION	AMOUNT
906285	Ingersoll Rand 81-6355-0-6999-8201-4410-660-6355	Security Cameras	$ 6,385.74
906292	Newark Unified School District 81-6350-0-6999-2101-5830-660-6008 81-6350-0-6999-3111-5830-660-6008	Contracted Services Career Tech and Administrator	$ 58,383.51
906366	New Haven Unified School District 81-6350-0-6999-1001-5830-660-6007 81-6350-0-6999-2101-5830-660-6007 81-6350-0-6999-3111-5830-660-6007	Contracted Services Instructors, Career Tech and Administrator	$ 489,125.20
906685	Vavrinek, Trine Day & Co 81-6350-0-6999-7150-5820-660-6013	Audit Services	$ 14,800.00
906784	Construction Cost Management Service 81-6350-0-6999-8501-6271-661-6410 81-6350-0-6999-8501-6271-661-6420	Consultant Services Prop 1D Projects	$ 8,500.00
907459	JM Stewart Corp 81-6350-0-6999-2701-6410-675-6013	Marquee Software	$ 5,437.50
907549	Sargent Welch/Cenco 81-6355-0-6999-1001-4310-660-6355 81-6355-0-6999-1001-4410-660-6355	Materials & Supplies Biotech Program	$ 20,000.00

Mission Valley ROP
Warrants $5,000 and above
Fiscal Year 08-09

B&F #2
April 22, 2009

Date	Warrant #	Vendor	Purpose	Amount	PO number
3/10/09	856861	Arnold Beauty Colleges	Contracted instruction for ROP students	$ 46,866.38	901665
3/10/09	856659	New Haven USD	Payroll Reimbursement	$152,278.06	906366
3/10/09	856660	Newark USD	Payroll Reimbursement	$ 37,107.64	906292
3/10/09	856661	PG&E	Electricity - monthly bill	$ 5,789.13	
3/10/09	856664	SF Paramedics Association	EMT MOU	$ 18,943.91	902181
3/17/09	857181	Arnold Beauty Colleges	Contracted instruction for ROP students	$ 45,875.87	901665
3/18/09	TF 900583	FUSD	Busing - February 2009	$ 13,132.35	
3/25/09	857470	Computer Pro	Laptops for Science Lab	$ 12,749.20	906013
3/25/09	857329	Geotechnical Engineering	Supplement to Geotech Report	$ 6,500.00	906783
4/1/09	TF 900823	FUSD	Lease - 3rd and 4th quarters	$113,850.00	
4/1/09	TF 900823	FUSD	Services Agreement - 3rd and 4th qtrs	$108,130.00	

_____ Information
__X__ Action
_____ Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM
BOARD OF EDUCATION

A G E N D A I T E M

B&F #3

DATE OF BOARD MEETING: April 22, 2009

TITLE: Adopt Resolution No. 17-0809
Increase to Income
Carl Perkins Vocational Education Grant, Section 132

Background:

At the time of the final budget adoption the ROP budgeted Carl Perkins Grant income based on prior year's allocation of $21,726.

Current Status:

On February 5, 2009, the State Department of Education issued the final allocations for the 2008-09 Carl Perkins Grant. The allocation has been increased to $22,358.

Recommendation:

Staff recommends adoption of resolution number 17-0809 authorizing the increase to income.

Marie dela Cruz, 657-1865	ROP Center	Bus. Svcs.	Charles Brown
Staff Contact Person	**Department**	**Division**	**Superintendent**

Based on Form J-62
State Department of Education

District Request No.17-0809
B&F #3

FOR MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

Sheila Jordan
County Superintendent of Schools
313 West Winton Avenue
Hayward, CA 94544-1198

Fremont, California

Date: April 22, 2009

Pursuant to the provision of the Education Code Section 42600, we, the undersigned, constituting a majority of the members of the governing board of the above-named district, do hereby transmit this resolution requesting an increase in income of said school district for the following reasons:

Carl Perkins "132"

INCOME APPROPRIATION	ACCOUNT NO.	AMOUNT
Carl Perkins "132" Income	81-3555-0-0000-0000-8290-000-6030	632

EXPENDITURE APPROPRIATION	ACCOUNT NO.	AMOUNT
Mileage/Conferences	81-3555-0-6999-1001-5210-660-6030	632

Respectfully submitted,

Clerk of the Governing Council
Mission Valley ROP
Alameda County, State of California

_____ Request Approved _____ Not Approved

Posted by:_____

Curriculum & Instruction

MISSION VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM

_____Information

BOARD OF EDUCATION

__x__Action

AGENDA ITEM

_____Presentation

Date of Board Meeting: April 22, 2009

TITLE: Mission Valley ROP/ Fashion Merchandising/ Interior Design Classes
Touring the Fashion Institute of Design & Merchandising (FIDM) Campus, Fashion District, and Design Center Building
Los Angeles, CA – May 29-31, 2009

Background:

Students are touring the Fashion Institute of Design & Merchandising Campus, visiting the Fashion District, and Design Center Building on May 29-31, 2009. Students will learn more about pursuing a career in fashion and interior design while visiting these locations. The FIDM campus will help students understand what possibilities are available to them and how they can transition from their MVROP Fashion and Interior Design courses. They will also be able to gain valuable knowledge about the fabrics, textiles, and accessories currently being utilized in the Fashion District. Students will stay at Hotel Figueroa in Los Angeles, CA during this trip.

Current Status:

Thirty-seven students total, two from Newark Memorial High, six from James Logan High, five from Kennedy High, five from Irvington High, seven from American High, two from Robertson High, five from Washington High, and five from Mission High will attend this conference. Students will depart on Friday, May 29, 2009 at 6 a.m. via Southwest Airlines from the Oakland Airport to arrive at LAX by 7:15am. Students will depart LAX via shuttle to arrive at the hotel. Students will depart the hotel via shuttle to arrive at LAX upon departure. Students will depart LAX on Sunday, May 31, 2009 at 4 p.m. via Southwest Airlines to arrive at Oakland Airport by 5:15p. Parents are responsible for transporting their own student to and from the airport. Students will be staying at Hotel Figueroa during this trip. There will be a total of one certificated staff member and two parent chaperones on this trip. Students will miss one instructional day and are responsible for all missed assignments. There will be no swimming during this trip. All funds for this trip were raised through student fund raisers and parent donations. No student will be denied access to this activity due to inability to pay. There will be no cost to the district.

Recommendation:

Approve the trip.

Margie Trujillo	MVROP	Instruction	Charles Brown
Name/Phone # of Staff Contact Person 657-1865 Ext. 15137	Department	Division	Superintendent

Employment Personnel

MISSION VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM
GOVERNING COUNCIL

AGENDA ITEM

_____ Information

Date: April 22, 2009 ___X___ Action

Title: REPORT OF CLASSIFIED PERSONNEL ACTIONS

Background:

The Governing Council has delegated authority to the ROP staff to take certain actions on its behalf related to Classified Personnel activities such as appointments, changes of status, resignations, requests for leaves, and retirements.

ROP staff are authorized to take personnel actions in the interest of operational necessity. Following those actions, staff reports to the Governing Council and recommends they approve prior actions.

Current Status:

A report of Classified Personnel actions is submitted, recommending approval of prior actions taken by ROP staff.

Recommendation:

Approve classified Personnel recommendations for: *Resignation.*

Marie dela Cruz
(510) 657-1865

Classified Personnel
Division

Charles Brown
Superintendent

ECL 1

CONSENT ITEMS
MISSION VALLEY ROP

Classified Personnel

Resignation

NAME	POSITION	HOURS	SUPERVISOR	EFFECTIVE DATE	OTHER
Tahmina Sayed	Classroom Teacher Aide	8 hrs/week	Henry Antipuesto	3/26/09	

(con12apr0809)

End of Consent

Board of Education

Board of Education #1

X____ Information
X____ Action

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

AGENDA ITEM

Board of Education #1

Date of Board Meeting: **April 22, 2009**

TITLE: **Mission Valley ROP Career Technical Education Plan**

Background:

The purpose of a local Career Technical Education Plan is to provide Mission Valley ROP with a comprehensive blueprint for improving the size, scope, quality, and delivery of its CTE programs during a five year planning period from 2008-2012. This plan is a living document that will be revisited regularly, and revised or updated as necessary to ensure its effectiveness as a directional instrument.

Current Status:

The Mission Valley ROP Career Technical Education Advisory Committee reviewed, provided input and approved the updated Mission Valley Career Technical Education Plan as of October 14, 2008. The Governing Council was presented with the first draft of the Plan on May 21, 2008 and a second draft of the Plan on November 12, 2008.

Recommendation:

MVROP recommends approval of this final draft of the Mission Valley ROP Career Technical Education Plan to meet the Carl Perkins requirement. This final draft will also be reviewed and approved by local school district boards, community college boards, and the county board to meet the AB 2448 mandate.

Shelley Adams	Instructional Services	Charles Brown
Staff Contact	Division	Superintendent, Mission Valley ROP

2008-2012 Local Plan
for
Career Technical Education

In fulfillment of State Plan requirements and the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

Mission Valley ROP
Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

Signature: _____

Name: Shelley Adams

Title: Director of Educational Services

Telephone: 510-657-6124

E-mail: sadams@mvrop.org

Date: April 13, 2009

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Articulation Agreements…… **Appendix B**

CTE Advisory Committee Roster…….**Appendix C**

Introduction

1. **Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.**

   Response:

Mission Valley ROP serves high school and adult students by providing quality and cost-effective career preparation. Mission Valley ROP offers state of the art classroom instruction, internship experiences, and leadership development resulting in employment, career advancement, and preparation for post-secondary training.

Input was provided at meetings with staff, community colleges, clusters (teachers by industry sector), local district staff, business/industry advisory committees, instructional administration, principals, One Stop Career Center partnerships, adult schools, and at an Annual Educators' Brunch. These stakeholders were involved in a needs analysis leading to development of the plan.

The draft of the plan was developed by the instructional team based on adult program offerings, labor market surveys, student interest in programs, and individual program needs for instructional materials, equipment, and support services. This draft was shared with community stakeholders including the Governing Board for review and approval.

Chapter One

Career Technical Education in the Local Education Agency

1. Describe the current status of the career technical education (CTE) delivery system, in the local and regional area.

Response:

Mission Valley ROP (MVROP) has planned for and offers CTE courses in many of the 15 industry sectors as identified by the California Department of Education (CDE). MVROP serves over 5,000 adult and high school students annually in the cities of Fremont, Newark, and Union City. Approximately 62% of the students served are in high school. Programs are offered in 10 high schools and at the ROP Center. The population is diverse with large populations of Asians and Hispanics.

Certificated staff includes 4 administrators, 40 part-time and full-time teaching staff, and an additional 19 district teachers who teach one or more ROP classes.

The ROP Center includes a new 45,000 square foot facility focusing on Medical, Business and Finance, Information and Communication Technology, and Arts, Media, and Entertainment. Additionally, adjacent buildings serve the remaining industry sectors.

Support services are provided by 3 classified management positions, and 13 classified staff. Additionally, the ROP supports Career and College Specialists in 8 high schools.

Whenever possible programs offer industry certifications and/or prepare students to complete examinations necessary to qualify for employment, articulation for college credit, courses that meet UC A-G requirements, and opportunities for internships.

Mission Valley ROP provides a leadership role in improving and enhancing career technical education programs in local high schools and the community. Examples of this leadership include partnership in the development of:

- New Haven Unified School District's 5.3 million dollar Culinary Arts Academy
- New Haven Unified School District's 30 million dollar Performing Arts Center offering opportunities for students to pursue Arts, Media, and Entertainment career pathways
- Building career pathways in 9 industry sectors at Logan High School in the New Haven Unified School District
- Fremont Unified School District's Sports, Health, and Physical Education (SHAPE) Program at Irvington High School, providing a small learning community experience for students interested in medical and related careers
- Irvington High School's Information and Communication Technology (ICT) small learning community

- Irvington High School's New Media Arts Academy (NMAA) created with a California Partnership Academy grant
- Kennedy High School's Green Ventures Academy program also created with a California Partnership Academy grant
- Building career pathways in 2 industry sectors with Newark Unified School District
- Building career pathways in various industry sectors at all Fremont Unified School District secondary campuses.
- New, expanded, and enhanced CTE enrollment at American, Bridgepoint, Conley-Caraballo, Irvington, Kennedy, Logan, Mission, Newark, Robertson, and Washington High Schools
- New programs at the ROP Center including, Alternative Energy and Green Technologies, Digital Sound Design, EKG Technician, Emergency Medical Technician, Engineering Technology, Fire Science, Forensic Science, HVAC, Pharmacy Clerk , and Pharmacy Technician

Mission Valley ROP is a partner in developing linkages that integrate academic and CTE Programs. SHAPE, ICT, and NMAA are examples of such programs.

Students receive program planning and guidance through the Student Services Center, as well as from college and career specialists in high school career centers and high school counselors. Career center services are jointly funded through the districts and ROP.

Career guidance activities are ongoing and include the dissemination of career opportunity and career path information to students, parents, and counselors.
CTE instruction includes career planning, employability skills, and articulation options, and provides students with information relevant to their career path goals. Career guidance activities provide students, parents, and counselors with information on nontraditional careers in program area.

Planned program promotion and recruitment activities are conducted to encourage the enrollment of all students, including students who are members of special populations. Activities are conducted to improve the articulation of the program with instruction provided by feeder schools, and advanced education and training opportunities. Promotion emphasis is on using the Internet to provide information, advertise, and enroll students.

The following methods are utilized to provide opportunities for students to participate in CTE programs, activities and experiences:

- Each year a catalog is developed detailing each CTE program and courses available. Courses are advertised in the ROP catalog distributed to all households in the Tri-cities Area (Fremont, Newark, and Union City).
  These catalogs are distributed to all adult and high school students via career fairs, open houses, in CTE classes, Governing Board meetings, and in meetings with guidance counselors as well as Career and College Tech Specialists.

- In our efforts to "go green" and capture students' interest the catalog has been replaced with site specific posters listing the various CTE offerings and an improved website

- A master schedule of classes is provided to students at registration time including CTE course offerings of the ROP.
- The schools' and ROP's vastly updated websites are used to promote CTE classes. Online enrollment is available for adult students. High school students register through their counselors, and Career and College Tech Specialists.
- Course fliers are available for each program area.
- The ROP and district promote the program through press releases and other publicity including media targeting special populations.
- Posters about CTE programs are displayed throughout campuses.
- CTE programs are promoted through civic organization presentations (ie., career fairs, Open House, school board meetings, etc)
- An electronic marquis at the ROP Center is utilized to advertise course offerings

For the first time, MVROP and Ohlone College will be developing a common CTE Plan for the region. The plan will include the development of unduplicated course sequences for each industry sector and will include articulation with community colleges in the San Francisco Bay Area.

2. Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.

Response:

In a recent survey of 2007 high school graduates, 32% of seniors were enrolled in ROP during the 2006-2007 school year. The following is a breakdown of their intentions:

36% of the students had plans of going straight to a 4 yr.
52% of the students had plans of going straight to a 2 yr.
4% of the students had plans of attending a trade school
1% of the students had plans of joining the military
4% of the students were planning on going to work or returning to Logan (CLS)
3% provided no info
Gender Breakdown:

Males total 138 students	Females total 159 students
47 or 34% went to a 4 yr. university university/college	58 or 36% went to a 4 yr.
73 or 53% went to a 2 yr. college	81 or 51% went to a 2 yr. college
4 or 3% went to a trade school	8 or 5% went to a trade school
2 or 1% went into the military	1 or 1% went into the military
8 or 6% went straight to work	1 or 1% went straight to work
1 or 1% CLS student–returning to Logan	3 or 2% CLS students–returning to Logan
3 or 2% provided no info	7 or 4% provided no info

Chapter Two
Building High-Quality Career Technical Education Programs

1. Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.

Response:

Mission Valley ROP serves high school and adult students by providing quality and cost-effective career preparation. Mission Valley ROP offers state of the art classroom instruction, internship experiences, and leadership development resulting in employment, career advancement, and preparation for post-secondary training.

2. List the goals and expected outcomes for CTE as defined by all stakeholders.

Response:

Mission Valley ROP CTE courses will provide instruction leading to employment, career advancement, and preparation for post-secondary training by:

- Reinforcing academic content standards and applying academic standards to real world problems
- Offering rigorous curriculum
- Articulating classes for college credit whenever possible
- Meeting UC a-g credit whenever possible
- Aligning courses with CDE model curriculum standards/framework
- Preparing students for industry and professional certifications whenever possible
- Offering internship opportunities
- Offering leadership training

3. Provide information regarding the participation of students, parents, business/ industry representatives, and community leaders in the development of this plan.

Response:

Advisory committees meet at least once a year and include a representative number of industry experts, students, parents, k-12 educators, post-secondary educators and other stakeholders.

ROP courses are developed:

- Based on labor market needs
- Industry/community input concerning curriculum, equipment, and facilities

- Student interest
- Expected salaries of workers
- Availability of resources to start and sustain a program
- Availability of qualified instructors

See Appendix C-CTE Advisory Committee Roster

4. Provide a list of the CTE industry sector(s) and career pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the state adjusted levels of performance. (This response could be a table.)

Response:

See Appendix A-Courses Sequenced by Industry Sector

- Accounting Services
- Animal Science
- Architectural and Structural Engineering
- Biotechnology Research and Development
- Child Development
- Collision Repair and Refinishing
- Diagnostic Services
- Engineering Design
- Fashion Design, Manufacturing, and Merchandising
- Health Informatics
- Information Support and Services
- Interior Design, Furnishings and Maintenance
- Media and Design Arts
- Residential and Commercial Construction
- Residential and Commercial Energy and Utilities
- Support Services
- Therapeutic Services
- Vehicle Maintenance, Service and Repair
- Welding Technology

5. Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.

Response:

Perkins 132 funds are focused on adult programs. Adult programs are selected by analyzing:

- Local and regional labor market surveys

- Student interests
- Employer input at industry sector advisory committee meetings
- Entry-level and other salaries
- Business and industry partnerships
- Emerging technology trends
- Partnerships with post-secondary institutions
- Articulation opportunities with post-secondary

Utilizing an analysis of these factors, the MVROP Instruction Team is currently focusing on high wage, skill, and demand jobs. These areas include:

Automotive Technology
Auto Body
Biotechnology
Business Administration
Computer Assisting Drafting
Computer Graphic Design
Construction Technology
EKG Technician
Fashion Design
Finance and Accounting
Forensic Science
HVAC
Interior Design
Medical Assisting
Medical Coding and Billing
CNA, HHA, and Acute Care
Pharmacy Technician
Welding

6. Describe how labor market information is used to determine the CTE programs offered by the Local Educational Agency. (State Plan)

Response:

Labor market information is carefully reviewed and analyzed in order to determine the CTE programs offered by the LEA. Mission Valley ROP staff regularly shares with District administration and the CTE Advisory Committee relevant labor market information. This information is used to determine which classes are offered by both the LEA and MVROP. New course proposals are only accepted when labor market information demonstrates a need in this industry sector.

For the first time, Fremont Unified School District, Mission Valley ROP, Newark Unified School District, New Haven Unified School District, and Ohlone College are in the process of developing and implementing a common CTE Plan. This plan identifies career pathways supported by both MVROP and Ohlone College. Labor

market information is analyzed by the LEA, MVROP and the community colleges. In industry sectors where Ohlone College doesn't offer coursework, career pathways and articulation agreements are being coordinated with other community colleges in the San Francisco Bay Area, such as, Chabot College, Foothill College, Los Positas Community, and Mission College. We anticipate future articulation agreements with private post-secondary institutions to include: The Art Institute of California and Expressions College.

Chapter Three
Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. **All interested individuals are informed about the State Plan and Perkins IV requirements.**

   A. Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)

   Response:

Parents, students, academic and career technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals participate in the ongoing development, implementation and evaluation of local career technical education programs by:

- Serving on program advisory committees
- Serving on district-wide CTE advisory committees
- Attendance of an annual Educators' Brunch
- Attending local governing board or council meetings

   B. Describe how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the State Plan and the Perkins Act, including the requirement for CTE programs of study. (Perkins IV Section 134[b][5], State Plan)

   Response:

The individuals listed above are informed about, and assisted in understanding, the requirements of the State Plan and the Perkins IV (including offering a minimum of one program of study consisting of at least 300 hours of instruction) by sharing a copy of and discussing the documents during CTE focus groups and advisory committee meetings.

2. **Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the**

State Plan;

- **Incorporates secondary education and postsecondary education elements**
- **Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education**
- **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and**
- **Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree (California *Education Code [EC]* 51224, Perkins IV Section 135[b][2])**

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

Response:

Attached is the Program of Study for the Certified Nursing Assistant Program

3. **Describe how students will be provided with strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV Section 134[b][3][c], Section 135[b][3], State Plan)**

NOTE: All aspects of the industry include; planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry. See the *Instructions and Guidelines* document (pages 22-24) for further explanation of all aspects of industry.

Response:

All career technical education classes include *career preparation standards* unit of instruction to be infused throughout the course that includes topics to address *all aspects of the industry* for each industry sector where courses are being offered.

4. **Describe how students participating in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Perkins IV Section 134[b][3][D], State Plan)**

Response:

CTE teachers are part of the district wide focus on standards aligned instruction. CTE courses offered are integrated with and reinforce academic core standards. CTE instructors are expected to maximize to the extent practicable the percentage of time and activities leading to attainment of the academic benchmarks, with specific focus on literacy, mathematics, and science. CTE content standards will be used as the primary means of collaboration between CTE and academic teachers.

Many CTE courses are UC a-g approved. It is the goal of Mission Valley ROP and it partner school districts to continue to identify CTE courses which meet UC a-g requirements. Additionally, articulation agreements with local community colleges Ohlone, Chabot, Mission, Foothill, and private post-secondary institutions such as the Fashion Institute of Design and Merchandising ensure that rigor remains embedded in CTE course offerings.

5. **Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE Content Standards and Framework. (Perkins IV Section 134[b][3][E], State Plan)**

Response:

The strategic plan adopted by the district in February 2006 outlines the academic focus of NHUSD for the next five years. This includes the ambitious goal of 85% of the students being proficient in English Language Arts and Math by the end of the 2010-11 academic year as measured by progress on the California Standards Test. The planned activities of the strategic plan are focused on the attainment of standards, support for students, and professional development, which allows for the needed conversations regarding academic and career technical education integration. Activities will be planned over the next few years which will focus on staff development, curriculum development, and collaborative program planning and implementation.

Additionally, FUSD and NUSD have made similar goals. All are committed to academic proficiency.

6. **Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster "essential employability skills" such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven "foundation standards" in the California CTE Model Curriculum Standards. (State Plan)**

Response:

CTE classes are meant to support and build capacity towards career pathways, specifically by addressing the CTE Model Curriculum's "foundation standards". CTE courses emphasize teamwork, critical thinking, problem solving, interview skills, "employability," and rigorous academic standards. In addition, many of the Logan CTE classes feed into ROP capstone courses. The CTE teachers meet regularly to improve their strategies to build these skills in students.

7. **Summarize progress to date in achieving academic and CTE integration and describe planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. (Perkins IV Section 135[b][1])**

Response:

Professional development in those areas will be a major focus over the next five years, and we recognize the need to achieve academic and CTE integration.

8. **Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], *EC* 51228, State Plan)**

Response:

A counseling strategic plan was approved in 2007. This plan outlines counseling guidelines and services designed to assist all students in graduating from high school possessing the appropriate skills for post-secondary options. Beginning at the end of the 8th grade, each student will have a individual learning plan (ILP) which will guide their career choices and become the foundation for their academic choices at Logan High School. Students will have a chance to regularly change and update their ILP with assistance from counselors and parents.

9. **For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV Section 135 [b][2])**

NOTE: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single CTE program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequences must include a capstone course. Secondary CTE programs may include a Regional Occupation Center/Program (ROCP) course as the "capstone" course.

Response:

Included at the end of this plan, a Career Technical Education (CTE) Sequence of Courses worksheet for each CTE program offered

10. Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC's, private postsecondary agencies, and apprenticeship programs.

Summarize progress made in developing formal written articulation agreements with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV Section 135[b][2], State Plan)

Response:

For the first time, Mission Valley ROP and Ohlone College are in the process of developing and implementing a common CTE Plan. This plan identifies career pathways supported by both MVROP and Ohlone College. In industry sectors where Ohlone College doesn't offer coursework, career pathways and articulation agreements are being coordinated with other community colleges in the San Francisco Bay Area, such as, Chabot College, Los Positas Community College, Mission College, and Foothill College. Many courses are articulated for college credit with these institutions. See attachment Appendix B for formal articulation agreements.

11. Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to CTE services. (State Plan)

Response:

Mission Valley ROP and New Haven Unified School District have a working relationship with the Tri-Cities One-Stop Career Center and its mandated partners administered by Ohlone College. Additionally, Mission Valley ROP coordinates its CTE programs with both the New Haven and Fremont Adult Schools. Adult school partnerships include the East Bay Culinary Arts Institute, basic skills for assigned ROP students through Fremont Adult School, and contract instruction between Fremont Adult School and Mission Valley ROP.

12. Indicate plans to offer additional programs of study.

Response:

Additional Programs of Study will include development of courses to enable students to take advantage of emerging career opportunities in green technology areas. Current Programs of Study such as Construction Technology, Automotive Technology, Culinary, Engineering, and Biotechnology will be re-tooled to integrate green technology. While new Programs of Study in the Residential and Commercial Energy Utilities Pathway are still to be created. We anticipate that all courses will be affected and enhanced by the emergence of green technology in answer to global awareness and shifting economies.

13. Describe the activities related to the use of technology. Such activities may include:

- **Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning**

- **Providing CTE students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields**

- **Encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students (Perkins IV Section 135 [b][4])**

Response:

Construction of the new Career Technical Training Center (CTTC) incorporates state of the art technologies which will at the same time serve all industry sections and greatly enhance the ability to provide hands on, state-of-art training in networking and computer systems.

The overall infrastructure provides a wired networking capacity of more than 1000 individual gigabit network ports and 11 wireless access points. Faculty and students have access to network peripherals such as high speed copiers and printers, scanners, and an iSCSI Compellent SAN with an excess of 16TB of data storage. Incorporated in the design of the building is the connection over fiber optics of our existing Industrial Technology buildings with the new Center, so that all our students, regardless of training choices, can leverage all our technological resources. Additionally, a high speed, high capacity tape storage library is housed in an off campus site to provide backup of all staff and student data on a nightly basis.

The facility in itself is a live laboratory for our Industrial Technology students. Incorporated in the specifications for the infrastructure has always been the idea of giving our students a hands-on environment for training. Wiring throughout the building has been strung on “j” hooks to facilitate adding cable runs if necessary. The MDF and 2 IDFs have adequate racking and patch panels for expansion. The choice of managed switches in a chassis configuration allows growth as necessary, and through switch management we can segregate our training classes from the rest of the production environment so that they can configure and explore networking environments with no disruption to other network users.

The building is constructed with several rooms incorporating moveable partitions to facilitate varying laboratory needs. One such area is allocated to our IT sector classes. Configuration of this area allows for a separate work space for lecture and research and a second area purely for troubleshooting and repairing PCs. Combined, this area allows for more than sixty individual workspaces, tools, storage, and reference books.

Electrical capacity and networking capacity in this area is adequate for significantly more.

As stated, the horizontal cabling and switching capacity provides gigabit networking to each desktop. Redundant paths to the WWW are incorporated through a T-1 service through ACOE (Alameda County Office of Education), cable modem access through Comcast, and a primary route of 10mbs fiber optic connection through ATT and FUSD. The redundancy is motivated by our realization of the importance of Internet resources to effective teaching and management, and our desire to “never be down” for any appreciable length of time.

Additionally, Mission Valley ROP and Ohlone College are partners in the Information and Communication Technology Pathway for the San Francisco Bay Area. This is demonstrated in our participation of the Cisco Networking Academy which enables individuals to develop valuable IT skills that will help them succeed in the global economy. Students are prepared for international-recognized industry certifications beginning at the secondary level. Academies are currently located at Irvington and American High Schools and are articulated with Ohlone College’s ICT program. ICT students provide appropriate feeders as transfer STEM students for four-year universities and colleges. Future plans include expanding programs to Newark and Logan High Schools.

Section 2: Support and Services for Special Populations

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

1. **Describe the extent to which CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])**

   Response:

CTE programs currently serves students with disabilities, economically disadvantaged families, teen parents, single parents, and limited English proficient students. Accessibility to all CTE funded programs is a paramount objective.

2. **Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. (Perkins IV Section 134[b][8][A])**

   Response:

An agreement between Fremont Adult School and Mission Valley ROP offers special populations and all students the opportunity to improve basic skills for the purpose of successful transition and attainment of career technical education skills and training.

3. **Describe in detail how CTE programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. (Perkins IV Section 134[b][8][B])**

   Response:

All CTE programs offered by Mission Valley ROP enable students to meet the local adjusted levels of performance.

4. **Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])**

   Response:

All special populations are encouraged to enroll in Mission Valley ROP within the limitations imposed by AB 2448.

5. **Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Perkins IV Section 134[b][9])**

Response:

Mission Valley ROP's Notice of Non-Discrimination states that MVROP does not discriminate on the basis of race, color, national origin, religion, sex, gender or disability in it educational programs, activities, or employment practices.

6. Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][10])

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional programs.

Response:

MVROP and NHUSD staff have identified non-traditional fields for both male and female students, and a goal of our CTE program is to create environments in which students can feel comfortable and confident about training in non-traditional fields for their gender. Counselors and teachers consider enrolling critical masses of students of different genders to give students full license to enter non-traditional fields.

Section 3: Guidance and Counseling

1. Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], *EC* Sections 51224 and 51228, State Plan)

Response:

NHUSD recently adopted a counseling tactic plan which should address many of the components in this section.

Tactic 1: Focuses on implementing a comprehensive, systemic counseling program for our students based on the National School Counseling Standards for academic, career and personal counseling. This includes helping students to identify CTE programs that fit their career interests.

Tactic 2: Focuses on the elimination of barriers and increasing access for African-American and Latino/Hispanic to advance courses and programs. Counselors work to build supports for students of color to enter and succeed in CTE courses.

Tactic 3: Focuses on cresting, developing and annually revising a personalized education plan for every student focusing on academic, career, and personal goals. This plan includes CTE courses and plans for post-secondary career opportunities.

Tactic 4: Focuses on ensuring receives systematic transition counseling prior to beginning middle and high school to help them better understand the academic coursework and strategies necessary to achieving their academic, career, and personal goals. CTE opportunities can be discussed with students during middle school to facilitate entry to CTE programs.

2. Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)

Response:

The District Strategic Plan focuses on the alignment of all programs and resources to meet the ambitious academic objectives of NHUSD. All initiatives (state, local and national) are prioritized in order to meet these goals. SB70, counseling and guidance funds, district general funds, and categorical funds are used to ensure that alignment. Counselors meet with 10th graders to develop a 3 year plan. It is the goal that every student in NHUSD will have an individualized learning plan which will be reviewed and revised annually. This plan will establish the needed alignment between guidance and counseling services and the students' academic, career, and personal goals.

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

1. Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)

Response:
Mission Valley ROP and its partner districts are committed to providing staff development opportunities for both academic and CTE teachers. The focus of these workshops is the integration of CTE and academic education. Each staff member annually develops a professional development plan which is aligned with planned district staff development days. At the beginning of each year, Mission Valley ROP has a sequence of three staff development days. The first day is focused on training new teachers. The remaining two days focus on implementation and alignment of CTE programs with the California Model Curriculum Standards and Framework. Additionally, staff are encouraged to attend conferences and workshops, including opportunities for improving occupational skills. Perkins funds are used to partially fund these activities.

2. Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)

Response:
The above mentioned professional development activities are planned with California CTE Model Curriculum Standards and Framework in mind. A complete professional development plan for CTE teachers will focus on structuring a standards-based curriculum that aligns with both the CTE Model Curriculum and with district and state expectations for Language Arts.

3. Describe the ongoing professional development initiative(s) made to effectively integrate and use challenging academic and CTE standards that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. (Perkins IV Section 135[b][5][A][i])

Response:

Mission Valley ROP and its joint partners Fremont, New Haven and Newark Unified School Districts will identify career pathways that can be supported by CTE and academic teacher collaboration. Substitutes will be provided to enable academic and CTE teachers to collaborate so that academic teachers teach academics that apply to a variety of industry sectors, and CTE teachers teach academic content standards as they apply to a given industry sector. Whenever possible, academy models and small learning communities will be focused on industry sectors and career pathways.

4. **Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])**

Response:

Many pre-service and in-service training activities have been introduced to NHUSD teachers and administrators as a result of the Strategic Plan. NHUSD has agreed to allow MVROP teachers and administrators to participate in these trainings as well. This includes, but is not limited to:

- California High School Exit Exam strategies
- Marzano – "Classroom Instruction that Works"
- BTSA orientation
- Professional Learning Communities
- Identifying Power Standards
- Developing Assessments
- Small Learning Communities
- Meeting Needs of English Learners
- Differentiation
- Technology integration
- Literacy strategies

5. **Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement. (Perkins IV Section 135[b][5][A][iii])**

Response:

Staff are engaged in discussions and activities about how to utilize and facilitate community involvement during staff meetings, cluster meetings, WASC Leadership Team, New Teacher Training and Staff Development meetings. Staff development activities include training on how to approach and include community stakeholders involvement and participation on CTE Advisory Committees and industry advisory committees.

6. **Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction. (Perkins IV Section 135[b][5][A][iv])**

Response:

Logan, Conley-Caraballo, and MVROP staff have received extensive training with Robert Marzano's "Classroom Instruction that Works". Understanding the District's Power Standards, developing assessments, curriculum mapping and differentiation have also been a focus. The district has been in partnership with the

School Redesign Network at Stanford and Teachers College of Columbia University in providing research-based strategies to teachers.

Additionally, Fremont Unified School staff and MVROP staff have received training through the BAY Area Coalition for Equitable Schools (BayCES). The program and services offered through BayCES are designed to support instructional leaders through on-site coaching, equity-centered professional development, and networking services. The goal will be to increase access to these types of professional development activities for CTE staff.

7. Describe the professional development programs for teachers of CTE and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins IV Section 135[b][5][B])

Response:

All CTE teachers are able to access the wide variety of programs offered to other teachers working within the joint powers agreement school districts. A goal is to develop practices among CTE staff to stay abreast of and engaged in all aspects of industry. Additionally, CTE teachers along with other public school personnel participate in the WASC process, the Educating for Careers Conference, school site career fairs, advisory committee meetings, and CTE Advisory Committee meetings where opportunities for interaction with business and industry to stay current are the focus. From these meetings, staff make connections with business and industry offering opportunities for employer job shadowing.

CTE staff have additional access to professional development activities through CTEOnline.org. CTE Online is poised as a resource devoted to connecting educators and leaders within the unique field of Career and Technical Education to quality professional development tools that help establish the role rigorous academic skills play in pursuit of industry and career related coursework. MVROP staff have received training on use of this resource and its role as a professional development tool will continue to expand.

8. Describe the internship programs that provide relevant business experience to teachers. (Perkins IV Section 135[b][5][C])

Response:

Mandated connections with active business and industry advisory members create opportunities for CTE teachers to remain alert to the most updated trends and requirements of industry. MVROP teachers and their joint partner counterparts have access to job shadowing, conferences, workshops, and mentoring by business and industry members.

9. Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (Perkins IV Section

135[b][5][D])

Response:

All teachers receive training in our e-mail, grading, student information systems, and web based applications including utilization of the MVROP website, staff page and shared drives which can be an effective instructional tool. Additionally, Level 2 credential requirements for the Designated Subjects credential requires teacher training in the effective use and application of technology to improve instruction. Perkins as well as staff development funds are used to support teachers efforts at trainings and workshops designed to increase their effective use of and application of technology.

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

1. Describe the process that will be used assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)

Response:

Student academic and career technical education performance are reviewed annually by:

- Discussing performance at instructional meetings
- Reviewing performance during program advisory committee meetings
- Reviewing performance with the governing board or council
- Performance review at department and cluster meetings

2. Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7], Section 135[b][6], State Plan)

Response:

CTE programs are evaluated annually to ensure quality instruction. The following data is reviewed and analyzed:

- An annual student survey is used to assess student perception of the quality of program, teacher, technology, instructional resources, and student support services
- A review of this data is used in the budgeting process to remedy quality deficiencies
- The WASC accreditation process reviews goals and objectives with a focus on student learning

3. Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. (State Plan)

Response:

Program advisory committees are a critical component for accountability in CTE programs. Advisory committees annually review course outlines and competencies and make a recommendation as to whether a program will be continued. Additionally, MVROP has added a CTE Advisory Committee made up of various business/industry partners and community stakeholders to provide increased opportunities for active

participation in the planning, implementation and evaluation of funded programs from an organizational perspective.

4. Describe the actions being taken and/or planned by the agency to ensure participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. (State Plan)

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

Response:

Mission Valley ROP has signed a Memorandum of Understanding with Ohlone College which states our intention to enroll in Cal-PASS by Dec 31, 2008 and begin sending required data by March 31, 2009. As of April 9, 2009 the required data has been submitted.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, "Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs." Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of "program improvement," it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

1. **Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)**

   Response:

An analysis of program needs shows that the following areas are in need of Perkins resources:

- Proposition 1D funding for a $5.3 million East Bay Culinary Arts Institute within the Hospitality, Tourism and Recreation industry sector creates the opportunity for Perkins dollars to partially assist the instructional portion of this program.
- Proposition 1D funding for a $30 million Performing Arts Center necessitates creation of a career pathway within the Arts, Media and Entertainment industry sector. Perkins dollars will be used to partially fund the creation of courses that are part of a career pathway leading to careers in stagecraft and sound production.
- Perkins will be used to supplement counseling and guidance activities leading students to instructional programs in Business/Finance; Arts, Media and Entertainment; Engineering and Design; Education, Child Development and Family Services; Information Technology; Marketing, Sales and Services; Fashion and Interior Design, Hospitality, Tourism and Recreation; Transportation Technology; Public Services; and Health Science and Medical Technology. These programs will also share in Perkins funds should they be available in an amount sufficient to improve and enhance the program.

Section 131(Secondary) Perkins funds are used to supplement district and ROP resources (may include Perkins 132 (Adult) funds) allocated for programs. They will not be used to supplant existing program budgets. Prior to use of

Perkins funds, budgets are established for all programs based on availability of general fund resources, grant funds, industry donations, and lottery funds.

Due to current economic conditions ROP funds are the primary source of funds for CTE courses for many of our joint power partners. Districts are committed to supporting CTE courses in designated career pathways and intend to remain fully qualified to accept Perkins funds.

Career pathways are offered in the district or ROP in many of the 15 industry sectors identified by the California Department of Education. Each of these pathways indicate how and where students can continue their education in a post-secondary institution. Many of the courses are articulated for community college credit. Additionally, many courses earn UC a-g credit.

Appendix A

Identification of the CTE Sequence of Courses

Appendix A
Course Sequences by Industry Sector

Draft Update April 13, 2009		Agriculture and Natural Resources - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math or othe	Other Math	**California State University Degree Program**
3	**Health/Med Careers Introduction**	**ROP Medical Elective**	**ROP Medical Elective**	**ROP Capstone (2hr)**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE*	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE*	Mandarin/Spanish or other World Lang or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Anatomy and Physiology "g"**	**Anatomy and Physiology "g"**	**Veterinary Assistant (2hr)***	
			Biotechnology**		
			Medical Health Careers		
		Suggested Career CTE/Community College Preparatory			64
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	***Articulates to Foothill Community College**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**AA/AS Degree**
3	**Health/Med Careers Introduction**	**ROP Medical Elective**	**ROP Medical Elective**	**ROP Capstone (2hr)**	**Certified Veterinary Technician**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			**60 Unit Transfer Program to CSU or UC**
5	PE	World History	Chemistry/Physics	U.S. History/Government	**Certificate Programs**
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Anatomy and Physiology "g"**	**Medical Occupations (2hr)**	**Veterinary Assistant (2hr)***	
			Biotechnology (2hr)**		
		**Receives UC credit, Articulates to Community College			

Appendix A
Course Sequences by Industry Sector

		Arts, Media and Entertainment (AME) Technology - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/AME Introduction**	**ROP AME Elective**	**ROP AME Elective**	**ROP Capstone (2hr)**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE*	World History	U.S. History/Government	Visual/Performing Arts	
6	Digital Drawing/Geography	PE*	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Digital Graphics**	**Digital Imaging "f"**	**Digital Imaging "f"**	
		Digital Photography 1 "f"	**Digital Photography 1 "f"**	**Digital Photography 1 "f"**	
		Web Page Design	**Digital Photography 2 "f"**	**Digital Photography 2 "f"**	
			Digital Graphics 1	**Digital Graphics 1**	
			Digital Graphics 2	**Digital Graphics 2**	
			Computer Graphic Design 1 (2hr)	**Computer Graphic Design 1 (2hr)**	
			Web Page Design	**Web Page Design**	
		Digital Graphics	**Computer Animation**	**Computer Animation**	
				Computer Animation (2hr)	
		Digital Video Arts Production 1			
			Digital Video Arts Production 1		
			Electronic Media Production I	**Digital Video Arts Production 1**	
			Digital Sound Design 1	**Digital Video Arts Production 2 "f"**	
			Final Cut Pro	**Electronic Media Production I**	
				Electronic Media Production II	
				Final Cut Pro	
				Digital Sound Design 1 (2hr)	

Appendix A
Course Sequences by Industry Sector

		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	***Ohlone College***
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	***AA/AS Degree***
3	**Health/AME Introduction**	**ROP AME Elective**	**ROP AME Elective**	**ROP Capstone (2hr)**	**Audio Technician**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			**Costuming**
5	PE	World History	Chemistry/Physics	U.S. History/Government	**Live Event Management**
6	Digital Drawing/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	**Moving Light Technician**
					Stage Craft
	ROP Elective Courses	**Digital Photography 1 "f"**	**Computer Graphic Design 1 (2hr)**	**Computer Graphic Design 1 (2hr)**	**Theatrical and TV Lighting Technician**
			Digital Photography 2 "f"	**Computer Graphic Design 2 (2hr)**	**Graphic Arts/Computer Graphics**
			Computer Animation 1 (2hr)	**Computer Animation 1 (2hr)**	**Multimedia**
					Music
					60 Unit Transfer Program to CSU or UC
		Digital Video Arts Production 1	**Digital Sound Design 1 (2hr)**	**Digital Sound Design 1 (2hr)**	***Certificate Programs***
				Digital Sound Design 2 (2hr)	

Appendix A
Course Sequences by Industry Sector

		Building and Construction Trades Technology (BCT) - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Industrial Introduction**	**ROP BCT Elective**	**ROP BCT Elective**	**ROP BCT Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE*	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE*	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Woodworking Tech 1**	**Woodworking Tech 2**	**3-D Woodworking Art "f"**	
				Construction Technology 1 (2hr)	
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	
3	**Health/Business Introduction**	**ROP BCT Elective**	**ROP BCT Elective**	**ROP BCT Elective**	
4	Applied Physics/Biotech	Applied Physics/Biotechnology			
5	PE	World History	Chemistry/Physics	U.S. History/Government	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses				
		Woodworking Tech 1	**Construction Technology 1 (2hr)**	**Construction Technology 2 (2hr)**	

Appendix A
Course Sequences by Industry Sector

		Energy and Utilities - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Industrial Introduction**	**Energy Core Elective**	**ROP Energy and Utilities Elect**	**ROP Energy and Utilities Elect**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE*	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography*	PE*	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Intro to Energy Alternatives**	**Intro to Energy Alternatives**	**Alternative Fuels and Energy (2hr)**	
				Emerging Environmental Technology (2hr)	
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	
3	**Health/Bus and Fin Introduction**	**ROP Energy and Utilities Elect**	**ROP Energy and Utilities Elect**	**ROP Energy and Utilities Elect**	
4	Applied Physics/Biotech	Applied Physics/Biotechnology			
5	PE	World History	Chemistry/Physics	U.S. History/Government	
6	Computer Ops/Geography*	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Intro to Energy Alernatives**	**Alternative Fuels and Energy (2hr)**	**Alternative Fuels and Energy (2hr)**	
			Emerging Environmental Technology (2hr)	**Emerging Environmental Technology (2hr)**	

Appendix A
Course Sequences by Industry Sector

		Education, Child Development and Family Services - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Introduction**	**ECDFS Elective**	**ROP ECDFS Elective**	**ROP ECDFS Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE*	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE*	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Human Development**	**Careers w/ Children 1**	**Careers with Children 2 (2hr)***	
		College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	***Ohlone, Chabot, & Mission Colleges***
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	***AA/AS Degree***
3	**Introduction**	**ECDFS Elective**	**ROP ECDFS Elective**	**ROP ECDFS Elective**	**Early Childhood Studies**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			***60 Unit Transfer Program to CSU or UC***
5	PE	World History	Chemistry/Physics	U.S. History/Government	***Certificate Programs***
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Human Development**	**Careers with Children 1 (2hr)***	**Careers with Children 1 (2hr)***	
				Careers with Children 2 (2hr)*	
				***Articulates with Ohlone, Chabot and Mission Colleges**	

Appendix A
Course Sequences by Industry Sector

		Engineering and Design Technology - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Industrial Introduction**	**ROP Engineering Elective**	**ROP Engineering Elective**	**ROP Engineering Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Course	**Principles of Engineering**	**Biotechnical Engineering**	**Engineering Design and Development (2hr)**	
	Intro to Engineering Design		**Computer Integrated Manufacturing**		
			Civil Engineering and Architecture		
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	***Mission College***
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	***AA/AS Degree***
3	**Health/Industrial Introduction**	**ROP Engineering Elective**	**ROP Engineering Elective**	**ROP Engineering Elective**	**Engineering**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			
5	PE	World History	Chemistry/Physics	U.S. History/Government	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
					60 Unit Transfer Program to CSU or UC
	ROP Elective Course	**Principles of Engineering**	**Biotechnical Engineering (2hr)**	**Engineering Design and Development (2hr)**	***Certificate Programs***
	Intro to Engineering Design		**Computer Integrated Manufacturing (2hr)**		
			Civil Engineering and Architecture (2hr)		

Appendix A
Course Sequences by Industry Sector

		Fashion and Interior Design - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Bus and Fin Introduction**	**Sales and Marketing Elective**	**ROP Fashion and Design Elective**	**ROP Fashion and Design Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Fashion Merchandising 1**	**Fashion Merchandising 1***	**Fashion Merchandising 1 (2hr)***	
			Fashion Design 2*		
		Interior Design 1			
			Interior Design 1		
			Interior Design 2	**Interior Design 1 (2hr)**	
				Cosmetology	
				Manicurist	
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	
3	**Health/Bus and Fin Introduction**	**ROP Hospitality Elective**	**ROP Hospitality Elective**	**ROP Hospitality Elective**	
4	Applied Physics/Biotech	Applied Physics/Biotechnology			
5	PE	World History	Chemistry/Physics	U.S. History/Government	
6	Computer Ops/Geography*	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Fashion Merchandising 1***	**Fashion Merchandising 1 (2hr)***	**Fashion Merchandising 1 (2hr)***	***Ohlone College***
				Fashion Merchandising 2 (2hr)*	***AA/AS Degree***
		Interior Design 1	**Interior Design 1 (2hr)**		**Interior Design**
					60 Unit Transfer Program to CSU or UC
				Interior Design 1 (2hr)	***Certificate Programs***
				Interior Design 2 (2hr)	
				Cosmetology	
				Manicurist	
				***Articulates with Fashion Institute of Design and Merchandising (FIDM)**	

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Appendix A
Course Sequences by Industry Sector

		Finance and Business - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Bus and Fin Introduction**	**ROP Bus and Finance Elect**	**ROP Bus and Finance Elect**	**ROP Bus and Finance Elect**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE*	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography*	PE*	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Computer Tech 1***	**Comp Acct/Money Mgmt**	**Business Office Management (2hr)***	
		Computer Tech 2*			
		Comp Acct/Money Mgmt			
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	***Ohlone College***
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	***AA/AS Degree***
3	**Health/Bus and Fin Introduction**	**ROP Bus and Finance Elect**	**ROP Bus and Finance Elect**	**ROP Bus and Finance Elect**	**Accounting**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			**Administrative Assistant**
5	PE	World History	Chemistry/Physics	U.S. History/Government	**Administrative Assistant (Supervisor Focus)**
6	Computer Ops/Geography*	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	**Business Administration**
					Business Supervision/Management
	ROP Elective Courses	**Computer Tech 1***	**Comp Acct/Money Mgmt**	**Business Office Management (2hr)***	***60 Unit Transfer Program to CSU or UC***
		Computer Tech 2*			***Certificate Programs***
		Comp Acct/Money Mgmt			
				***Articulates to Ohlone College**	

Appendix A
Course Sequences by Industry Sector

		Health, Science and Medical Technology - Suggested College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Medical Careers**	**ROP Medical Elective**	**ROP Medical Elective**	**ROP Medical Elective**	
4	Applied Physics/Biotech	Applied Physics/Biotechnology	Chemistry/Physics		
5	PE*	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE*	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Anatomy and Physiology "g"**	**Anatomy and Physiology "g"**	**Medical Assisting (2hr)**	
				Biotechnology* "d"	
		Sports Therapy	**Sports Therapy**		
			SHAPE Seminar	**Sports Psychology**	
				Nurse Assistant (2hr)	
				Pharmacy Clerk 1 (2hr)	
				Sports Therapy (2hr)	
		***Receives UC credit, Articulates to Ohlone College**			
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	***Ohlone College***
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	***AA/AS Degree***
3	**Health/Medical Careers**	**ROP Medical Elective**	**ROP Medical Elective**	**ROP Medical Elective**	**Biology**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			**Chemistry**
5	PE	World History	Chemistry/Physics	U.S. History/Government	**Geology**
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	**Physical Therapist Assistant**
					Physics
	ROP Elective Courses	**Anatomy and Physiology "g"**	**Medical Assisting (2hr)**	**Medical Assisting (2hr)**	**Registered Nurse**
			Medical Occupations (2hr)	**Medical Occupations (2hr)**	**Respiratory Therapist**
		Sports Therapy		**Biotechnology* "d"**	***60 Unit Transfer Program to CSU or UC***
					Certificate Programs
			Nurse Assistant (2hr)	**Nurse Assistant (2hr)**	
			Pharmacy Clerk 1 (2hr)	**Pharmacy Clerk 1 (2hr)**	
			Sports Therapy (2hr)	**Pharmacy Clerk 2 (2hr)**	
				Sports Therapy (2hr)	
		***Receives UC credit, Articulates to Ohlone College**			

Appendix A
Course Sequences by Industry Sector

		Hospitality, Tourism and Recreation - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Hospitality Careers**	**ROP Hospitality Elective**	**ROP Hospitality Elective**	**ROP Hospitality Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Culinary Arts Basic Foods***	**Culinary Arts Pastry**	**International Cuisine**	
		Intro to Hospitality/Tourism	**Culinary Arts Basic Foods***	**Event Planning and Catering**	
			Culinary Arts Basic Foods 2	**Restaurant Operations**	
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	***Mission College***
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	***AA/AS Degree***
3	**Health/Hospitality Careers**	**ROP Hospitality Elective**	**ROP Hospitality Elective**	**ROP Hospitality Elective**	**Hospitality Management**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			***60 Unit Transfer Program to CSU or UC***
5	PE	World History	Chemistry/Physics	U.S. History/Government	***Certificate Programs***
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Culinary Arts Basic Foods***	**Culinary Arts Pastry**	**International Cuisine**	
		Intro to Hospitality/Tourism	**Culinary Arts Basic Foods***	**Event Planning and Catering**	
			Culinary Arts Basic Foods 2	**Restaurant Operations**	
				***Articulates with Mission College**	

Appendix A
Course Sequences by Industry Sector

		Information and Communication Technology (ICT)/Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Intro to ICT**	**ROP ICT Elective**	**ROP ICT Elective**	**ROP ICT Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Computer Service Tech 1***	**Computer Service Tech 1***	**Computer Service Tech 1***	
			Computer Service Tech 2*	**Computer Service Tech 2***	
				Computer Service Tech 3*	
		Suggested Career CTE/Community College Preparatory			
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	**Ohlone College**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**AA/AS Degree**
3	**Health/Intro to ICT**	**ROP ICT Elective**	**ROP ICT Elective**	**ROP ICT Elective**	**CISCO Certified Network Professional (Net-**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			**work +, CCNA, and CCNP)**
5	PE	World History	Chemistry/Physics	U.S. History/Government	**Computer Engineering**
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	**Computer Science**
					Computer Studies:Computer Programming
	ROP Elective Courses	**Computer Service Tech 1***	**Computer Service Tech 1***	**Computer Service Tech 1***	**(Internet/Web Programming)**
			Computer Service Tech 2+	**Computer Service Tech 2***	**Computer Studies: Computer Programming**
				Computer Service Tech 3*	**(Software Development)**
					Desktop Support Technician (A+, Server+,
					MCP)
					Network Administrator (Network+, MCP or UNIX,
					and CCNA)
					Unix/Linux Systems Administrator
				***Articulates with Ohlone College**	***60 Unit Transfer Program to CSU or UC***
					Certificate Programs

Appendix A
Course Sequences by Industry Sector

		Manufacturing and Product Development (MPD) - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/*Industrial Introduction**	**ROP MPD Elective**	**ROP MPD Elective**	**ROP MPD Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Intro to Engineering**	**Intro to Engineering**	**Welding 1 (2hr)**	
			CAD 1	**CAD 1 (2hr)**	
			Metal Sculpture 1	**3-D Modeling**	
			CAD 2	**Metal Sculpture 2**	
			Metals 2		
			Metal Sculpture		
		Suggested Career CTE/Community College Preparatory			76
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	**Chabot College**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**AA/AS Degree**
3	**Health/*Industrial Introduction**	**ROP MPD Elective**	**ROP MPD Elective**	**ROP MPD Elective**	**Engineering**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			**Engineering Technology - Electronics**
5	PE	World History	Chemistry/Physics	U.S. History/Government	**Engineering Technology - Manufacturing**
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	**Machine Tool Technology**
					Welding Technology
	ROP Elective Courses	**Intro to Engineering**	**Welding 1 (2hr)**	**Welding 1 (2hr)**	**Mission College**
			CAD 1 (2hr)	**CAD 1 (2hr)**	**AA/AS Degree**
			Engineering Technology (2hr)	**Welding 2 (2hr)**	**Semiconductor Manafacturing Technician**
			3-D Modeling	**CAD 2 (2hr)**	***Ohlone College***
				Engineering Technology (2hr)	***AA/AS Degree***
				3-D Modeling	**Engineering**
					60 Unit Transfer Program to CSU or UC
					Certificate Programs

Appendix A
Course Sequences by Industry Sector

		Marketing, Sales and Service - Suggested College Preparatory			
Class #	9	10	11	12	**University of California Degree Program**
1	English	English	English	English	**California State University Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	
3	**Health/Marketing Introduction**	**ROP Marketing Elective**	**ROP Marketing Elective**	**ROP Marketing Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Marketing 1***	**Marketing 1***	**Marketing 1***	
			Marketing 2	**Marketing 2**	
			Online Business	**Online Business**	
			Virtual Enterprise 1	**Virtual Enterprise 1**	
			Small Business Management	**Virtual Enterprise 2**	
			Sports and Ent Marketing 1	**Small Business Management**	
				Sports and Ent Marketing 1	
		Suggested Career CTE/Community College Preparatory			**Mission College**
					AA/AS Degree
Class #	**9**	**10**	**11**	**12**	**Business Administration**
1	English	English	English	English	**Ohlone College**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**AA/AS Degree**
3	**Health/Marketing Introduction**	**ROP Marketing Elective**	**ROP Marketing Elective**	**ROP Marketing Elective**	**Business Administration**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			Business Supervision/Management
5	PE	World History	Chemistry/Physics	U.S. History/Government	**Chabot College**
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	**AA/AS Degree**
					Business - Emphasis in International Marketing
	ROP Elective Courses	**Marketing 1***	**Marketing 1***	**Marketing 1***	**Business - Emphasis in Management**
			Marketing 2	**Marketing 2**	**Business - Emphasis in Marketing**
			Online Business	**Online Business**	**Business Administration**
			Virtual Enterprise 1	**Virtual Enterprise 1**	***60 Unit Transfer Program to CSU or UC***
			Small Business Management	**Virtual Enterprise 2**	***Certificate Programs***
			Sports and Ent Marketing 1	**Small Business Management**	
				Sports and Ent Marketing 1	
				***Articulates to Community Colleges**	

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Appendix A
Course Sequences by Industry Sector

		Public Services - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Public Service Introduction**	**ROP Public Elective**	**ROP Public Elective**	**ROP Public Service Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Law Enforcement 1*** **	**Law Enforcement 1*** **	**Law Enforcement 1*** **	
			Fire Science 1 (2hr)		
			Forensic Science 1 (2hr) "g"**	**Fire Science/EMT (2hr)***	
				Forensic Science 1 (2hr) "g"**	
				Forensic Science 2 (2hr)	
		Suggested Career CTE/Community College Preparatory			
		10	**11**		
Class #	**9**	English	English	**12**	
1	English	Geometry or Algebra 2	Algebra 2 or other math	English	**Ohlone College**
2	Algebra 1 or Geometry	**ROP Public Elective**	**ROP Public Service Elective**	Other Math	**AA/AS Degree**
3	**Health/Public Service Introduction**	Applied Physics/Biotechnology		**ROP Public Service Elective**	**Administration of Justice**
4	Applied Physics/Biotech	World History	Chemistry/Physics		**Chabot College**
5	PE	PE	Mandarin/Spanish or other World Lang	U.S. History/Government	**AA/AS Degree**
6	Computer Ops/Geography			Mandarin/Spanish or other World Lang	**Fire Prevention Inspector**
		Law Enforcement 1* **	**Law Enforcement 1*** **	**Law Enforcement 1*** **	**Fire Science Technology**
	ROP Elective Courses		**Fire Science 1 (2hr)**	**Fire Science/EMT (2hr)***	***60 Unit Transfer Program to CSU or UC***
			Forensic Science 1 (2hr) "g"**	**Fire Technology Driver/Operator (2hr)**	***Certificate Programs***
				Forensic Science 1 (2hr) "g"**	
				Forensic Science 2 (2hr)	
			**UC credit	***Articulates to Ohlone College	
				*Partnership w/ SF Paramedic Association	

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Appendix A
Course Sequences by Industry Sector

		Transportation Technology - Suggested College Preparatory			
Class #	9	10	11	12	
1	English	English	English	English	**University of California Degree Program**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**California State University Degree Program**
3	**Health/Basic Car Care**	**ROP Trans Tech Elective**	**ROP Trans Tech Elective**	**ROP Trans Tech Elective**	
4	Physics/Biology	Biology/Chemistry	Chemistry/Physics		
5	PE	World History	U.S. History/Government	Visual/Performing Arts	
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Small Engine Repair/ICE Hybrid**	**Small Engine Repair/ICE Hybrid**	**Auto Tech 1 (2hr)**	
		Auto Tech 1	**Auto Tech 1**	**Auto Body Paint and Refin 1(2hr)**	
		Intro to Automotive Services	**Auto Tech 2**		
		Suggested Career CTE/Community College Preparatory			76
Class #	**9**	**10**	**11**	**12**	
1	English	English	English	English	**Chabot College**
2	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or other math	Other Math	**AA/AS Degree**
3	**Health/Basic Car Care**	**ROP Trans Tech Elective**	**ROP Trans Tech Elective**	**ROP Trans Tech Elective**	**Automotive Technology**
4	Applied Physics/Biotech	Applied Physics/Biotechnology			***60 Unit Transfer Program to CSU or UC***
5	PE	World History	Chemistry/Physics	U.S. History/Government	***Certificate Programs***
6	Computer Ops/Geography	PE	Mandarin/Spanish or other World Lang	Mandarin/Spanish or other World Lang	
	ROP Elective Courses	**Small Engine Repair/ICE Hybrid**	**Auto Tech 1 (2hr)**	**Auto Tech 1 (2hr)**	
		Auto Tech 1	**Auto Tech 2 (2 hr)**	**Auto Tech 2 (2 hr)**	
		Intro to Automotive Services	**Auto Body Paint and Refin 1(2hrs)**	**Auto Body Paint and Refin 1 (2hr)**	
			Small Engine Repair/ICE Hybrid	**Auto Body Paint and Refin 2 (2hr)**	

Appendix B

Articulation Agreements

MISSION VALLEY ROP - HIGH SCHOOL	
Agreement	Course Credit
[High School/ROP]	[Chabot College]
Adm. Of Justice (one-year course, 180 hours)	AJ 50
Auto Tech Program + Bureau of Auto Repair Chain Air course	AT 55, 70 + AT 68
Computer Information Science Program (one-year course)	CAS 50
Industrial Drafting/Computer Aided Drafting Program	DT 52, 62A, 62B, 66B
Early Childhood (one-year program) + (two-year program- senior year)	ECD 66, 95, 96 + ECD 50
Fire Service Tech course	FST 50
Marketing Ownership & Mgmt course (second-year course) + 1 semester supervised co-op experience (225 hrs) + 2 semester supervised co-op experience + passing grade for Distributive Education Clubs of America General Marketing exam	Bus 50 Bus 95, 96 (4 units) Bus 95, 96 (2 units) Marketing 52 or Bus 59 (or Marketing 99A01)
Computer Maintenance (one-year program)*	
Computer Maintenance (two-year program)*	
Drafting (two-year program)	
Early Childhood (one-year program) (two-year program- senior year)	
Marketing Ownership & Mgmt course (second-year course) + 1 semester supervised co-op experience (225 hrs) + 2 semester supervised co-op experience + passing grade for Distributive Education Clubs of America General Marketing exam	Bus 50 Bus 95, 96, (4 units) Bus 95, Bus 96 (2 units) Marketing 52 or Bus 59 (or Marketing 99A01)
MA/MT (Medical Administrative Assistant Program)*	H 50, 51A, MA 71A, 71B
MA/MT (Health Occupations course)	H 50
Welding (two-year program)	WT 61A, 61AL, 62A, 62AL, 67A, 67B
Welding Technology Program (LOVD hours)*	WT 61A, 61AL, 62A, 62AL, 67A, 67B

CHABOT COLLEGE
ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2 + 2) in Medical Assisting and Health Information Technology Programs.

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the **Medical Office Management** course at the **Mission Valley ROP** with grades of B or better and who received from the school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following courses:

Health 51A - Basic Medical Terminology **4 units**

Robert Hunter
Associate Dean of Instruction
Chabot College

Date 6-15-94

Ed King
Superintendent
Mission Valley Regional
Occupational Program

Date 6-20-94

articul2.mis 6/1994 (93/94#1)

OK for transfer

CHABOT COLLEGE
ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2 + 2) in Medical Assisting and Health Information Technology Programs.

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the **Medical Assisting** course at the **Mission Valley ROP** with grades of B or better and who received from the school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following courses:

Health 50 - Orientation to Health Care Delivery System	**2 units**
Health 51A - Basic Medical Terminology	**4 units**

Robert Hunter
Associate Dean of Instruction
Chabot College

Date 6-15-94

Ed King
Superintendent
Mission Valley Regional Occupational Program

Date 6-20-94

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CHABOT COLLEGE
ARTICULATION AGREEMENT FOR MARKETING

This statement constitutes approval of and support for the articulated program (2 + 2, 2 + 1, 2 + 1 + 1) in Marketing as amended for the new Semester terms beginning June 27, 1994.

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that 2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the program at the Signature ROP with a grade of "B" or better is eligible for credit on the following basis:

   For Business 50, Introduction to Business, 3 units, provided he or she completes the ownership and management course (also referred to as the "second year course") with a grade of "B" or better.

NOTE:
The current text of "Business in the 21st Century" is acceptable to the College District. Should the ROP wish to change the second year curriculum or text materials, this course will require rearticulation.

For Business 95,	Work Experience	3 units
and Business 96,	Work Experience Seminar	1 unit
		4 units total

Provided the student has successfully completed one semester of supervised co-op experience consisting of at least 225 hours on the job.

Two semesters of co-op experience will qualify for 8 units of college credit in Business 95 and 96.

Since Business 95 is a variable unit class, this scale of articulated credit will apply:

225 hours = 3 units, 150 hours = 2 units
75 hours = 1 unit of college credit

For a Marketing elective course 2 units

Provided the student passes the State of California Department of Education Marketing Core examination plus one Industry specific test with an achievement rate of 80% or higher.

Articulation Agreement, (Cont'd.) (may substitute Mktg 77.01) 2.

The elective course will be either Marketing 52 (Marketing Strategy) or Business 49 (Leadership Activities). The College Marketing Coordinator or lead instructor will designate the exact course based on each student's test scores and specific industry competence.

APPROVAL OF REVISED AGREEMENT:

Ed King, Superintendent
Mission Valley ROP

Date: 6-20-94

Robert Hunter
Associate Dean of Instruction
Chabot College

Date: 6-15-94

6-13-94

CHABOT COLLEGE
ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2 + 2) in the **Fire Service Technology Program.**

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the Fire Service Technology course at the Mission Valley ROP with a grade of B or better and who received from the school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following course:

Fire Service Technology 50 (Introduction to Fire Service Technology) **3 units**

Robert Hunter
Dean of Academic Services
Vocational and Applied Technology
Chabot College

Date 5/15/96

Ed King
Superintendent
Mission Valley Regional
Occupational Program

Date 5-3-96

4-17-96/fstagree.msn

CHABOT COLLEGE
ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2 + 2) in Medical Assisting and Health Information Technology Programs.

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the **Health Occupations** course at the **Mission Valley ROP** with grades of B or better and who received from the school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following courses:

Health 50 - Orientation to Health Care Delivery System **2 units**

Robert Hunter
Associate Dean of Instruction
Chabot College

Date 6-15-94

Ed King
Superintendent
Mission Valley Regional
Occupational Program

Date 6-20-94

artcul3.mis 6/1994 (93/94#1)

ARTICULATION AGREEMENT

This statement constitutes approval of and support for articulation (2 + 1) (2 + 1 + 1) (2 + 2) programs in **Early Childhood Development.**

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the one-year program at the **Mission Valley ROP** with grades of "B" or better and who receives from the ROP, certification that equivalent competencies have been learned, will receive, through the Credit by Articulation Policy, college credit for the following courses:

   Early Childhood Development 64 (Play: Materials & Environments) **3 units**
   Early Childhood Development 95 & 96 (Work Experience) **3 units**

3. In addition, students who complete the two-year program (senior year), at **Mission Valley ROP** with grades of "B" or better and who demonstrate the appropriate competencies, and, where possible, have had field experience under the supervision of a mentor teacher, should receive college credit for the following course:

   Early Childhood Development 50 (Early Childhood Education and Care) **3 units**

Robert Hunter
Dean of Academic Services
Chabot College

4-24-95
Date

Ed King
Superintendent
Mission Valley ROP

5-1-95
Date

ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2+2, 2+1, 2+1+1) in **Welding Technology.**

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College or Las Positas College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the Welding Technology program at **Mission Valley ROP** with grades of B or better and who receives from the school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following courses:

Welding Technology 61A & 61AL (Beginning Arc, Flux-Core Welding, and Blueprint Theory)	**3 units**
Welding Technology 62A & 62AL (Beginning TIG, MIG, and Blueprint Theory)	**3 units**
Welding Technology 67A (Welding Skills Laboratory)	**2 units**
Welding Technology 67B (Advanced Welding Skills Laboratory)	**2 units**

Robert Hunter
Dean of Academic Services
Chabot College

Date: 11/7/94

Ed King
Superintendent
Mission Valley ROP

Date: 11-10-94

ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2+2, 2+1, 2+1+1) in **Drafting Technology**.

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College or Las Positas College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the Industrial Drafting/CAD program at **Mission Valley ROP** with grades of B or better and who receives from the school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for one or more of the following course:

Drafting Technology 52 (Machine Drafting)	**3 units**
Drafting Technology 62A (Computer Aided Drafting [CAD])	**3 units**
Drafting Technology 62B (Computer Aided Design [CADD])	**3 units**
Drafting Technology 66A (Mechanical Design Drafting)	**3 units**

Robert Hunter
Dean of Academic Services
Chabot College

Date: 11/7/94

Ed King
Superintendent
Mission Valley ROP

Date: 11-10-94

ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2+2, 2+1, 2+1+1) in **Automotive Technology**.

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College or Las Positas College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the Automotive Technology program at **Mission Valley ROP** with grades of B or better and who receives from the school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following course:

Automotive Technology 55 (Automotive Service)	**3 units**
Automotive Technology 70 (Introduction to Automotive Mechanics)	**2 units**

Each student who completes the official current Bureau of Auto Repair Clean Air Course or its equivalent at Mission Valley ROP and who obtains an Unlimited License will receive the following college credit:

Automotive Elective: Automotive Technology 68 (California Bar Clean Air Car Course)	**5 units**

Robert Hunter
Dean of Academic Services
Chabot College
Date: 11/7/94

Ed King
Superintendent
Mission Valley ROP
Date: 11-10-94

ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2 + 2) in **Computer Application Systems.**

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College or Las Positas College shall meet the matriculation requirements in English and Mathematics held for all entering students.

2. Each student who completes the one-year course in the Computer Information Science Program at the **Mission Valley ROP** with a grade of B or better and who receives from Mission Valley ROP certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following course:

Computer Application Systems 50 (Introduction to Computer Application Systems)	**3 units**

Robert Hunter
Dean of Academic Services
Chabot College

Date 11-8-94

Ed King
Superintendent
Mission Valley ROP

Date 11-10-94

ARTICULATION AGREEMENT

This statement constitutes approval of and support for the articulated program (2+2, 2+1, 2+1+1) in Administration of Justice.

In support of the basic principles that (1) no student should be required to repeat instruction for competencies learned and for which credit has been granted, and that (2) students shall be allowed to reach their desired educational and career goals in an efficient sequence of incremental achievements, the following terms and conditions are agreed upon and approved:

1. Each student enrolling in Chabot College or Las Positas College shall meet the matriculated requirements in English and Mathematics held for all entering students.

2. Each student who completes the one-year course (180 hours), through the **Mission Valley ROP** Administration of Justice Program with a grade of B or better and who receives for the ROP school certification that equivalent competencies have been learned, will receive college credit through Credit by Articulation for the following course:

   Administration of Justice 50 (Introduction to Administration of Justice) — **3 units**

Robert Hunter
Dean of Academic Service
Chabot College

Date 4-24-95

Ed King
Superintendent
Mission Valley ROP

Date 5-1-95

FIDM
The Fashion Institute of Design & Merchandising™
919 South Grand Avenue Los Angeles, CA 90015-1421
213.624.1200
website: http://www.fidm.com

Mission Valley ROP
40230 Laiolo Road
Fremont, Ca. 94538

10/18/2001

MV ROP
RECEIVED
NOV 16 2001

To Whom It May Concern:

This letter of understanding is to serve as a formal agreement between Mission Valley and the Fashion Institute of Design & Merchandising pursuant to the Fashion Merchandising class in the Regional Occupational Program. FIDM will award up to six units of credit for GNST 130 (Color Theory) and GNST 117 (History of Costume) if: History of Costume is a required GNST course in the student's major or if the student tests out of our remedial English class (GNST 080) and has a GNST elective to take in place of GNST 080.

Please inform your students applying for admission to FIDM to present their transcripts showing successful completion of Fashion Merchandising and this letter of understanding (make copies available to students) to the student's Admission Advisor. This will ensure that credit will be awarded without delay.

Sincerely,

Sheryl Rabinovich, Dean of Education
Dept. Chair – General Studies

2+2 Articulation Agreement

Foothill College—Veterinary Technology Program

Mission Valley ROP—Veterinary Assistant Program

rev. 04/2007

This agreement is between the Foothill College Veterinary Technology Program (FHC-VT) and the Mission Valley Regional Occupational Program Veterinary Assistant Program (MVROP-VA).

Intent

The parties mutually agree that the linking of the two programs will provide a means for students to make a smooth transition from the secondary level of occupational and academic training to the two-year post-secondary level without experiencing delay or duplication of learning. Furthermore, through appropriate counseling, carefully designed coursework and acquisition of critical literacy skills the student will be prepared for success in a strong college professional program and thus be qualified for a career in the veterinary profession.

The articulation design combines both a *Time-Shortened Program* component and a *Tech Prep/Advanced Skills* approach to eliminate redundancy and incorporate more breadth of training than the post-secondary program alone can provide. Qualified students will receive college credit for the articulated course after completing the required designated units.

Students completing the MVROP-VA PROGRAM will be qualified to work as *Unregistered Veterinary Assistants* and graduates of the FHC-VT PROGRAM will be eligible for licensing as a *Registered Veterinary Technicians (RVT)*.

Terms and Conditions

1) Detailed procedures and general policies are outlined and contained in the 2+2 Articulation materials which have been reviewed and approved by each party. This information is available to students, parents, counselors, teachers, and administrators by contacting the MVROP Veterinary Assistant Program Director.

2) The MVROP Veterinary Assistant Program will be considered equivalent, but not identical to VT 51—*Introduction to Veterinary Technology* at Foothill College. The Articulation Agreement is limited to these two courses only.

3) Students enrolled in MVROP-VA will be advised that in order to better prepare for success at the post-secondary level, s/he should engage in a series of college preparatory courses at the secondary level and be counseled that most successful students complete the VT program prerequisites **and** the majority of the Foothill College general education requirements **prior to application to the FHC-VT PROGRAM.**

4) The FHC-VT program director shall be an active member of the MVROP-VA Advisory Board and the MVROP-VA program director shall be a n active member of the FHC-VT Advisory Board.

5) MVROP-VA shall maintain a complete competency record which identifies in detail all classroom and site-based competencies evaluated and achieved for each student.

6) College Credit will be granted once the student completes 12 quarter units of college general education courses including but not limited to courses in Mathematics and Physical Sciences, Business and Social Sciences and Biology and Health Sciences with a grades of "C" or better.

7) The student must complete a written petition for equivalency with the veterinary technology program lead counselor, which must be approved by the FHC-VT program director and the Biological and Health Sciences Division Dean. The student is responsible for providing the following documents:

   - High school transcript showing successful completion of the articulated course.
   - Proof of achievement of 90% of the agreed upon classroom and site-based articulation competencies (Completed *Individualized Training Plan, Classroom Competency and Site-based Competency Checklists*).
   - Letter of recommendation from MVROP-VA director.

8) This agreement shall remain in full force and effect until during any single school year and may be revoked in writing by either party given at least two months notice prior to the date of desired termination. Neither party is in any way obliged to maintain this agreement beyond a given school year.

9) The renewal af this articulation agreement between MVROP-VA AND FHC-VT will be subject to biennial review and approval by the FHC-VT program director and the dean of the Biological and Health Sciences Division and is contingent upon maintaining a high quality curriculum formally adopted and taught to specified outcomes by a qualified teacher.

10) It is the responsibility of the MVROP-VA director to provide relevant documents including but not limited to the official Veterinary Assistant Program Course Outline, Faculty Curriculum Vitae, Student Individualized Training Plan and comprehensive Classroom and Site-based Competency Checklists.

11) MVROP-VA must notify FHC-VT of any proposed change in faculty or curriculum prior to any change being implemented or the articulation agreement will be considered void.

12) All administrators, faculty and counselors whether full time or part time shall receive orientation to the 2+2 articulation process in general and to this articulation agreement in particular.

The following parties agree to abide by the terms and conditions of the Foothill College Veterinary Technology Program (FHC-VT) and Mission Valley Regional Occupational Program Veterinary Assistant Program (MVROP-VA) Articulation Agreement as outlined above:

Foothill College Veterinary Technology Program

Date: 04/16/2007 _____
Karl M. Peter, D.V.M., Director—Veterinary Technology Program

Date: 4/16/07 _____
Shirley Barker, Dean—Biological & Health Sciences Division

Mission Valley ROP Veterinary Assisting Program

Date: 4/25/07 _____
Patricia Rutherford, R.V.T., C.V.P.M., Director
Veterinary Assistant Program

Date: 4/25/07 _____
Director of Education Services

Date: _____ _____

List of Articulation Courses

Mission College and Mission Valley ROP

Mission College Class	NO. Of Units	Mission Valley ROP Classes
Network Hardware & Software CT* 012	4.0 Units	IT Essentials PC Hardware & Software
GDES 035	3.0 Units	Computer Graphics Design/10128#
FDRST 051 - Basic Food Preparation	5.0 Units	Culinary Arts/ Basic Food Prep.
CIT* 021/22/23/24	3.0, on each course	**Discovery 1** Networking for Home & Small Business **Discovery 2** Working at small to medium Business or ISP
Mkt. 056A	3.0 units	Merchandising & Marketing/4122
Bus054	1.0 units	Business Ownership Bruce Voeltz
CHD001	3.0 Units	Careers in Education Janay Shepherd

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Microcomputer Accounting (Peachtree & Excel)

Ohlone College course(s):

BA 104 Computer Applications in Accounting (3units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

DONNA TOMASSETTI
print name

6/24/03
signature date

College Faculty

VERN PLUMARTA
print name

6-24-03
signature date

District Administrator/Site Principal

Rick Herrmann
print name

8-18-03
signature date

Ohlone College Division Dean

Walt Birkedahl
print name

W Birkedahl 8/26/03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch 8/18/03
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

12/16/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP/C

1a. **Ohlone College Course No(s)** **BA 104**	2a. **Course Name:** **Computer Applications in Accounting**	**Units:** **3**	3a. **Length of Course:** 1 Semester ✔ 1 Year ___ Other (specify) ___
1b. **ROP or High School Course No(s)** **Oracle** **Applied Excel**	2b. **Course Name:** **Computerized Accounting and Applied Excel**	**Units:** _____	3b. **Length of Course:** 1 Semester ✔ 1 Year ___ Other 18 wks

4. **Type of Course:** R.O.P. ✔
   College Prep. _____
   Advanced Placement _____
   General _____

5. **Lecture/Lab**
   Lec. hrs. per week 4
   Lab. hrs. per week 6

6. **Prerequisites:**
   Accounting Principles
   MS Excel
   MS Windows and the Internet
   Business Math

   Corequisites:
   _____
   _____

   Advisory:
   Proficient in Basic English, and ability to type 25 wpm.

7. **Course Description:**

   Microcomputer accounting is a comprehensive course covering accounting concepts using commercial software packages, i.e. Oracle Small Business Suite, Peachtree, Great Plains, Microsoft Small Business Suite. Students will complete business simulations using the selected software package. Students will also learn how to perform account analysis using Excel.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will:

Accounting Software

1. Discuss how computer technology can be used to automate an accounting system
2. Distinguish between different kinds of accounting software packages
3. Apply basic accounting concepts
4. Understand small business sales cycles
5. Prepare and analyze financial reports Balance Sheet, Trial Balance and General Ledger
6. Understand the use of profitability reports Income Statement and Sales and Item Profitability
7. Gain an understanding of payroll, including payroll items, tax tables, vendors, liabilities, payroll processing and paying taxes
8. Become familiar with the components of the accounting software
   a. Financial reporting
   b. Inventory items
   c. Prepaid expenses
   d. Detailed reporting capabilities
   e. Estimates and invoices
   f. Bank reconciliation
   g. Inventory tracking
   h. Cash forecasting
   i. Expense reporting
   j. Recurring billing.

Applied Excel

9. Use references (absolute and relative), enter functions using the Formula Palette, use date functions (NOW and DATE), use financial functions (FV and PMT) and use logical functions (IF)
10. Import data from text files (insert, drag-and-drop), import from other applications, import a table from an HTML file and export to other applications
11. Apply, edit and create templates
12. Use multiple workbooks as a workspace and by linking
13. Create custom number formats and use conditional formatting
14. Print and preview multiple worksheets and use the Report Manager
15. Add and delete a named range, use a named range in a formula and use Lookup Functions (Hlookup or Vlookup)
16. Hide and display toolbars, customize a toolbar and assign a macro to a command button
17. Record, Run and Edit Macros

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

Weeks ***Accounting Software***

.25 1. Discuss how computer technology can be used to automate an accounting system

.25 2. Distinguish between different kinds of accounting software packages

2.5 3. Apply basic accounting concepts

.5 4. Understand small business sales cycles

1.0 5. Prepare and analyze financial reports
- a. Balance Sheet
- b. Trial Balance
- c. General Ledger

1.0 6. Understand the use of profitability reports
- a. Income Statement
- b. Sales and Item Profitability

2.0 7. Gain an understanding of payroll, including payroll items, tax tables, vendors, liabilities, payroll processing and paying taxes

1.5 8. Become familiar with the components of the accounting software
- a. Financial reporting
- b. Inventory items
- c. Prepaid expenses
- d. Detailed reporting capabilities
- e. Estimates and invoices
- f. Bank reconciliation
- g. Inventory tracking
- h. Cash forecasting
- i. Expense reporting
- j. Recurring billing.

Applied Excel

2.0 9. Working with Formulas and Functions
- a. Use references (absolute and relative)
- b. Enter functions using the Formula Palette
- c. Use date functions (NOW and DATE)
- d. Use financial functions (FV and PMT)
- e. Use logical functions (IF)

1.0 10. Importing and Exporting Data
- a. Import data from text files (insert, drag-and-drop) operations
- b. Import from other applications
- c. Import a table from an HTML file (insert and drag and drop operations, including HTML round tripping)
- d. Export to other applications

1.0 11. Using Templates
- a. Apply templates
- b. Edit templates
- c. Create templates

1.0 12. Using Multiple Workbooks
- a. Use a workspace
- b. Link workbooks

.5 13. Formatting Numbers
- a. Create custom number formats

b. Use conditional formatting

.5 14. Printing Workbooks
   a. Print and preview multiple worksheets
   b. Use the Report Manager

.5 15. Working with Named Ranges
   a. Add and delete a named range
   b. Use a named range in a formula
   c. Use Lookup Functions (Hlookup or Vlookup)

.5 16. Working with Toolbars
   a. Hide and display toolbars
   b. Customize a toolbar
   c. Assign a macro to a command button

2.0 17. Using Macros
   a. Record macros
   b. Run macros
   c. Edit macros

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: ___% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving

(approx 25%)
✔ Exam(s)
___ Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 50%)
✔ Class Performance(s)
___ Field Work
✔ Performance Exams
✔ Other (Simulations/projects)

D. Objective Exams

(approx 25%)
✔ Multiple Choice
✔ True/False
✔ Matching
✔ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Students will demonstrate their knowledge by completing a service business comprehensive review problem, merchandising company simulation or payroll simulation and passing hands-on tests given during the semester.

12. **Student Materials-Means of Achieving Objectives:**
Text:

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	✔
b.	Self-Paced	✔
c.	Technology-Mediated	✔
d.	Other: _____	

Prepared by: Donna Tomassetti **Date:** 11/21/96

Revised by: **Donna Tomassetti** **Date:** 6/17/03

Instructional Manager Approval: Marian Bush **Date:** 6/17/03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Accounting Principles (2hrs.)

Ohlone College course(s):

BA 106 Applied Accounting (3units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

DONNA TOMASSETTI
print name

5/31/03
signature date

College Faculty

VERN PIUMARTA
print name

11-24-03
signature date

District Administrator/Site Principal

RICK HERRMANN
print name

9-29-03
signature date

Ohlone College Division Dean

Walt Birkedahl
print name

11/26/03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

12/16/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP/C

1a. **Ohlone College Course No(s)"** **BA 106**	2a. **Course Name:** **Principles of Accounting**	**Units:** **3**	3a. **Length of Course:** 1 Semester ✔ 1 Year ___ Other (specify) ___
1b. **ROP or High School Course No(s):** **Accounting Principles**	2b. **Course Name:** **Accounting Principles**	**Units:** _____	3b. **Length of Course:** 1 Semester ___ 1 Year ___ Other 18 wks

4. **Type of Course:** R.O.P. ✔
College Prep. _____
Advanced Placement _____
General _____

5. **Lecture/Lab**
Lec. hrs. per week 2 - 5
Lab. hrs. per week 8 - 5

6. **Prerequisites:**

Corequisites:
Business Math
MS Excel

Advisory:
Proficient in Basic English.

7. **Course Description:**

Accounting Principles is the study of accounting concepts, procedures, terminology and practices relating to service and merchandising businesses. This course prepares students to make entries manually and on the computer. It enables students to obtain employment as entry level accounting clerks or further their accounting education. Homework is required to complete assigned work.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

Upon completion of this course the student will:

1. Understand the forms of business organization and types of business operations
2. Record transactions using the accounting equation
3. Analyze transactions into debit/credit parts
4. Prepare financial statements: Income Statement, Statement of Owners Equity, Balance Sheet
5. Prepare a worksheet to show adjustments and net income (loss)
6. Prepare and record adjusting and closing entries
7. Understand cash control and segregation of duties
8. Prepare documents and reports associated with petty cash
9. Determine, record and deal with cash overages and shortages
10. Reconcile a bank statement and understand banking procedures
11. Calculate and record payroll transactions
12. Calculate employer's payroll taxes
13. Understand Federal and State payroll taxes reporting requirements
14. Analyze business scenarios and provide recommendations regarding business ethics

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

Weeks

.5 **I. Accounting**
- a. As a career
- b. Forms of business organization
- c. Types of business operations
- d. Communication and ethics in the workplace

7.25 **II. Accounting for a Service Business Organized as a Sole Proprietorship**
- a. Analyze transactions
- b. Journalizing transactions
- c. Posting to a General Ledger

d. Cash Control Systems
e. Trial Balance & Work Sheet Preparation
f. Financial Statements
g. Recording adjusting and closing entries
h. Simulation

1.0 III. Cash and Combined Journal

a. Cash control
b. Journalizing transactions using a combined journal
c. Accounting for petty cash
d. Change fund
e. Cash Short and Over
f. Banking procedures

7.25 IV. Accounting for a Merchandising Business Organized as a Sole Proprietorship

a. Journalizing purchases and cash payments
b. Journalizing sales and cash receipts
c. Posting to a General Ledger and Subsidiary Ledgers
d. Work Sheet Preparation
e. Financial Statements
f. Recording adjusting and closing entries
g. Simulation

2.0 V. Accounting for Payroll

a. Employer/employee relationships
b. Calculate gross and net earnings
c. Payroll deductions
d. Payroll record keeping
e. Payroll systems
f. Journalizing payroll payment
g. Payroll taxes for employer
h. Filing and making payroll tax payments
i. Paying other amounts held
j. Simulation

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 25% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
✔ Lab Report(s)
✔ Written Homework
___ Reading Report(s)
✔ Project(s)
✔ Portfolio
✔ Other (specify) Simulations

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving	C. Skill Demonstrations	D. Objective Exams
(approx 40%)	(approx 25%)	(approx 10%)
✔ Exam(s)	✔ Class Performance(s)	✔ Multiple Choice
✔ Quizzes	___ Field Work	✔ True/False
✔ Homework	✔ Performance Exams	✔ Matching
✔ Lab Report(s)	___ Other (specify)	___ Completion
___ Field Work		___ Other (specify)
___ Other (specify)		

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Students will demonstrate their knowledge by completing a service business comprehensive review problem and a payroll comprehensive review problem, merchandising company simulation or payroll simulation and passing hands-on tests given during the semester.

12. **Student Materials-Means of Achieving Objectives:**

Text: Dansby, Kaliski, Lawrence, Paradigm College Accounting: Chapters 1-12, Fourth Edition. St. Paul, MN: EMC/Paradigm Publishing, 2000

Supplemental Text: Study Guide and Working Papers: Chapters 1-12

Special Materials: (Describe and indicate approximate cost.)

Accounting Simulations $50.00

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	✔
b.	Self-Paced	✔
c.	Technology-Mediated	
d.	Other:	

Prepared by: Donna Tomassetti **Date:** May, 2000

Revised by: Donna Tomassetti **Date:** May, 2003

Instructional Manager Approval: Maxine Dunk **Date:** 3/05/03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):
Computerized Accounting using QuickBooks

Ohlone College course(s):
BA-109B Computerized Accounting for Small Business (1.5)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School/ROP Faculty
DONNA TOMASSETTI
print name
signature 9/04/03 date

College Faculty
VERN PUMARTA
print name
signature 11-24-03 date

District Administrator/Site Principal
RICK HERRMANN
print name
signature 9-21-03 date

Ohlone College Division Dean
Walt Birkedahl
print name
signature 11/26/03 date

District Articulation Coordinator
Alyssa Lynch
print name
signature 9/24/03 date

Ohlone Vice President, Educational Services
JIM WRIGHT
print name
signature 12/16/03 date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP/C

1a. **Ohlone College Course No(s)**	2a. **Course Name:**	**Units:**	3a. **Length of Course:**
BA-109B	**Computerized Accounting for Small Business**	**1.5**	1 Semester ___ 1 Year ___ Other (specify) 9 wks
1b. **ROP or High School Course No(s)**	2b. **Course Name:**	**Units:**	3b. **Length of Course:**
QuickBooks	**Computerized Accounting using QuickBooks**	____	1 Semester ___ 1 Year ___ Other (specify) 9 wks

4. **Type of Course:** R.O.P. ✔
   College Prep. ____
   Advanced Placement ____
   General ____

5. **Lecture/Lab**
   Lec. hrs. per week 2-4
   Lab. Hrs. per week 8-6

6. **Prerequisites:**
   MS Windows and the Internet

   Corequisites: ____

   Advisory:
   Knowledge of accounting, proficient in Basic English and ability to type 25 wpm.

7. **Course Description:**

Computerized accounting using QuickBooks provides students with hands-on experience using an accounting software package used by small and medium size firms.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

Upon completion of this course students will be capable of automating tasks performed by business owners. They will have hands-on practice invoicing customers, recording customer payments, paying bills to outside vendors, managing inventory and, if time allows, analyzing financial data. Common accounting terms—assets, liabilities, equity, cash basis, accrual basis, balance sheet, and profit and loss statements--will also be reviewed. Students will be able to locate information using the Help feature. Students will learn to:

1. Setup a business's accounting system
2. Analyze and record financing, investing, and operating activities
3. Evaluate accrued expenses and revenue and record adjusting entries, if necessary
4. Compare bank statements to checkbook, prepare a bank reconciliation and record any necessary entries
5. Determine and record year-end adjusting and closing activities
6. Create and use budgets
7. Create financial statements and other accounting reports
8. Create graphs
9. Work with Debits and Credits

10. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

Weeks	
.5	QuickBooks Tour
.75	Chart of Accounts
.5	Banking
.75	Customer and Sales
.75	Vendors, Purchases and Inventory
.75	Employees and Payroll
.5	Reports and Graphs
.25	Correcting Errors
.75	Creating a Service Company
.75	Accounting for a Service Company
.75	Merchandising Corporation: Sales, Purchases and Inventory
.75	Merchandising Corporation: Payroll
1.5	Simulation

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 15% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
✔ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving (approx 40%)	C. Skill Demonstrations (approx 40%)	D. Objective Exams (approx 5%)
✔ Exam(s)	✔ Class Performance(s)	✔ Multiple Choice
✔ Quizzes	___ Field Work	✔ True/False
___ Homework	✔ Performance Exams	✔ Matching
___ Lab Report(s)	✔ Other Accounting Simulation	✔ Completion
___ Field Work		___ Other (specify)
✔ Other Accounting Simulation		

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Students will demonstrate their knowledge by completing a merchandising company simulation, passing hands-on tests given during the quarter and passing objective tests during the quarter.

12. **Student Materials-Means of Achieving Objectives:**
Text: Donna Ulmer, Computer Accounting with QuickBooks 2002. New Yock, NY: McGraw-Hill/Irwin, 2003

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

Notepaper

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	✔
b.	Self-Paced	✔
c.	Technology-Mediated	✔
d.	Other:	

Prepared by: Donna Tomassetti **Date:** 1/23/03

Revised by: _____ **Date:** _____

Instructional Manager Approval: Marcia Bach **Date:** 5/18/03

OHLONE COLLEGE
Fremont-Newark Community College District
OFFICIAL COURSE OUTLINE

___ New
_x_ Revised

BA

1. **Discipline/Course #:** ~~CB~~ 109B
2. **Units** 1.5
   Lec Hrs 1.25
   Lab Hrs .75
3. **Title:** Computerized Accounting for Small Business
4. **Cross Reference:** BA 109B
5. **Sem Offered:** F___ S___
6. **Part of Program:** BA/CS
7. **Repeat?:** 0 # Times or _units
8. **Grading:** Letter only ___
   Credit/No-Credit only ___
   Optional _x_
9. **Credit by Exam:** Yes_ No_x_
   (If yes, attach exam)

10. **Prerequisites:** ___ **Corequisites:** ___ **Advisory:** Concurrent enrollment in BA 101A or BA 106

11. **Credit Course:** _x_
    (If Credit Course, complete all applicable categories below.)

    Non-Credit Course: ___
    (If Non-Credit Course, skip to #12.)

Associate Degree Course: (Please complete one.)
_x_ Associate Degree Applicable Course
___ Non-Associate Degree Applicable Course

Transferable Course: (Please complete as appropriate.)
___ CSU Inst./Parallel Course:
___ UC Inst./Parallel Course:
___ Limited to Specific Inst./Program:
___ CAN #:

12a. **Catalog Description:** This course is normally taught in nine-weeks. (When taught in nine weeks, the weekly contact hours are 2.5 hours lecture, 1.5 hours lab.) This course is designed to meet the accounting needs of a small business. A widely-used software package (such as QuickBook) will be presented.

12b. **Class Schedule Description:** Introduction to computerized accounting for small business using a commercial software package, such as QuickBook.

13. **Course Description for Counselors:** This course is intended for people who want to maintain computerized financial records for a small business.

Instructional Office Use Only

14. **COURSE CODES**

TOPS CODE	0201.00
USOE CODE	
SAM CODE	D
TRANS CODE	1
CAN Number	
Specific CSU	
ICETC Area	
VATEA Qualifying:	_x_ Yes __No

CSU AREA

A1	
A2	
A3	
B1	
B2	
B3	
C1	
C2	
D1	
D2	
E	

AA/AS AREA

I	
II	
IIIA	
IIIB	
IVA	
IVB	
IVC	
V	
VI	
Elec	

March 1996
Vice President Instruction Approval

March 1996
Date of Board Approval

CB 109B & BA 109B*
FORM 12/95

15. **Student Performance Objectives:**

The student will:

1. Communicate with QuickBook through its user interface.
2. Set up a small business, including its accounts, customers, vendors, products, and services with QuickBook software.
3. Manage the information about handling accounts receivable, reconciling checking and credit card accounts, working with memorizing transactions, maintaining the general ledger, and generating reports using QuickBook.
4. Enter the data for small business into QuickBook and manage the files to improve the cash flow and increase profits.

16. **Methods of Evaluation or Measurement of Student Achievement:**
(Degree course requires at least one choice from "A", "B" or "C".
If "A" is not checked, indicate the reason why not.)

A. Written Assignments: 25% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Lab Report(s)
_x_ Written Homework
_x_ Reading Report(s)
___ Other_____

Writing Assignments are NOT appropriate because course is:
___ Primarily Computational
___ Primarily Skill Demo or Problem Solving
___ Other (specify)

B. Comp/Non Comp/Prob Solving
(approx 25%)
_x_ Exam(s)
_x_ Quizzes
_x_ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations
(approx 25%)
_x_ Class Performance(s)
___ Field Work
_x_ Performance Exams
___ Other (specify)

D. Objective Exams
(approx 25%)
_x_ Multiple Choice
_x_ True/False
_x_ Matching
_x_ Completion
___ Other (specify)

17. **Course Content:** Please include in the topic outline any culturally diverse perspectives offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

WEEK

1. Working with QuickBook
2. Setting up QuickBook and your company
3. Creating a chart of accounts
4. Setting up customers
5. Setting up vendors
6. Defining products and services
7. Managing vendor invoices
8. Using the checkbook
9. Recording sales
10. Recording payments & deposits
11. Managing accounts receivable
12. Reconciling bank & credit card statements
13. Recalling & grouping memorized transactions
14. Working with your general ledger
15. Producing reports
16. Preparing your data for QuickBook
17. Managing your files & converting data from Quicken

Prepared by: Carolyn Strickler/Xi-Sheng Fang/Larry Weiner **Date:** 1-96

Revised by: Carolyn Strickler/Xi-Sheng Fang/Larry Weiner **Date:** 8-22-96

Inst. Manager Approval: Vern Piumarta **CAPAC Approval:** 3-4-96

CAPAC Curriculum Review: _____ **CAPAC Revised:** 9-9-96

18. Student Materials-Means of Achieving Objectives:

Text: Youzek, D. H., Understanding QuickBooks, 1st ed., Alameda, CA: Sybex, Inc., 1993. (ISBN 0-7821-1164-5)

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

Texts are considered college level because:
Text is widely used in colleges and universities nationwide.

19. Outside of Class Assignments, Required Reading, Writing, and Other:

Over an 18-week semester, one hour of class time and two hours of outside work per week are required for each unit of credit in a lecture course. This requirement is stated as two hours of independent assigned work for each class hour. The students will be doing the following outside of class:

- x Study
- x Answer Questions
- x Skill Practice
- x Required Reading
- x Problem Solving Activity or Exercise
- x Written Work (essays/composition/report/analysis/research)
- ___ Journal (reaction and evaluation of class, done on a continuing basis throughout the semester)
- ___ Observation of, or participation in, an activity related to course content (e.g., play, museum, concert, debate, meeting, etc.)
- ___ Other (specify)

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Business English - 2022
Business Correspondence - 2012

Ohlone College course(s):

Business English and Communication - BA 116 (4 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Margaret Trujillo
print name

Margaret Trujillo 5-16-05
signature date

College Faculty

Christine A Bolt
print name

3/7/05
signature date

District Administrator/Site Principal

T. A. Orlando
print name

5/1/05
signature date

Ohlone College Division Dean

Walt Birkedahl
print name

Birkedahl 5/2/05
signature date

District Articulation Coordinator

Richard L. Herrmann
print name

5-17-05
signature date

Ohlone Vice President, Instruction

James Wright
print name

5-6-05
signature date

OHLONE COLLEGE

2+2+2
REQUEST FOR ARTICULATION

HIGH SCHOOL/ROP DISTRICT ORIGINATING REQUEST:

Name of high school/ROP district: Fremont Unified School District

Contact Person: Margie Trujillo

Address: 40230 Laiolo Road, Fremont, CA 94538

Phone: (510) 651-4540 Contact Hours: 8:00 – 3:00

HIGH SCHOOL/ROP COURSE SUBMITTED FOR ARTICULATION:

Course No.: 2022 and 2012

High school/ROP course title: Business English and Business Correspondence

*Submitting district will include completed Course Outline (form/disk to be provided by Ohlone College)

PROPOSED ARTICULATED OHLONE COLLEGE COURSE:

Dept. & Course No.: BA-116

College course title: Business English and Communication

For Ohlone College use only

Date of receipt of request by Office of Instruction: _____

Date of submission to Division Dean: _____

Date of submission to Instructor: March 2, 2005

Division Dean's Name: _____ Date: _____

Action by Division Dean:

(If request is disapproved, complete Articulation Denial form and distribute to all parties)

Instructor's Name: Christina Bolin Date: _____

Action by Instructor:

If request is approved, the Division Dean will complete an Articulation Agreement form, obtain approval signatures, and forward all documents (including high school/ROP and Ohlone College course outlines) for processing and distribution.

Date: _____

Please send completed request and course outline to Susan Myers, Career Prep Program, Ohlone College, 43600 Mission Blvd., Fremont, CA 94539-0390

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** BA-116	2a. **Course Name:** Business English and Communication	**Units:** **4.00**	3a. **Length of Course:** 1 Semester___ 1 Year ___
1b. **ROP or High School Course No(s)** 2022 2012	2b. **Course Name:** Business English Business Correspondence	**Units:**	3b. **Length of Course:** 1 Semester x__ Year ___

4. **Type of Course:** R.O.P. _x_
College Prep. _____
Advanced Placement _____
General _____

5. **Lecture/Lab**
Lec. hrs. per week 10
Lab. hrs. per week _____

6. **Prerequisites:** **Corequisites:** **Advisory:**

7. Course Description: These courses will help students reinforce the language arts skills through the use of application materials consisting of realistic office communications. Students will gain confidence, improve their communication skills and demonstrate knowledge of grammatical principles. Students will be required to use his or her judgment and make decisions while preparing typical business communications. Students will become more effective writers by showing how to enhance their basic style to meet the needs of the reader and the particular situation.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will:

- Comprehend the rules of punctuation for commas, dashes, hyphens, semicolons, apostrophes, colons, and quotation marks
- Differentiate between words that sound alike but have different meanings (homonyms)
- Practice applying the rules for number usage
- Identify and practice the rules for capitalization
- Differentiate between and correctly use commonly misused words
- Utilize the correct personal pronoun
- Practice applying the rules for subject and verb agreement
- Identify communication from the perspective of the organization, the employee, and the recipient
- Employ good strategies for solving business problems
- Present ideas clearly, using concrete language
- Carefully format, edit, proofread, and revise documents
- Develop information management skills
- Prepare form letters including: complete, variable, and guide. Write form paragraphs. Create memos

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

Week	Content for Business English
1	Style Guide Chapter 1 – Commas Chapter 2 – Commas (continued)
2	Chapter 3 – Commas (concluded) Test – Chapters 1-3 Chapter 4 – Semicolons

3	Chapter 5 - Apostrophes Chapter 6 – Apostrophes (concluded) Test – Chapters 4-6
4	Chapter 7 - Colons Chapter 8 – Quotation Marks
5	Chapter 9 – Homonyms Test – Chapter 7-9 Chapter 10 – Numbers
6	Chapter 11 – Numbers (concluded) Chapter 12 – Capitalization Test – Chapters 10-12
7	Chapter 13 – Capitalization (concluded) Chapter 14 – Misused Words
8	Chapter 15 – Misused Words (concluded) Test – Chapters 12-15 Chapter 16 – Troublesome Pronouns
9	Chapter 17 – Troublesome Pronouns (concluded) Chapter 18 – Subject and Verb Agreement Final

Week	**Content for Business Correspondence**
1	Chapter 1 - Style Process and Product
2-3	Chapter 2 - Ten Guides for Effective Writing
4	Chapter 3 – Positive Letters and Memos
5	Chapter 4 – Negative Letters and Memos
6	Chapter 5 – Persuasive Letters and Memos
7	Chapter 6-7 – Letters, Memos, Form Letters
8	Chapter 8 – Collaborative and Team Writing
9	Chapter 9 – Goodwill and Personal Business Messages

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20%) (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify)

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
__x__ Other Attendance

B. Comp/Non Comp/Prob Solving

(approx 80%)
__x__ Exam(s)
___ Quizzes
__x__ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx __%)
___ Class Performance(s)
___ Field Work
___ Performance Exams
___ Other (specify)

D. Objective Exams

(approx __%)
___ Multiple Choice
___ True/False
___ Matching
___ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Exams and Homework

12. **Student Materials-Means of Achieving Objectives:**
Text: Reiff, Rosanne, Communication Skills for the Processing of Words, 4th Edition, New York City: Southwestern Educational Publishing, 1997

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	__x__
b.	Self-Paced	_____
c.	Technology-Mediated	_____
d.	Other:	_____

Prepared by: Margie Inglis **Date:** 2-4-05

Revised by: _____ **Date:** _____

Instructional Manager Approval: S Rudnicki **Date:** 2-4-05

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Business Math - 2112

Ohlone College course(s):

BA 123 Math for Accounting and Business

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Margaret Trujillo
print name

Margaret Trujillo 5-16-05
signature date

College Faculty

VERN BUMARTA
print name

4-12-2005
signature date

District Administrator/Site Principal

J. A. OWENS
print name

5-17-05
signature date

Ohlone College Division Dean

Walt Birkedahl
print name

5/2/05
signature date

District Articulation Coordinator

Richard P. Herrmann
print name

5-17-05
signature date

Ohlone Vice President, Instruction

JAMES WRIGHT
print name

5-6-05
signature date

OHLONE COLLEGE

2+2+2
REQUEST FOR ARTICULATION

HIGH SCHOOL/ROP DISTRICT ORIGINATING REQUEST:

Name of high school/ROP district: Fremont Unified School District

Contact Person: Margie Trujillo

Address: 40230 Laiolo Road, Fremont, CA 94538

Phone: (510) 651-4540 Contact Hours: 8:00 – 3:00

HIGH SCHOOL/ROP COURSE SUBMITTED FOR ARTICULATION:

Course No.: 2112

High school/ROP course title: Business Math

*Submitting district will include completed Course Outline (form/disk to be provided by Ohlone College)

PROPOSED ARTICULATED OHLONE COLLEGE COURSE:

Dept. & Course No.: BA-123

College course title: Math for Accounting and Business

For Ohlone College use only

Date of receipt of request by Office of Instruction:_____

Date of submission to Division Dean:_____

Date of submission to Instructor:_____

Division Dean's Name:_____ Date:_____
Action by Division Dean:

(If request is disapproved, complete Articulation Denial form and distribute to all parties)

Instructor's Name:_____ Date:_____
Action by Instructor:

If request is approved, the Division Dean will complete an Articulation Agreement form, obtain approval signatures, and forward all documents (including high school/ROP and Ohlone College course outlines) for processing and distribution.

Date:_____

Please send completed request and course outline to Susan Myers, Career Prep Program, Ohlone College, 43600 Mission Blvd., Fremont, CA 94539-0390

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** BA-123	2a. **Course Name:** Math for Accounting and Business	**Units:** 3.00	3a. **Length of Course:** 1 Semester___ 1 Year ___
1b. **ROP or High School Course No(s)** 2112	2b. **Course Name:** Business Math	**Units:**	3b. **Length of Course:** 1 Semester 9 weeks Year ___

4. **Type of Course:** R.O.P. _x_
College Prep. _____
Advanced Placement _____
General _____

5. **Lecture/Lab**
Lec. hrs. per week 10
Lab. hrs. per week _____

6. **Prerequisites:** _____ _____

Corequisites: _____ _____

Advisory: _____ _____

7. Course Description: This course provides students with math skills needed for business and personal applications. Students will review fundamental math skills while building confidence in solving mathematical problems. Students will also learn how to use a calculator and ten-key by touch. This course will meet for ten hours a week for nine weeks.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will understand the applications of mathematics skills. Students will be able to apply estimation, measurement, and calculation skills to business applications, including the following:

- Whole numbers, decimals, fractions, percents, ratios, averages, and proportions
- Units of measurement (currency) and time (days, months)
- Use data within tables, charts, and graphs
- Analyze and interpret data using common statistical procedures

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

Gross Pay

A. Calculate gross pay for hourly-rate and salaried employees
B. Calculate simple averages, averages from grouped data, and find the unknown item in a set of data.
C. Compute regular and overtime pay rates.
D. Calculate straight and graduated commission earnings, commission earnings based on quota and find the rate of commission.
E. Calculate gross pay for piece-rate employees, for per diem employees, and for tip employees.

Net Pay

A. Find federal withholding tax, social security, and Medicare tax deductions. Calculate total deductions and net pay
B. Find total job benefits, net job benefits, and compare them.
C. Calculate adjusted gross income and taxable income. Calculate the income tax due and the refund for single dependents.
D. Calculate state and city income taxes using a flat tax rate and a graduated tax rate table.
E. Keep a cash receipts record and a columnar cash payments record.

Banking Services

A. Prepare a deposit slip and record entries in a check register.
B. Reconcile a bank statement and correct a check register.
C. Reconcile a checking account with outstanding transactions and other errors.
D. Calculate simple interest and compound interest on savings deposits, using a compound interest table.
E. Calculate interest earned on special savings accounts, the penalty for early withdrawals from CD accounts, and the effective rate of interest. Compare the interest earned on savings accounts.

Loans

A. Promissory Notes
B. Discounted Promissory Notes

Own a Home

A. Borrowing to Buy a Home
B. Renting or Owning a Home
C. Property Tax
D. Property Insurance

Annuities

Present Value

Manage People and Inventory

A. Calculate the cost of employment advertising, hiring an employee, and outside agency recruitment.
B. Calculate cost-of- living adjustments (COLA), bonuses, and profit sharing.
C. Calculate cost of full-time and part-time employees.
D. Calculate inventory balances and the stock reorder point.
E. Calculate inventory value on FIFO and LIFO basis. Calculate inventory value on weighted average basis.
F. Find the ordering costs and the carrying costs of inventory.

Business Costs

A. Calculate prime cost and total manufacturing costs. Distribute factory expenses to units.
B. Calculate the break-even point for a product in units and in sales dollars.
C. Calculate depreciation using declining-balance, sum-of-the-years-digits, and modified accelerated cost recovery system methods. Calculate shipping and freight charges.
D. Calculate the costs of office space and the cost of a unit of office work.
E. Calculate mileage reimbursement and business travel expenses.

Sales and Marketing

A. Complete a cash proof form. Calculate sales invoice and credit memo totals. Calculate a customer account balance.
B. Calculate cash and trade discount, cash and invoice price. Calculate the rate of discount.
C. Calculate the invoice price for a series of discounts. Calculate the single discount equivalent to a series of discounts.
D. Calculate cost and selling price when markup is based on selling price. Calculate the rate of markup based on cost. Calculate markdown and selling price.

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20%) (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify)

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
__x__ Other Attendance

B. Comp/Non Comp/Prob Solving

(approx 80%)
__x__ Exam(s)
___ Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx %)
___ Class Performance(s)
___ Field Work
___ Performance Exams
___ Other (specify)

D. Objective Exams

(approx ___%)
___ Multiple Choice
___ True/False
___ Matching
___ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Course Examination

12. **Student Materials-Means of Achieving Objectives:**
Text: Schultheis, Robert A. and Kaczmarski, Raymond M., Business Math, 15th Edition, Ohio: Southwestern Educational Publishing, 2003

13. **Methods of Instruction:** Check all that apply.

a. Traditional Classroom __x__
b. Self-Paced _____
c. Technology-Mediated _____
d. Other: _____

Prepared by: _____ **Date:** _____

Revised by: _____ **Date:** _____

Instructional Manager Approval: _____ **Date:** _____

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Merchandising/Marketing

Ohlone College course(s):

BA 126 Introduction to Marketing (3 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Lisa Ketchum
print name

1-16-03
signature date

College Faculty

Chris Bolt
print name

1/16/03
signature date

District Administrator/Site Principal

Rick Herrmann
print name

1-16-03
signature date

Ohlone College Division Dean

Steven D. Wong
print name

signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch 1/16/03
signature date

Ohlone Vice President, Educational Services

Jim Wright
print name

7/23/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

1a. **Ohlone College Course No(s)**	2a. **Course Name:**	**Units:**	3a. **Length of Course:**
BA 126	**Introduction to Marketing**	**3**	1 Semester x 1 Year ___ Other (specify) ___
1b. **ROP or High School Course No(s)**	2b. **Course Name:**	**Units:**	3b. **Length of Course:**
TMMA	**Merchandising/Marketing**	**1-15 variable**	1 Semester x 1 Year ___ Other (specify) ___

4. **Type of Course:** R.O.P. x
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 5
Lab. hrs. per week ___
Co-op hrs per weeks 8-10

6. **Prerequisites:** None
Corequisites: None
Advisory: Age 16 + for ROP

7. **Course Description:** Students completing the Merchandising/Marketing Program will have developed skills for an entry-level position in the marketing field or for further instruction leading to a career in business. Through classroom instruction, students will be able to apply ten-core competencies of marketing to actual job situations and will acquire the knowledge to make better-informed consumer purchases. Through DECA (An Association of Marketing Students), members will gain skills to enhance their self-confidence and business opportunities by participating in career development conferences. They will acquire leadership, computer and communication skills to assist them is being responsible young adults in their community and in the workforce. Students who are employed by local merchants can earn up to 30 units of credit per year.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and aboratory components of the course.

The student will: **(see course outline)**

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required. **(see course outline)**

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 50% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
_x_ Written Homework
___ Reading Report(s)
_x_ Project(s)
_x_ Portfolio
___ Other (specify) _____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____

B. Comp/Non Comp/Prob Solving

(approx 20 %)
___ Exam(s)
_x_ Quizzes
_x_ Homework
___ Lab Report(s)
_x_ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 20 %)
_x_ Class Performance(s)
_x_ Field Work
___ Performance Exams
_x_ Other (specify)
Oral presentations using technology

D. Objective Exams

(approx 10 %)
_x_ Multiple Choice
_x_ True/False
_x_ Matching
___ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Written homework, project based and team assignments, objective testing, and research base projects.

12. **Student Materials-Means of Achieving Objectives:**
Text: Marketing Essentials by Glencoe, McGraw Hill 2002 addition

Supplemental Text: Marketing Essentials Workbook

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	x
b.	Self-Paced	
c.	Technology-Mediated	x
d.	Other: **Co-op and Community Classroom - Student receive on the job training at work sites related to the class. In addition, student may attend (DECA) Career Development Conferences.**	

Prepared by: Sara Crowder Sara Crowder **Date:** 12/9/99

Revised by: Lisa Ketchum **Date:** 1/16/03

Instructional Manager Approval: Alyssa Lynch **Date:** 5-18-03

Merchandising/Marketing Curriculum

THE STUDENT WILL BE ABLE TO:		Instructional Hrs. C	CC	CVE
I.	Orientation and Work Ethic	10	2	2
	A. Apply classroom procedures			
	B. Complete program forms			
	C. Comply with Coop guidelines and expectations			
	D. Prepare Student Coop File			
	E. Anticipate employer evaluation procedure			
	F. Discuss work ethics and habits			
	G. Compile a listing of successful work qualities			
	H. Comprehend DECA competitive events, leadership roles and structure of the organization			
	I. Prepare work ethics report from 4 interviews			
II.	Employment Skills	13	2	2
	A. Locate sources for employment needs			
	B. Complete a job application			
	C. Prepare a professional resume			
	D. Demonstrate appropriate interviewing techniques			
	E. Recognize applicable labor laws			
	F. List common employee benefits			
	G. Complete regular hiring documents			
	H. Explain sexual harassment guideline			
	I. Demonstrate workplace ethics			
III.	Cashiering	9	0	48
	A. Complete a sales transaction			
	B. Demonstrate secure cashiering techniques			
	C. Prepare a monthly budget			
	D. Complete several paycheck preparation methods			
	E. Identify major credit card standards			
IV.	Loss Prevention	5	10	5
	A. Explain external loss risks and prevention			
	B. Explain internal loss risks and prevention			
	C. List common shrinkage causes			
	D. Describe workplace safety issues			
V.	Customer Service	10	32	48
	A. Identify paid and unpaid business services			
	B. Complete business comparison report			
	C. Describe the purpose and procedures of secret shoppers			
	D. List various business incentives offered to employees			
VI.	Selling	27	70	110
	A. Identify various customer types			
	B. Demonstrate product knowledge			
	C. Perform the seven step selling process			
	D. Practice application of skills by role-play			
	E. Describe the importance of sales productivity			
VII.	Economics	11	7	2
	A. Compare the three basic economic systems			
	B. Identify the benefits/challenges of free enterprise			
	C. Explain trade cycles and the influences			

	D. Determine the measurement techniques for systems			
VIII.	Business Systems	6	3	8
	A. Compare the three forms of business ownership			
	B. Report the pros/cons of franchises			
	C. Discuss entrepreneurship risks and benefits			
IX.	Business Functions	5	3	5
	A. Explain the purpose/role of manufacturing			
	B. Discuss the role of marketing			
	C. Identify management responsibilities			
	D. Differentiate various operational functions			
	E. Debate business ethics/responsibilities			
	F. List financial concerns and duties			
X.	Communications	10	33	50
	A. Demonstrate appropriate telephone skills			
	B. Practice oral presentations			
	C. Complete reports within proper written structure			
	D. Perform good classroom listening skills			
	E. Compare body language messages and results			
	F. Demonstrate appropriate use of Internet			
XI.	Marketing	10	7	10
	A. Explain the importance of market research			
	B. Present examples of market segmentation			
	C. Discuss how businesses use targeting principles			
	D. Identify the 4P's structure			
	E. Describe the concept of marketing promotion mix			
XII.	Advertising and Visual Display	18	12	8
	A. Discuss company use of publicity			
	B. Create a sales promotion plan			
	C. Explain advertising design techniques			
	D. List and compare media costs			
	E. Report the pros and cons for primary media methods			
	F. Demonstrate a display for visual merchandising			
XIII.	Merchandise Operations	26	33	50
	A. Present and describe the wholesale trade			
	B. Discuss the channels of distribution			
	C. List various methods of transportation for shipping			
	D. Compare costs of various shipping methods			
	E. Discuss receiving procedures and documents			
	F. Relate marking techniques to security management			
	G. Explain inventory control procedures			
	H. List the merchandising role in business and sales			
	I. Describe buying at wholesale and retail level			
	J. Compare pricing methods to financial policies			
XIV.	Career Study	12	3	5
	A. Research several career options and report findings			
	B. Complete a self-assessment based upon career choice			
	C. Prepare and present a career portfolio as the final exam			
X.	Human Relations	9	43	65
	A. Demonstrate proper teamwork based performance			
	B. Discuss good interpersonal relations for employment			
	C. Show appropriate personal skills for success			

XI. WORKPLACE BASIC SKILLS AND BEHAVIORS (INTEGRATED THROUGHTOUT COURSE)

A. Applies Skills learned in class
B Analyzes information and makes decisions
C. Communicates verbally and in writing
D. Works independently and as a team member in a diverse workplace
E. Works reliably, responsibly, and ethically

XII. EMPLOYMENT SKILLS (INFUSED THROUGHOUT COURSE)

A. Develops a plan to achieve career goals
B. Uses effective job search strategies
C. Demonstrates an awareness of the importance of lifelong learning

XIII. General Work place and SCANS Skills (Infused throughout course)

A. Reads
B. Writes
C. Performs mathematics
D. Listens
E. Speaks
F. Thinks carefully, cognitively, independently while applying research and performance skills
G. Thinks creatively
H. Makes decisions
I. Solves problems
J. Learns and reasons well with knowledge gained from evidence and research

TOTAL HOURS	C	CC	CVE
	180	270	450

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Television Journalism

Ohlone College course(s):

BRDC 141 Live TV Newscast (3 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Jeff Martinez
print name

1-22-03
signature date

College Faculty

SARA KACF
print name

1/6/03
signature date

District Administrator/Site Principal

DICK HERRMANN
print name

1-22-03
signature date

Ohlone College Division Dean

Walter B. Birkedahl
print name

6/30/03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

1-22-03
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

1/23/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** **BRDC 141**	2a. **Course Name:** Live TV Newscast	**Units:** 3	3a. **Length of Course:** 1 Semester x 1 Year ___ Other (specify) ___
1b. **ROP or High School Course No(s)** **TBJB**	2b. **Course Name:** Television Journalism	**Units:** 10	3b. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:** R.O.P. x_____
College Prep. _____
Advanced Placement _____
General _____

5. **Lecture/Lab**
Lec. hrs. per week _____
Lab. hrs. per week _____

6. **Prerequisites:** Beginning Video
Corequisites: Advanced Video
Advisory:

7. **Course Description:** Students of Television Journalism will gain the knowledge, understanding, and practical experience of producing television news productions. Participants will be assigned three specific production positions during the 360-hour program in order to better familiarize the students with the responsibilities of the positions. Theory and hands-on activities will include: the basic principles of three-point lighting, camera videotaping techniques, teleprompting, script writing and editing, computer graphics and animation, research, -videotape editing, and performance techniques. This course will provide students with the necessary skills and information to continue their education in the field of television journalism at the community college level as well as the option of entry-level internships in video related fields. A certificate of achievement will be awarded upon satisfactory completion of all course competencies.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will:

A. Orientation Unit

1. Gain an understanding of the many fields within the TV Journalism profession while taking
2. field trips and job shadowing.
3. Understand the rules and regulations' in the student handbook.
4. Understand the importance of attendance and how their work will be evaluated and the
5. grading methods used.
6. Know the importance of work ethics and safety procedures.
7. Appreciate the need to dress properly for the work that they'll be doing.
8.

B. Career Opportunities

1. Name and describe the different professional fields within TV Journalism.
2. Understand the educational requirements and employment trends of a particular field.
3. Know the duties and responsibilities of a particular field.
4. Gain an understanding of what the employment trends are in Television Journalism.

Students will be able to:

C. Components of Audio/Video Equipment

1. Name the parts and functions of the video camera.
2. Operate a studio camera and location camcorder.
3. Demonstrate various camera shooting techniques.
4. Operate a special effects generator.
5. Gain an understanding of the meanings behind certain transition effects.
6. Operate an audio mixer board.
7. Operate audio production software on a computer.
8. Operate computer graphics programs for use in titling and generation' of backgrounds.
9. Operate and import text into a computer teleprompting system for use by talent.
10. Gain an understanding of the various video cassette formats in use today.
11. Operate a video cassette recorder.
12. Understand the different types of microphones in use.
13. Properly place and use a microphone.
14. Understand the benefits of the different microphone pick-up patterns.
15. Operate a compact disc player.
16. Use basic three-point lighting techniques while setting lights on a set.
17. Recognize the differences between spot light and flood lights
18. Use basic word processing programs while developing scripts

D. Production Positions & Responsibilities Students will be able to:

Understand the responsibilities of a:

1. Producer
2. Director
3. Technical
4. Director
5. Researcher
6. Anchor
7. Reporter
5. Writer
8. Videographer (Camera Operator)
9. Graphics Artist
10. Audio Director
11. Lighting Director
12. Editor

E. Job Acquisition Skills (Students will be able to:

1. Utilize job search techniques.
2. Understand the need and importance of networking.
3. Write an effective cover letter.
4. Create a resume that represents the skills they've received in this course. .
5. Properly fill out a job application. .
6. Utilize job interview techniques.
7. Understand the importance of proper appearance and grooming.
8. Use the above job acquisition skills while being interviewed *for* a production position within this course.

F. Field Lighting Techniques Student will be able to:

1. Properly use reflectors *for* bouncing light onto talent.
2. Select the proper filter *for* visual and lighting effect.
3. Use basic three-point lighting techniques.

G. Script Writing

1. Students will be able to:
2. Understand the differences and benefits of various script formats.
3. Use script writing software while developing their scripts.
4. Utilize interviewing techniques while writing scripts and conducting interview

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20 % (approximate % of grade)

x___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving

(approx 20 %)
___ Exam(s)
x___ Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 35 %)
x___ Class Performance(s)
x___ Field Work
___ Performance Exams
___ Other (specify)

D. Objective Exams

(appro20%)
x___Multiple Choice
x___True/False
___ Matching
___ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

80% or better on written assignments & exams, and recommendation of instructor.

12. **Student Materials-Means of Achieving Objectives:**
Text: www.cybercollege.com

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	x
b.	Self-Paced	50%
c.	Technology-Mediated	
d.	Other:	

Prepared by: Jeff Martinez **Date:** January 22, 2003

Revised by: Jeff Martinez **Date:** January 22, 2003

Instructional Manager Approval: Alyssa Lynch **Date:** 1/23/03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Office Skills I (Keyboarding)

Ohlone College course(s):

CAOT 104 Basic Keyboarding (1 unit)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty
Rebecca Bellmer
print name
signature date 11/23/03

College Faculty
Wesley Buehler
print name
signature date 11/24/03 # revised

District Administrator/Site Principal
Rick Herrmann
print name
signature date 9-17-03

Ohlone College Division Dean
Ronald Quinta
print name
signature date 11-24-03

District Articulation Coordinator
Alyssa Lynch
print name
signature date 9/18/03

Ohlone Vice President, Educational Services
Jim Wagic #4
print name
signature date 11-25-03

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

MISSION VALLEY ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** **CAOT 104**	2a. **Course Name:** **Basic Keyboarding**	**Units:** 1	3a. **Length of Course:** 1 Semester ___ 1 Year ___
1b. **ROP or High School Course No(s)** **TBMB/TBOB**	2b. **Course Name:** **Office Skills**	**Units:**	3b. **Length of Course:** 1 Quarter _x_ 1 Year ___

4. **Type of Course:**
   R.O.P. __X__
   College Prep. ____
   Advanced Placement ____
   General ____

5. **Lecture/Lab**
   Lec. hrs. per week ____
   Lab. hrs. per week __5__

6. **Prerequisites:** None
   Corequisites: None
   Advisory: None

7. **Course Description:**

A self-paced, introductory course in which a student learns or increases skill in keyboarding on the computer.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will:

a) Operate the keyboard by touch

b) Develop speed and accuracy

c) Develop correct keyboarding techniques

d) Demonstrate speed and accuracy through timed writings

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

a) Learn alphabetic keys and punctuation keys

b) Review and skills drills

c) Learn number keys and symbols

d) Skill drills

e) One-minute timed writings

f) Five-minute timed writing

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: ___% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
_X_ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving

(approx ___%)
___ Exam(s)
___ Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx ___%)
_X_ Class Performance(s)
___ Field Work
___ Performance Exams
___ Other (specify)

D. Objective Exams

(approx ___%)
___ Multiple Choice
___ True/False
___ Matching
___ Completion
___ Other (specify)

11. **Outside of Class Assignments, Required Reading, Writing, and Other:**
The students will be doing the following outside of class:
___ Study
___ Answer Questions
_X_ Skill Practice
___ Required Reading
___ Problem Solving Activity or Exercise
___ Written Work (essays/composition/report/analysis/research)
___ Journal (reaction and evaluation of class, done on a continuing basis throughout the semester)
___ Observation of, or participation in, an activity related to course content (e.g., play, museum, concert, debate, meeting, etc.)
___ Other (specify) _____

12. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

A = 30+ wpm

B = 25 wpm

13. **Student Materials-Means of Achieving Objectives:**

Text: Graves, P., (Ed.), Century 21 Keyboarding & Information Processing, Sixth Edition. Cincinnati: South-Western Educational Publishing, 2000.

Learn Typing Quick and Easy - software

Supplemental Text:

Cortez Peters' Championship Typing Drills, third edition. Boston: Glencoe-McGraw Hill

Special Materials: (Describe and indicate approximate cost.)

14. **Methods of Instruction:** Check all that apply.

a. Traditional Classroom _____
b. Self-Paced X
c. Technology-Mediated _____
d. Other: _____

Prepared by: Rebecca Bellmer **Date:** January 2003

Revised by: Rebecca Bellmer **Date:** January 2003

Instructional Manager Approval: Marcia Bach **Date:** January 2003

OHLONE COLLEGE
Fremont-Newark Community College District
OFFICIAL COURSE OUTLINE

___ New
_x_ Revised

1. **Discipline/Course #(1,2,3):** CAOT 104
2. **Units (6)** 1 (variable unit second element)
   (23) Lec Hrs ___
   (23) Lab Hrs 3
3. **Title (11,12):** Basic Keyboarding
4. **Cross Reference (19):** ___
5. **Sem Offered:** FA x SP x SU __ As needed ___
   (23) Open Entry/Open Exit ___
6. **Part of Program:** CAOT
7. **Repeat (25):** 0 # Times; or ___ Units
8. **Grading (25/28):** GR Letter only ___
   CR Credit/No-Credit only x
   GC Optional ___
9. **Credit by Exam:** Yes ___ No x
   (If yes, attach exam)
10. **Prerequisites (24):** ___ **Corequisites (24):** ___ **Advisory (28):** ___

11. **Credit Course: (5, 8, 18)** x
    (If Credit Course, complete all applicable categories below.)
    Non-Credit Course: (5, 8, 18) ___
    (If Non-Credit Course, skip to #12.)

Associate Degree Course: (Please complete one.) **(5)**
x Associate Degree Applicable Course
___ Non-Associate Degree Applicable Course

Transferable Course: (Please complete as appropriate.) **(8, 18, 28)**

Recommended Articulation	Articulation Completed	
___	___	CSU Baccalaureate Credit (indicate parallel CSU course) ___
___	___	UC (TCA) Baccalaureate Credit (indicate parallel UC course) ___
___	___	CSU Inst. /Parallel Course (s) for major preparation: ___
___	___	UC Inst./Parallel Course (s) for major preparation: ___
___	___	Limited to Specific Inst./Program: ___

12a. **Catalog Description: (13)** This self-paced introductory course develops basic keyboarding skills for students entering a variety of fields such as computer science, data processing, accounting, or any other occupation that utilizes a keyboard similar to a typewriter to input information. No typing applications will be covered. (Formerly BOT 104)

12b. **Class Schedule Description (28):** Self-paced basic keyboarding skill development. No typing applications covered.

13. **Course Description for Counselors:** This course is for any student who wants to learn a microcomputer (or typewriter) keyboard. Students who wish to learn the applications (letters, tables, etc.) of keyboarding should take CAOT 110V. Students may not enroll in more than one keyboarding course each semester.

14. **Course Identifiers**

Please Complete			*Official Use Only*				
OHLONE AA/AS AREA			**COURSE CODES**		**CSU GE BREADTH AREA (18)**		**CSU/UC IGETC AREA**
	Recommended	Approved					
I. NS			TOPS CODE (14)	0514.00	A1		1.A
II. SS			USOE CODE		A2		1.B
IIIA. FA			SAM CODE (8A)	D	A3		1.C
IIIB. HU			TRANS CODE (5, 18, 28)	3	B1		2.
IVA. BN			VATEA Qualifying: x Yes ___ No (26)		B2		3.A
IVB. AT			CAN Number (28)		B3		3.B
IVC. MA					C1		3.C
V. PE					C2		4.A
VI. CD					D1		4.B
VII. TT					D2		4.C
Elective	x				E		5. Lab
							5. Non-Lab
							Language

DATATEL NOTE: Numbers in parenthesis (##) compare to Fields on the CRSE screen.

Student Performance Objectives: Please include student-centered performance objectives for the lecture and laboratory components of the course. Pay particular attention to critical thinking.

The student will:

1. Operate the keyboard by touch
2. Develop speed and accuracy
3. Develop correct keyboarding techniques
4. Develop skill in composing at the keyboarding

16. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper.

WEEK(S)	TOPIC(S)
1-7	Alphabetic Keyboard Control
8-11	Review and Skill Drills
12-13	Number Key Control
14-16	Skill Drills
17	Composing at the Typewriter

7. **Methods of Evaluation or Measurement of Student Achievement:**
Over a 17-week presentation of a course, three hours per week are required for each unit of credit. For each hour of lecture, two hours of independent work done outside of class are required. Methods of evaluation should reflect this out-of-class preparation time.

Note: Degree-applicable courses require at least one choice from "A", "B" or "C".
If "A" is not checked, indicate the reason why not.

A. **Written Assignments:** (approximate __% of grade)
Describe

Writing Assignments are NOT appropriate because course is:

___ Primarily Computational or Non-Computational Problem Solving
_x_ Primarily Skill Demonstration
___ Other (specify)

B. **Computational or Non-Computational Problem Solving** (approximate __% of grade)
Describe

C. **Skill Demonstrations** (approximate 100% of grade)
Describe

Class Performance
Performance Exams

D. **Objective Exams** (approximate __% of grade)
Describe

E. **Combination of Above** (approximate __% of grade)
Describe

7. **Student Materials-Means of Achieving Objectives:**

** College Level Text:

~~Microcomputer Keyboarding, Disc 1-4, Jackson, et al., Southwestern Publishing Co., 1983.~~
No book is needed

College Level Supplemental Text:

Software available in lab.
Software currently being used in the lab, Keyboarding Pro Ver. 3.0 software, Southwestern, Northern California, 2001.

Special Materials: (Describe and indicate approximate cost.)

Software available in lab.

** Instructor-generated materials are college level and do not violate U.S. Copyright laws.
(Division Dean signature required only if instructor-generated materials are listed.)

Division Dean _____ Date _____

19. **Methods of Instruction:** Check all that apply.

a. Traditional Classroom _____
b. Self-Paced x
c. Technology-Mediated _____

If this is an online or web-enhanced course, please complete the "Technology-Mediated Instruction Addendum to the Official Course Outline".

d. Other: _____

Prepared by: Lorraine Thornley **Date:** 10-80

Revised by: ~~Joan LeClercq-Rose~~Elaine Ames & Leslevie Buehler **Date:** 11-946-02 / 1/15/03

Division Dean Approval: ~~Vern Piemarta~~Steven Wong **Date:** 1-846-02 1/15/03

CAPAC Approval: (14) _____ **Date:** 1-8'

CAPAC Revisions: _____ **Date:** 2-95

Provost Approval: VP-Instruction Approval, Dr. Jim Wright **Date:** 1-81 1/15/03

Board Approval: (14) _____ **Date:** 2-81

Ohlone College
Ohlone Community College District

PREP

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Microsoft Access

Ohlone College course(s):

CAOT 134 Beginning Microsoft Access (1 unit)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Ellen Mufson
print name

Ellen L Mufson
signature date

College Faculty

ASHLEY BUEHLER
print name

signature 4/30/03 date

District Administrator/Site Principal

Rick Herrmann
print name

Rick Herrmann 5-18-03
signature date

Ohlone College Division Dean

RON QUINTA
print name

Ronald Quinta 8-5-03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch 5-11-03
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

8-5-03
signature date

OHLONE COLLEGE
CAREER PREP
COURSE OUTLINE

with

MISSION VALLEY ROP

1a. **Ohlone College Course No(s)** CAOT 134 A/B/C	2a. **Course Name:** Microsoft Access	**Units:** 1	3a. **Length of Course:** 1 Semester_ 1 Year ___
1b. **ROP or High School Course No(s)** Access	2b. **Course Name:** **Microsoft Access**	**Units:** _____	3b. **Length of Course:** 60 hours 1 Year ___

4. **Type of Course:** R.O.P. _X_
College Prep. _____
Advanced Placement _____
General _____

5. **Lecture/Lab**
Lec. Hrs. per week __Approx 2
Lab. Hrs. per week 8+

6. **Prerequisites:** NA
Corequisites: NA
Advisory: Proficient in Basic English, ability to type 25 wpm, and knowledge of MS Windows

7. **Course Description:**

This hands-on Access course introduces students to the elements of a database program. Students learn to plan, maintain and design databases; filter and query data; create forms, subforms and reports to present data.

8. **Student Performance Objectives:**

Upon completion of this course students will be capable of planning and creating a database file; manage and organize data; and save data in a usable form that can be retrieved. Students will be able to identify and use the many elements in the Access Window (Minimize, Maximize and Restore buttons; Toolbars, Menus, and Dialog Boxes). Students will be able to locate information with the Help features, use Wizards, and on-screen guides. Upon completion of tutorials and exercises in the text, students will be prepared to take the Access MOS Core Exam. This Access course provides the tools for accomplishing the following tasks:

1. Define database terms.
2. Start, exit and navigate Access.
3. Create forms and tables that facilitate entering and editing data.
4. Sort and quickly organize information in a specific sequence.
5. Search, locate, and retrieve information using detailed criteria (Query).
6. Apply mathematical formulas.
7. Prepare and print clear, effective reports.

9. **Course Content**

Creating Tables and Entering Data (8 Hours)

- Define the following terms:
  - Field, record, table, relational database, primary key and foreign key
  - Inputs and Outputs
- Start and Exit Access
- Identify the components of the Access and Database windows
- Use Objects Bar
- Create, Revise and Save a New Database
- Table Structure
  - Field Names
  - Data Types
  - Field Properties
  - Descriptions
- Database Wizard
- Design View
- Switch Object Views
- Records Management
  - Find and Replace
  - Table Navigation
  - Add Record
  - Delete Record
- Print
  - Adjust Column Widths
  - Print Preview
  - Margin and Page Orientation
- Office Clipboard
  - Cut, Copy, Paste

Forms and Reports (8 Hours)

- Office Assistant
  - Help Feature
  - Control Assistant
- Forms
  - Autoform
  - Form Navigation
  - Enter Data
  - Delete and Edit Records
  - Preview and Print
- Reports
  - Auto Report
  - Report Wizard
  - Copy and Delete Objects
  - Preview and Print

Querying a Database (10 Hours)

- Define Query
- Create, modify, run, and save queries
- Query Design Grid
- Add and Delete Fields
- Clear Grid
- Show Check Box
- Build and Zoom
- Criteria—And/Or
- Sort
- Statistical Functions and Calculated Fields
- Grouping

Relationships, Hyperlinks, and Customizing Objects (10 Hours)

- Relationships
  - Establish Table Relationships
  - Enforce Referential Integrity
  - Print
- Forms
  - Based on Multiple Tables
  - Form Wizard
  - Filter Records
  - Apply and Remove Filters
  - Add a Filter to a Filter
  - Customize in Design View
  - Enable, Restrict and Lock
- Hyperlinks
  - Insert, Modify, and Use
- Query
  - Multiple Table Select Query
  - Pop-up Box Criteria
  - Report Based on Query
  - Move and Resize Report Controls

Form Customization and Advanced Controls (12)

- Memo and Yes/No Data Types
- Header and Footer Sections
- Expand Detail Section
- Align, Rearrange, and Size Controls
- Toolbox
  - Add Pictures
  - Add and Format Labels
  - Format Backgrounds
  - Create and Enter Data in Combo Boxes
  - Use Lookup Tables with Combo Boxes
  - Add Lines and Rectangles

Subforms and Calculated Controls (12)

- Subforms
  - Based on Queries
  - Subform Wizard
  - Synchronization
  - Sizing Form and Column Widths
  - Enter Data
  - Navigate through Records
  - Calculated Controls
  - Expressions in Text Boxes
  - Properties Box

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: ___% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Other_____
_____

Writing Assignments are **NOT** appropriate because course is:
_ Primarily Computational
x_ Primarily Skill Demo or Problem Solving
__ Other (specify)
_____

B. Comp/Non Comp/Prob Solving

(Approx 40%)
__Exam(s)
___ Quizzes
__X_ Homework
___ Lab Report(s)
___ Field Work

C. Skill Demonstrations

(Approx 60%)
X_ Class Performance(s)
___ Field Work
X_ Performance Exams
___ Other (specify)

D. Objective Exams

(Approx 0%)
__ Multiple Choice
__ True/False
__ Matching
__ Completion
__ Other (specify)

11. **Ohlone Credit by Examination:**

The following method (s) of evaluation, as listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":
Students are evaluated based on completion of assignments that include assigned reading, hands-on exercises, concepts review, skill builders, and assessments where they apply what was learned in the previous lesson. This includes: Set up and revision of 16 Tables, 18 Queries, 14 Forms, and 10 Reports. Students need to attain at least 80% on Performance Exams.

12. Student Materials--Means of Achieving Objectives:

Text: Access 2000 Essentials--Off To Work Series
Brian Favro, Russel Stolins, Labyrinth Publications
Special Materials: Instructor-prepared handouts

13. **Methods of Instruction:** Check all that apply.

a. Traditional Classroom	x
b. Self-Paced	x
c. Technology-Mediated	

Prepared by: Ellen L. Mufson **Date:** February 24, 2000

Revised by: Ellen L. Mufson Date: February 24, 2003

Instructional Manager Approval Alyssa Lynch **Date:** 5-18-03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Intro to the Internet (10 units)

Ohlone College course(s):

Introduction to the Internet - CAOT 153 (1 unit)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

A.E. Cecil-Hunter
print name

A.E. Cecil-Hunter 5/16/05
signature date

College Faculty

[illegible] AND BUCKLER
print name

[signature] 5/2/05
signature date

District Administrator/Site Principal

J.A. OMLID
print name

[signature] 5/17/05
signature date

Ohlone College Division Dean

Ronald Quinta
print name

Ronald Quinta 4/26/05
signature date

District Articulation Coordinator

Richard P Herrmann
print name

Richard P Herrmann 5-17-05
signature date

Ohlone Vice President, Instruction

JAMES WRIGHT
print name

[signature] 5-6-05
signature date

OHLONE COLLEGE

2+2+2
REQUEST FOR ARTICULATION

HIGH SCHOOL/ROP DISTRICT ORIGINATING REQUEST:

Name of high school/ROP district: Mission Valley ROP

Contact Person: C.C. Kitty Cecil-Hunter

Address: 40230 Laiole Road

Phone: (510) 657-1865 Contact Hours: 8 - 3:30p

HIGH SCHOOL/ROP COURSE SUBMITTED FOR ARTICULATION:

Course No.:

High school/ROP course title: Intro to the Internet

*Submitting district will include completed Course Outline (form/disk to be provided by Ohlone College)

PROPOSED ARTICULATED OHLONE COLLEGE COURSE:

Dept. & Course No.: CAOT-153

College course title: Introduction to the Internet

For Ohlone College use only

Date of receipt of request by Office of Instruction:

Date of submission to Division Dean:

Date of submission to Instructor:

Division Dean's Name: [signature] Date: 4/26/05

Action by Division Dean:

(If request is disapproved, complete Articulation Denial form and distribute to all parties)

Instructor's Name: Date:

Action by Instructor:

If request is approved, the Division Dean will complete an Articulation Agreement form, obtain approval signatures, and forward all documents (including high school/ROP and Ohlone College course outlines) for processing and distribution.

Date:

Please send completed request and course outline to Susan Myers, Career Prep Program, Ohlone College, 43600 Mission Blvd., Fremont, CA 94539-0390

CAOT-153

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley Regional Occupational Program

1a. **Ohlone College Course No(s)** CAOT-153	2a. **Course Name:** Introduction to the Internet	**Units:** 1.00	3a. **Length of Course:** 1 Semester X 1 Year ___
1b. **ROP or High School Course No(s)**	2b. **Course Name:** Intro to the Internet	**Units:** 10	3b. **Length of Course:** 1 Semester .5 1 Year ___

4. **Type of Course:** R.O.P. U
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 1
Lab. hrs. per week 2

6. **Prerequisites:** none **Corequisites:** none **Advisory:** Typing speed of 20 wpmn

7. **Course Description:**

Intro to the Internet is a 3 hour, two-day per week course, taught over a nine-week term. This introductory course is designed to prepare students to use the Internet in the professional and private sectors. Students will gain knowledge of the Internet, the World Wide Web, its history, and resources. Students will learn to use a Personal Computer, an operating system, browsing software and a cable connection to access the Internet and the World Wide Web. Students will be able to use and define Internet and Web terminology. They will develop skills using: email with attachments, categorical and index search engines. Students will demonstrate appropriate employability attributes.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will:

1. explain and demonstrate the use of networks, including the campus network and the Internet.
2. describe the history of the Internet, the World Wide Web.
3. correctly use the Internet, the World Wide Web and computer terminology.
4. send and receive email and email attachments.
5. transfer files using file transfer protocol. In addition, they will understand the need to protect their system and networks from contamination and security breaches.
6. use Web browsing software to locate and display web pages that may serve their needs, job requirements, and education requirements. Such as, web portals, research tools, travel planning tools, calendars, etc. Students will understand that various web browsing tools are available to effectively use the Web.
7. develop skills to effectively use both index and categorical search engines, to include Boolean search and advanced search techniques.
8. learn to use freeware and shareware web sites and their resources.
9. access websites that discuss and notify the public about cyberlaw, and risks associated with using the Internet, e.g. spam, worms and viruses.
10. use online learning tools to increase their knowledge of the Internet, the World Wide Web computing and keyboarding.
11. discuss HTML markup code theory and list the names of two code generating software programs.
12. demonstrate appropriate personal/professional attributes, work ethics and interpersonal skills
13. use government websites, such at the California state web page on Labor and Employment to identify career paths that are supported by their coursework.
14. use the Internet to access web sites that provide information on MLA and APA format.
15. visit local library websites to fulfill research projects.

9. **Course Content:**

Windows/Internet

Week One	**Course Orientation and Getting Acquainted** **Labyrinth:** *Lesson #1* – Computer Concepts **IC3:** Tutorials – *Mouse Tutorial, Keyboard Tutorial; Internet Explorer Tutorial* Module #1 *Computing Fundamentals* – topics: 111 – 114. **Webopedia:** An Internet reference library: www.webopedia.com **Employability Attributes:** Lecture and notes **Email accounts** – set up a Yahoo mail account
Week Two	**Working with Windows and Email** **Labyrinth:** *Lesson #2* – Starting Windows **IC3:** Module 3, *LivingOnline* topics 342 and 343, *Safety and legal issues Performance.* **Online textbook:** www.learnthenet.com Review: *Use the Site, How It Works, Anatomy of an E-mail Message, Understanding E-mail Addresses.* **Test & Practical Exam: Working with the computer and employability attributes**
Week Three	**Send and receive e-mail with Attachments** **IC3:** Module #3 *Living Online* – topic: 321, 322 and 323. **Online textbook:** www.learnthenet.com Review: *Step-by-Step: Sending an E-Mail Message* Review: *Attaching File: Step-by-Step: Sending an E-Mail Attachment, Opening Attachments* **Project:** Use online resources to define terms **Test & Practical Exam: Using a PC and Working with email**
Week Four	**The Internet and The Web** **Online reference:** www.webopedia.com review: *What is the Internet, the Web and the difference between the two,* check out: the *Did You Know?* page **Online textbook:** www.learnthenet.com Review: *Surf the Web-The Web-At-A-Glance, and How the Web Works* **Online reference:** www.webopedia.com Review: *What is the Internet, the Web and the difference between the two,* check out: the *Did You Know?* Page **Test: Using Online resources and learning tools**

>>>continued

Week Five	Continued **The Internet and The Web** **Online reference:** www.webopedia.com Review: *What is the Internet, the Web and the difference between the two,* check out: the *Did You Know?* page **Online textbook:** www.learnthenet.com Review: *Surf the Web-The Web-At-A-Glance, and How the Web Works* **Practical Exam: Access and use online reference tools**
Week Six	Continued **The Internet and The Web** **Online reference:** www.webopedia.com Review: *Searching Databases,* and *Download Files* **Online textbook:** www.learnthenet.com Review: *Surf the Web-The Web-At-A-Glance, and How the Web Works* **Project:** Uploads and Downloads **Test: The Internet and the World Wide Web**
Week Seven	**File Management & Web Browsers** **Labyrinth:** *Lessons #8 through 10* – Browsing, Organizing, Moving, Copying and Deleting Files We will do all of each of theses Lessons **Labyrinth:** *Lesson #11 – Windows and the Internet* **IC3:** Module #3 *Living Online* – topic: 332 **Online textbook:** www.learnthenet.com Review: *Surf the Web-Web Browsers, Anatomy of a Web Page, Understanding Web Addresses, Tutorials-Internet Explorer Tutorial* **Test and Practical Exam: Uploads and Downloads**
Week Eight	**Search Engines** **Labyrinth:** *Lessons #13* **IC3:** Module #3 *Living Online* – topic: 331 and 333 **Online textbook:** www.learnthenet.com Review: *Find Information-The Interactive Search Engine Tutorial* **Test and Practical Exam: File Management**
Week Nine	**Windows Networks and Digital Media & Internet Information Sources** **Individual and Group Projects**: Job Search, What happened on 10/29/69, Trip Planning and Scavenger Hunt

CAOT-153

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 50 % (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
5 Written Homework
___ Reading Report(s)
10 Project(s)
___ Portfolio
30 Other Work Ethic
Attendance, attitude, appropriate attire, business etiquette

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
5 Primarily Skill Demo
___ Other _____

B. Comp/Non Comp/Prob Solving

(approx 10 %)
___ Exam(s)
10 Quizzes
5 Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(appeox 20 %)
50 Class Performance(s)
___ Field Work
50 Performance Exams
___ Other (specify)

D. Objective Exams

(approx 20 %)
50 Multiple Choice
40 True/False
2 Matching
2 Completion
10 Other Labeling

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

_____

_____

_____

12. **Student Materials-Means of Achieving Objectives:**
Texts:

Michael Lerner Productions www.learnthenet.com 1996-2004.

Internet and Computing Core Certification IC^3 1.0, Skills Pro Ltd. 2001-2003

Supplemental Text:

Russel Stolins *Laying a Foundation with Windows XP®* Labyrinth Publications 2003
ISBN: 1-59136-026-9

www.webopedia.com Jupitermedia Corporation 2004

and various online Web portals, search engines, learning tools, and resources

Special Materials: (Describe and indicate approximate cost.)

none

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	X
b.	Self-Paced	_____
c.	Technology-Mediated (hybrid)	X
d.	Other:	_____

Prepared by: C. Cecil-Hunter **Date:** 2/11/05

Revised by: [signature] **Date:** 2/11/05

Instructional Manager Approval: [signature]

Date: 2-11-05

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Microsoft Word (MS)

Ohlone College course(s):

CAOT 172A Beginning Word (1.5 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School/ROP Faculty

print name

Dorothy Miller 9/17/03
signature date

College Faculty

LESLEY RUEHLE
print name

Received
11/24/03
signature date

District Administrator/Site Principal

Richard Herrmann
print name

Richard Herrmann 9-17-03
signature date

Ohlone College Division Dean

Ronald Quinta
print name

Ronald Quinta 11-24-03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch
signature date

Ohlone Vice President, Educational Services

JAN WRIGHT
print name

11-25-03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

MISSION VALLEY ROP

1a. **Ohlone College Course No(s)** **CAOT172A/B**	2a. **Course Name:** **Beginning Word for Windows**	**Units:** 1	3a. **Length of Course:** 1 Semester X 1 Year ___
1b. **ROP or High School Course No(s)** **TZWB**	2b. **Course Name:** **MSWord**	**Units:** ___	3b. **Length of Course:** 1 Quarter X 1 Year ___

4. **Type of Course:** R.O.P. X
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 3
Lab. hrs. per week 7

6. **Prerequisites:** N/A

Co-requisites: NA

Advisory: Proficient in Basic English, ability to type 25 wpm, and knowledge of MSWindows

7. **Course Description:**

This hands-on Word course includes the basic skills needed to create and edit documents; move and copy text; delete and replace text; set margins and tabs; format and enhance documents; use proofing tools (Spell and Grammar Check, thesaurus); save, print, open and close documents; find and replace text, use AutoCorrect and AutoText; create and view headers and footers, mail merge, and working with tables.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will:

a. Understand the purpose of word processing.

b. Identify word screen parts as well as demonstrate the use of a mouse.

c. Create, Save, Format, Copy, Edit, and Print Business Documents

d. Locate and demonstrate the use of the Office Assistant and Online Help

e. Align and Enhance Text

f. Insert Date and Time, Symbols and Page Breaks

g. Work with Multiple Page Documents

h. Create, calculate and sort Tables and Columns

i. Recognize when to use merge function and demonstrate Merging letters, envelopes and labels

j. Demonstrate use of Clip Art, WordArt and Drop Caps

9. **Course Content:** *(see course outline)*

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: ___% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Other_____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational
x_ Primarily Skill Demo or Problem Solving
__ Other (specify)
_____

B. Comp/Non Comp/Prob Solving	C. Skill Demonstrations	D. Objective Exams
(approx ___%)	(approx 100%)	(approx ___%)
___ Exam(s)	50% Class Performance(s)	___ Multiple Choice
25% Quizzes	___ Field Work	___ True/False
___ Homework	25% Performance Exams	___ Matching
___ Lab Report(s)	___ Other (specify)	___ Completion
___ Field Work (specify)		___ Other
___ Other (specify)		

11. **Ohlone College Credit by Examination:**

Students will have individually generated a collection of work samples that will demonstrate their knowledge and ability of Word. Students can present their work samples in the form of a student binder or Portfolio.

12. **Student Materials-Means of Achieving Objectives:**

Text: Microsoft Word *Expert Course*, Labyrinth Publications
Copyright 2000 by Labyrinth Publications
Special Materials: Instructor prepared handouts.

13. **Methods of Instruction:** Check all that apply:

a. Traditional Classroom ✓
b. Self-Paced ✓
c. Technology-Mediated
d. Other:

Prepared by: Dorothy Miller **Date:** February, 2003

Revised by: Dorothy Miller **Date:** June, 2003

Instructional Manager Approval: Marian Beard **Date:** August, 2003

COURSE OUTLINE

MS WORD

COURSE CONTENT	INSTRUCTIONAL HRS		
	C	CC	CVE
1. Basics of Word Processing	5		
1.1 What is Microsoft Word			
1.2 Starting Word			
1.3 Identifying Word Screen Parts			
1.4 Use of mouse			
1.5 Critical Thinking Projects			
2. Learning Proper Business Document Formatting	4		
2.1 Identifying Business Letter Styles			
2.2 Critical Thinking Projects			
3. Fundamental Techniques	8		
3.1 Using AutoComplete			
3.2 Inserting and Overtyping Text			
3.3 Selecting & EditingText			
3.4 Using Undo and Redo			
3.5 Repeat key			
3.6 Opening, Closing & Saving documents			
3.7 Inserting and Deleting Paragraph Marks			
3.8 Print Preview, Printing, Canceling Print Jobs			
3.9 Critical Thinking Projects			
4. Expanding on Basic Word Processing Skills	8		
4.1 Memo Styles			
4.2 Working with Toolbars			
4.3 Inserting Date and Time			
4.7 Update Auto Option			
4.8 Inserting Symbols			
4.9 Views			
4.9.1 Print Layout			
4.9.2 Normal			
4.9.3 Web Layout			
4.9.4 Outline			
4.9.5 Zoom Control			
4.10 Page Breaks			
4.11 Critical Thinking Projects			
5. Formatting Techniques	10		
5.1 Character Effects and Animation			
5.2 Cut, Copy, Paste & Office Clipboard			
5.3 Spike and Scraps			
5.6 Format Painter			
5.7 Margins			
5.8 Bullets and Numbered Lists			
5.9 Hanging Indents			
5.10 Critical Thinking Projects			

6. Professional Writing and Editing Tools — 10
- 6.1 Office Assistant & Online Help
- 6.2 Spell Check
- 6.3 Custom Dictionaries
- 6.4 Grammar Check & Thesaurus
- 6.5 Find and Replace
- 6.6 Word Count
- 6.7 Go To Command
- 6.8 Hyphenation
- 6.9 Critical Thinking Projects

7. Simple Reports — 10
- 7.1 Report Formats
- 7.2 Click and Type
- 7.3 Line Spacing
- 7.4 Indenting Text
- 7.5 Horizontal Ruler
- 7.6 Critical Thinking Projects

8. Tables — 10
- 8.1 Inserting & Navigating Tables
- 8.2 Tables and Borders Toolbar
- 8.3 Drawing Tables
- 8.4 Table Properties
- 8.5 Inserting and Deleting Rows and Columns
- 8.6 Moving and Copying Text, Rows and Columns
- 8.7 Vertical Alignment
- 8.8 Critical Thinking Projects

9. Mail Merge, Envelopes, and Labels — 15
- 9.1 How Mail Merge Works
- 9.2 Benefits of Using Mail Merge
- 9.3 Data Sources
- 9.4 Main Documents
- 9.5 Merge Fields
- 9.6 Conducting a Merge
- 9.7 Critical Thinking Projects

10. Creating Personalized Letterhead & Envelopes — 5
- 10.1 Borders and Shading
- 10.2 Templates
- 10.3 AutoCorrect
- 10.4 Creating Envelopes
- 10.5 Critical Thinking Projects

11. Desktop Publishing — 5
- 11.1 WordArt
- 11.2 Drop Caps
- 11.3 Formatting Objects
- 11.4 Text Boxes
- 11.5 Layering Objects
- 11.6 Page Borders
- 11.7 Critical Thinking Projects

OHLONE COLLEGE
Fremont-Newark Community College District
OFFICIAL COURSE OUTLINE

___ New
_x_ Revised

1. **Discipline/Course #(1,2,3):** CAOT 172A
3. **Title (11,12):** Beginning Word
4. **Cross Reference (19):**
6. **Part of Program:** CAOT
8. **Grading (25/28):** GR Letter only ___ CR Credit/No-Credit only ___ GC Optional _x_
2. **Units (6)** 0.5 (variable unit second element)
   (23) Lec Hrs 0.25
   (23) Lab Hrs 0.75
5. **Sem Offered:** FA _x_ SP _x_ SU __ As needed ___
   (23) Open Entry/Open Exit ___
7. **Repeat (25):** 2 # Times; or ___ Units
9. **Credit by Exam:** Yes___ No _x_ (If yes, attach exam)

10. **Prerequisites (24):**
    Corequisites (24):
    Advisory (28): Typing speed of 40 wpm

11. **Credit Course: (5, 8, 18)** _x_ (If Credit Course, complete all applicable categories below.)
    Non-Credit Course: (5, 8, 18) (If Non-Credit Course, skip to #12.)

Associate Degree Course: (Please complete one.) **(5)**
_x_ Associate Degree Applicable Course
___ Non-Associate Degree Applicable Course

Transferable Course: (Please complete as appropriate.) **(8, 18, 28)**

Recommended Articulation	Articulation Completed	
		CSU Baccalaureate Credit (indicate parallel CSU course)
		UC (TCA) Baccalaureate Credit (indicate parallel UC course)
		CSU Inst. /Parallel Course (s) for major preparation:
		UC Inst./Parallel Course (s) for major preparation:
		Limited to Specific Inst./Program:

12a. **Catalog Description (13):** Students will use Word to develop a working knowledge of a word processing software program that includes editing text, formatting, saving, printing, spell check, thesaurus, tables, clip art, and exploring the internet. (Formerly BOT1-72A)

12b. **Class Schedule Description (28):** Introductory course using MS Word for personal and business application.

13. **Course Description for Counselors:** This course is required for word processing majors, administrative assistants, office assistants and medical assistants and transcription majors. This course would also be valuable for any student who might have to use Word on a computer to produce documents on the job. Emphasis will be on producing short business documents. Students who do not type about 40 wpm will have difficulty getting an A or B grade.

14. **Course Identifiers**

Please Complete			*Official Use Only*		
OHLONE AA/AS AREA			**COURSE CODES**	**CSU GE BREADTH AREA (18)**	**CSU/UC IGETC AREA**
	Recommended	Approved			
I. NS			TOPS CODE (16) 0514.00	A1	1.A
II. SS			USOE CODE	A2	1.B
IIIA. FA				A3	1.C
IIIB. HU			SAM CODE (8A) B	B1	2.
IVA. EN			TRANS CODE (5, 18, 28) 1	B2	3.A
IVB. AT				B3	3.B
IVC. MA			VATEA Qualifying: _x_ Yes ___ No (26)	C1	3.C
V. PE			CAN Number (28)	C2	4.A
VI. CD				D1	4.B
VII. IT		x		D2	4.C
Elective				E	5. Lab
					5. Non-Lab
					Language

DATATEL NOTE: Numbers in parenthesis (80) compare to Fields on the CRSE screen.

15. **Student Performance Objectives:** Please include student-centered performance objectives for the lecture and laboratory components of the course. Pay particular attention to critical thinking.

The student will:

1. Create, Edit, Insert Text and Graphics to a Document
2. Modify Auto Complete and Auto Correct and HELP Functions.
4. Proofread, Preview, Save and Print a Document
5. Create a Research Paper using MLA Style
5. Create a Resume and Cover Letter
6. Create Envelopes and Labels

16. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper.

HOURS			
5	Project 1	Create and Edit a Document	Insert Text & Graphics, Edit, use Auto Complete, Auto Correct, Save, Proofread, Preview, Print and use Help Troubleshoot Printing
2	Project 2	Creating a Research Paper	Using MLA Style
4			Changing Margins, Zooming, Line Spacing, Headers & Footers, Indents, Word Count, Page Breaks, Citations, Navigating Hyperlinks and E-mailing a document
3	Project 3	Creating a Resume and Cover Letter	Styles, Formatting Marks, Auto Formatting, Tab Settings, Borders, Simple Tables, Bulleting
33	Project 4	Create a document with a table chart and watermark	Envelopes & Labels
1			Smart Tags
17 hours			

17. **Methods of Evaluation or Measurement of Student Achievement:**
Over a 17-week presentation of a course, three hours per week are required for each unit of credit. For each hour of lecture, two hours of independent work done outside of class are required. Methods of evaluation should reflect this out-of-class preparation time.

Note: Degree-applicable courses require at least one choice from "A", "B" or "C".
If "A" is not checked, indicate the reason why not.

A. **Written Assignments:** (approximate ___% of grade)
Describe

Writing Assignments are NOT appropriate because course is:

___ Primarily Computational or Non-Computational Problem Solving
_x_ Primarily Skill Demonstration
___ Other (specify)

B. **Computational or Non-Computational Problem Solving** (approximate 10% of grade)
Describe

Lecture including participation by students where they will create some formulas and field codes in documents.

C. **Skill Demonstrations** (approximate 60% of grade)
Describe

Class Performance Exams and Lab Exercises where students will produce documents using templates, wizards and blank originals.

D. **Objective Exams** (approximate 30% of grade)
Describe

Multiple Choice
Students will participate in weekly test questions, as well as a midterm and final exam.

E. **Combination of Above** (approximate ___% of grade)
Describe

18. **Student Materials-Means of Achieving Objectives:**

** College Level Text:

Shelly, Gary B., Thomas J. Cashman, Misty E. Vermaat Microsoft Word 2002 Complete Concepts and Techniques. Boston, MA: Course Technology, 2002. ISBN: 0-7895-6287-1

College Level Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

3.5" HD floppy diskettes, 99¢ each

** Instructor-generated materials are college level and do not violate U.S. Copyright laws.
(Division Dean signature required only if instructor-generated materials are listed.)

_____ _____
Division Dean Date

19. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	x
b.	Self-Paced	x
c.	Technology-Mediated	

If this is an online or web-enhanced course, please complete the "Technology-Mediated Instruction Addendum to the Official Course Outline".

d. Other: _____

Prepared by: Maelene Wong **Date:** 2-94
Revised by: Lesley Buehler **Date:** 10-02 1/15/03
Division Dean Approval: Steven Wong **Date:** 10-02 1/15/03
CAPAC Approval: (14) **Date:** 3-94
APAC Revisions: **Date:** 11-02
Provost Approval: VP, Instruction Approval Dr. Jim Wright **Date:** 3-94 1/15/03
Board Approval: (14) **Date:** 4-94

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Microsoft Powerpoint

Ohlone College course(s):

CAOT 187 PowerPoint Presentations (1 unit)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Ellen Mufson
print name

Ellen A. Mufson
signature date

College Faculty

LESLIE BUEHLER
print name

LBuehler per email 7/30/03
signature date

District Administrator/Site Principal

Rick Herrmann
print name

Rick Herrmann 5-18-03
signature date

Ohlone College Division Dean

RON QUINTA
print name

Ron Quinta 7/30/03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch 5-11-03
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

7/30/03
signature date

OHLONE COLLEGE
CAREER PREP
COURSE OUTLINE
with
MISSION VALLEY ROP

1a. **Ohlone College Course No(s)** CAOT 187	2a. **Course Name:** **PowerPoint Presentations**	**Units: 1**	3a. **Length of Course:** 1 Semester_ 1 Year ___
1b. **ROP or High School Course No(s)** **PowerPoint**	2b. **Course Name:** **Microsoft PowerPoint**	**Units:** ____	3b. **Length of Course:** 1 Semester 30 hours 1 Year ___

4. **Type of Course:** R.O.P. X
College Prep. ____
Advanced Placement ____
General ____

5. **Lecture/Lab**
Lec. hrs. per week Approx 4
Lab. hrs. per week 6+

6. **Prerequisites:** NA

Corequisites: NA

Advisory: Proficient in Basic English, ability to type 25 wpm, and knowledge of MS Windows

7. **Course Description:**

This hands-on PowerPoint course enables students to develop professional presentations. Students learn to create and modify text and graphic objects, use embedded and linked objects, work with Masters, present a slide show, and integrate PowerPoint with other programs and the World Wide Web. Students will learn about the steps that lead to an effective presentation.

8. **Student Performance Objectives:**

Upon completion of this course students will be capable of turning their ideas into professional, compelling presentations. Students will be able to identify and use the many elements in the PowerPoint Window (Minimize, Maximize and Restore buttons, Toolbars, Menus, and Dialog Boxes.). They will plan and outline the information they want to communicate, select the desired output (slides—color or B&W—overheads, or on-screen presentations) and create handouts and notes pages. They will utilize the drawing features; insert graphs and organizational charts; embed pictures, tables, worksheets, sound and animated objects. They will use slide show features: set slide timings, builds, transitions and animation. Students will be able to locate information using the Help feature. Upon completion of tutorials and exercises in the text, students will be prepared to take the PowerPoint MOS Core Exam.

9. **Course Content**

Creating and Delivering a Presentation (5 Hours)

- Use Design Templates
- Work with Slides
- Start, Save, and Print a Publication
- Move and Copy Text and Objects\
- Format Paragraphs and Change Alignment
- Use PowerPoint Views and Outlines
- Input Speaker Notes
- Deliver an Electronic Slide Show

Clip Art Transitions and Animation (3 Hours)

- Use Office Assistant
- Insert Graphics
- Work with Transitions
- Animate Text Objects

Insert Custom Animation

Drawing, Organization, and Presentation Tools (3 Hours)

- Draw and Format Objects
- Use Bullet and Numbering Styles
- Use Slide Footers
- Use Master and Summary Slides
- Create Handouts and Meeting Minder
- Use Navigation Options in Electronic Slide Shows
- Work with the Pen Tool

Integration and Powerful Tools (4 Hours)

- Integrate Word and Excel into PowerPoint
- Add and Modify PowerPoint Charts
- Insert PowerPoint Tables
- Use Formatting Options
- Work with Organization Charts

Online Presentations (3 Hours)

- Insert Hyperlinks
- Save Presentations as Web Pages
- Publish with Web Folders
- Send Presentations as E-Mail
- Online Presentations with NetMeeting and NetShow

Presenting on the Road (2 Hours)

- Customize a Design Template
- Design and Save your own Design Templates
- Incorporate Multimedia Effects
- Create Action Buttons
- Transport Presentations
- Prepare the meeting Room
- Document a Meeting

Creation of an Original Presentation (10 Hours

**Students choose the subject matter for their final presentation and are encouraged to select material based on their native culture.

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 5% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Other_____
_____

Writing Assignments are **NOT** appropriate because course is:
_ Primarily Computational
x_ Primarily Skill Demo or Problem Solving
__ Other (specify)
_____

B. Comp/Non Comp/Prob Solving

(Approx 20 %)
___ Exam(s)
___ Quizzes
_X Homework
___ Lab Report(s)
___ Field Work
X_ Other (specify) Utilization of Internet to Research Topics, locate and download Sound, Pictures and Graphic files. Use Scanner to enhance final presentation. Deliver final presentation utilizing projection equipment.

C. Skill Demonstrations

(Approx 80%)
30% Class Performance(s)
___ Field Work
___ Performance Exams
50% Other (specify)

D. Objective Exams

(Approx ___%)
__ Multiple Choice
__ True/False
__ Matching
__ Completion
__ Other (specify)

11. **Ohlone Credit by Examination:**

The following method (s) of evaluation, as listed above, will be utilized for the purpose of Ohlone College "Credit by Examination"
Students are evaluated based on completion of assignments that include assigned reading, hands-on exercises, concepts review, skill builders, and assessments where they apply what was learned in the previous lesson. Students create three presentations that build throughout the lessons and include various slide layouts, outlines and speaker notes. To obtain a certificate each student creates and presents an original presentation that includes sound, graphics and transitions.

12. **Student Materials--Means of Achieving Objectives:**

Text: PowerPoint 2000 Essentials, Off To Work Series
Brian Favro, Russel Stolins, Labyrinth Publications
Special Materials: Instructor-prepared handouts; Internet

13. **Methods of Instruction:** Check all that apply.

a. Traditional Classroom _____x_____

b. Self-Paced _____x_____

c. Technology-Mediated _____

d. Other: Utilize Internet to search for information appropriate to assignment. Create and Deliver a Presentation

Prepared by: Ellen L. Mufson **Date:** February 24, 2000

Revised by: Ellen L. Mufson **Date:** February 24, 2003

Instructional Manager Approval Alyssa Lynch **Date:** 5-18-03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Excel 2000

Ohlone College course(s):

CAOT 193A Beginning Excel (1 unit)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Ellen Mufson
print name

Ellen L. Mufson 5/18/03
signature date

College Faculty

LESLEY BUEHLER
print name

received 7/20/03
signature date

District Administrator/Site Principal

Rick Herrmann
print name

5-18-03
signature date

Ohlone College Division Dean

ROB RUNATA
print name

Rob Runata 8-5-03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch 5-11-03
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

8/5/03
signature date

OHLONE COLLEGE
CAREER PREP
COURSE OUTLINE
with
Mission Valley ROP/C

1a. **Ohlone College Course No(s)** CADT 193A	2a. **Course Name:** Beginning Excel Spreadsheet	**Units:** 1	4a. **Length of Course:** 1 Semester X 1 Year ___
1b. **ROP or High School Course No(s)**	2b. **Course Name:** Excel 2000	**Units:**	4b. **Length of Course:** 1 Semester 90 Hours 1 Year ___

3. **Type of Course:** R.O.P. X
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 3-5
Lab. hrs. per week 5-7

6. **Prerequisites:** ___

Corequisites: ___

Advisory: Proficient in Basic English, ability to type 25 wpm, and knowledge of MS Windows and Basic Business Math

7. **Course Description:**

This course provides hands-on experience for all participants in designing, creating, formatting, and editing worksheets; creating and modifying charts; as well as sorting and managing data. All participants will be able to demonstrate practical tips for simplifying procedures and increasing productivity in the workplace. This course provides step-by-step instruction for the beginner and easy to follow lessons for the more experienced user to work through the advanced Excel features.

8. **Student Performance Objectives:**

Upon completion of this course students will be capable of developing spreadsheets where they can store, manipulate, calculate and analyze data such as numbers, text, and formulas. Students will be able to identify and use the many elements in the Excel Window (Minimize, Maximize and Restore buttons, Toolbars, Menus, and Dialog Boxes). Students will be able to locate information using the Help feature. Upon completion of tutorials and exercises in the text, students will be prepared to take the Excel MOS Core Exam.

Students will learn to:

1. Create, Save, Format, Copy, Edit and Print Worksheets
2. Clear Cell Contents and Correct Errors
3. Work with Toolbars, Office Assistant and Online Help
4. Use Fill Handle, AutoCorrect and AutoComplete and Format Painter
5. Use Formulas, Ranges, and Function Wizard
6. Merge cells, Format Data, Use Borders and Color and AutoFormat
7. Create, Format and Edit Column, Line, Bar and Pie Charts
8. Organize and Email an Online Project

9. **Course Content:**

Creating and Editing a Simple Worksheet (12 hours)

- Σ Open and Exit Excel
- Σ The Excel Window
- Σ Worksheets and Workbooks
- Σ Enter, Delete and Replace Data
- Σ Undo and Redo
- Σ Numeric Labels and Values
- Σ Select Cells
- Σ Align Cell Entries
- Σ AutoSum and AutoCalculate
- Σ Print Preview and Print
- Σ Save and Close a Workbook

Expanding on the Basics and Powerful Features (16 Hours)

- Σ Write Formulas
- Σ Use the Fill Handle
- Σ Number Formats
- Σ Edit Data
- Σ Merge Cells
- Σ Copy and Move Data
- Σ Indent and Format Entries
- Σ Use Format Painter
- Σ Clear Cell Contents and Formats

Powerful Features and Automated Tools (12 Hours)

- Σ Online Help
- Σ AutoCorrect and AutoComplete
- Σ Functions
- Σ Cut, Copy and Paste
- Σ Office 2000 Clipboard
- Σ Drag and Drop
- Σ Right Dragging
- Σ Cell Borders
- Σ Fill Colors and Patterns
- Σ AutoFormat
- Σ Zooming
- Σ Hiding and Unhiding Rows and Columns

Dates, Text Features and Restructuring Worksheets (14 Hours)

- Σ Working with dates
- Σ Date and Time functions
- Σ Line Breaks
- Σ Vertical alignment
- Σ Rotating Text
- Σ Column Widths and Row Heights
- Σ Inserting and Deleting Rows and Columns
- Σ Spell Checking
- Σ Find and Replace

Working with Large Worksheets (12 Hours)

- Σ Sorting
- Σ Freezing Header Rows and Columns
- Σ Splitting Window Panes
- Σ Printing large Worksheets
- Σ Inserting Page breaks
- Σ Page Break Preview
- Σ Creating an Impact with charts
- Σ Managing Worksheets

Chart Concepts (14 Hours)

- Σ Column Charts and Bar Charts
- Σ Previewing and Printing Charts
- Σ Moving and Sizing Embedded Charts
- Σ Line Charts
- Σ Pie Charts
- Σ Modifying Charts

Financial Modeling and Absolute Cell References (10 Hours)

- Σ Use Absolute references
- Σ Revise formulas
- Σ Use Custom number formats
- Σ Display formulas
- Σ Print selections
- Σ Print areas

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: __% (approximate % of grade)

__ Essay Exam(s)
__ Term or Other Paper(s)
__ Lab Report(s)
__ Written Homework
__ Reading Report(s)
__ Other_____
_____

Writing Assignments are **NOT** appropriate because course is:
__ Primarily Computational
X_Primarily Skill Demo or Problem Solving
__ Other (specify)
_____

B. Comp/Non Comp/Prob Solving

(approx 20% __%)
__ Exam(s)
__ Quizzes
X__ Homework
__ Lab Report(s)
__ Field Work
__ Other (specify)

C. Skill Demonstrations

(approx 80%)
20% Class Performance(s)
__ Field Work
60% Performance Exams
__ Other (specify)

D. Objective Exams

(approx __%)
__Multiple Choice
__True/False
__Matching
__ Completion
__ Other (specify)

11. **Ohlone Credit by Examination:**

Students are evaluated based on completion of assignments that include assigned reading, hands-on exercises, concepts review, skill builders, and assessments where they apply what was learned in the previous lesson. This includes 15 Spreadsheets created to test the material learned in the chapter and 19 that offer an opportunity to apply knowledge learned to a realistic peoblem with minimal guidance. Seven of the above include charting data. Students need to attain at least 80% on Performance Exams

12. **Student Materials-Means of Achieving Objectives:**

Text: Excel 200—Expert Course --Off To Work Series
Brian Favro, Russel Stolins, Labyrinth Publications

Special Materials: Instructor-prepared handouts; Internet

13. **Methods of Instruction:** Check all that apply.

a. Traditional Classroom x

b. Self-Paced x

c. Technology-Mediated

d. Other: Utilize Internet to search for information appropriate to assignment.

Prepared by: Donna Tomassetti **Date:** 12/17/99

Revised by: Ellen L. Mufson **Date:** 2/26/03

Instructional Manager Approval Alyssa Lynch **Date:** 5-18-03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):
Microsoft Operating Systems & Network Technology (Windows 2000 Prof)

Ohlone College course(s):
CS 180A Windows 2000 Professional (2 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty
Julio Padilla
print name
signature 1-23-03 date

College Faculty
Marge Segraves
print name
Marge Segraves 1-23-03
signature date

District Administrator/Site Principal
Rick Herrmann
print name
1-23-03
signature date

Ohlone College Division Dean
Steven L.D. Wong
print name
signature date

District Articulation Coordinator
Alyssa Lynch
print name
Alyssa Lynch 1/23/03
signature date

Ohlone Vice President, Educational Services
Jim Wright
print name
7/23/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** CS 180 RA	2a. **Course Name:** Microsoft Windows 2000 Server	**Units:** 2	3a. **Length of Course:** 1 Semester ___ 1 Year ___ Other (specify) x **9wks**
1b. **ROP or High School Course No(s)** TCCG	2b. **Course Name:** High School Microsoft IT Academy	**Units:** 10	3b. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:** R.O.P. x
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 3
Lab. hrs. per week 7

6. **Prerequisites:** ___

Corequisites: ___

Advisory: **Basic Computer Skills** Math knowledge/Algebra

7. **Course Description:** : Learn to design, implement, and maintain a network of Microsoft Windows 2000 servers and workstations using the official Microsoft curriculum books, computer-based training, and hands-on lab assignments. Instruction includes master concepts covered in the Windows 2000 Professional and Windows 2000 Server MCP examinations. Acquire skills that will help you begin a career in the IT industry!)These industry-based class activities have been developed by Microsoft.) Students complete this course in a networked Pentium classroom built to industry-recognized standards. The students will be guided by the instructor through intricate problem solving exercises that mimic the toughest technical challenges of the real world. Students completing the course will be prepared for careers as a network administrator, systems engineer, or systems manager.

8. **Student Performance: Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will: (See course outline)

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

See Course outline

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 5% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
_x_ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving

(approx 20 %)
x___ Exam(s)
x___ Quizzes
x___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 25%)
___ Class Performance(s)
___ Field Work
_x_ Performance Exams
___ Other (specify)

D. Objective Exams

(approx 50%)
x___ Multiple Choice
x___ True/False
x___ Matching
x___ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

50% Theory & 50% lab and a final examination.

12. **Student Materials-Means of Achieving Objectives:**
Text: Microsoft Windows 2000 Server: Academic Learning Series

Supplemental Text: ISBN 0-7356-0988-8

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	X
b.	Self-Paced	X
c.	Technology-Mediated	X
d.	Other: _____	

Prepared by: Julio Padilla **Date:** January 23, 2003

Revised by: Julio Padilla **Date:** January 23,2003

Instructional Manager Approval: Alyssa Lynch **Date:** 1/23/03

MISSION VALLEY

REGIONAL OCCUPATIONAL PROGRAM

COURSE OUTLINE

COURSE TITLE: Microsoft Academy

CBEDS TITLE: IT Academy

Job Titles/DOT Codes:

Entry Level (High School Graduate)

Job Title DOT#

Computer Technician

Computer Operator

Computer System Administrator

COURSE DESCRIPTION AND GOALS:

Students completing the IT Academny class will learn basic computer peinciples. Essential components of this course include computer operations and running a Workstation using Windows 2000 Professional software and appropriate computer hardware. The successful student will be able to perform the following: apply Windows 2000 Professional for business. Students will setup, maintain, and update a Windows 2000 Professinal computer

LENGTH OF COURSE: 90 Hours

PREREQUISITES: Students should have completed at least one semester of keyboarding or demonstrate an equivalent profiecieney of 25 wpm.

Articulation: None

Certificiations: None

COURSE OUTLINE

COMPUTERIZED ACCOUNTING

Hours

Class CC CVE

I WORKPLACE BASIC SKILLS AND BEHAVIORS (INTEGRATED THROUGHOUT THE COURSE)

Applies skills learned in class

Annalyzes information and makes decisions

Communicates verbally and in writing

Works independently and as a team member in a diverse workplace

Works reliably, responsibly, and ethically

II EMPLOYMENT SKILLS (INFUSED THROUGHOUT THE COURSE)

Develops a plan to achieve career goals

Uses effective job search strategies

Demonstrates an awareness of the importance of lifelong learning.

III Installs and sets up Windows 2000 Professional on a computer

A. Installs Windows 2000 Manually
B. Performs Windows 2000 Unattended and Unattended Installations
C. Troubleshoots Setup
D. Views Setup Logs
E. Troubleshoots Failed Installations
F. Configures and manages file systems
G. Upgrades from a previous version of WIndows to Windows to Windows 2000 Professional

IV Manages Windows 2000 Consoles
A. Creates Custom Management Consoles
B. Adds and Removes Snap-Ins
C. Configures Console Options
D. Uses Task Scheduler\MMC

V Manages Windows 2000 Professional Settings
A. Configures Hardware Settings
B. Conmfigures Display Settings
C. Configures Operating System Settings
D. Installs Hardware both Manually and Automatically
E. ChecksApplications, Processes, Performance
F. Installs or Uninstalls a Device | Configuring Devices

VI Disk Drive Management

A. Managing Disks, Volumes
B. Creating and Configuring Partitions
C. Setup Volumes and Partitions
D. Create File Systems

VII Active Directory Basics

-Learns Active Directory Concepts and functions

VIII Planning User Account Usage

A. Creates and Manages User accounts and profiles

B. Implement, configure, manage, and troubleshoot local security policy

C. Implement, configure, manage, and troubleshoot local user authentication

IX Group Management

A. Implement, configure, manage, and troubleshoot Windows 2000 groups
B. Setup Local , Global, and Universal Groups

X Configuring Network Printers

A. Managing printer use and permissions
B. Monitor, configure, troubleshoot, and control access to printers

XI Securing Resources with NTFS Permissions

A. Configuring Special Access Permissions
B. Creating and Configuring inherited permissions
C. Implementing Shared Folders
D. Implementing an Audit Policy

XII Security

A. NTFS Compression
B. Disk Quota Management
C. Securing Data with Encryption

XIII Backup
A. Recovering Data

B. Using Recovery Console

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Chapter 6: Introduction to Active Directory Services 6-1
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Chapter 10: Administering Printers 10-1
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Chapter 13: Auditing and Event Viewer 13-1
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Chapter 18: Mobile Computer Support 18-1
Chapter 19: System Monitor 19-1
Appendix 1

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):
Microsoft Operating Systems & Network Technology (Windows 2000 Server)

Ohlone College course(s):
CS 180B Windows 2000 Server (2 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty
Julio Padilla
print name
signature 1-23-03 date

College Faculty
MARGE SEGRAVES
print name
signature 1-23-03 date

District Administrator/Site Principal
print name
signature 1-23-03 date

Ohlone College Division Dean
Steven G. Wong
print name
signature date

District Articulation Coordinator
Alyssa Lynch
print name
signature 1-23-03 date

Ohlone Vice President, Educational Services
JIM WRIGHT
print name
signature 1/23/03

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** **CS 180 B**	2a. **Course Name:** Microsoft Windows 2000 Server	**Units:** 2	3a. **Length of Course:** 1 Semester ___ 1 Year ___ Other (specify) x **9wks**
1b. **ROP or High School Course No(s)** TCCG	2b. **Course Name:** High School Microsoft IT Academy	**Units:** 10	3b. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:** R.O.P. x
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 3
Lab. hrs. per week 7

6. **Prerequisites:**

Corequisites:

Advisory:
Basic Computer Skills
Math knowledge/Algebra

7. **Course Description:** : Learn to design, implement, and maintain a network of Microsoft Windows 2000 servers and workstations using the official Microsoft curriculum books, computer-based training, and hands-on lab assignments. Instruction includes master concepts covered in the Windows 2000 Professional and Windows 2000 Server MCP examinations. Acquire skills that will help you begin a career in the IT industry!)These industry-based class activities have been developed by Microsoft.) Students complete this course in a networked Pentium classroom built to industry-recognized standards. The students will be guided by the instructor through intricate problem solving exercises that mimic the toughest technical challenges of the real world. Students completing the course will be prepared for careers as a network administrator, systems engineer, or systems manager.

8. **Student Performance: Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will: (See course outline)

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

See Course outline

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 5% (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
_x_ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____

B. Comp/Non Comp/Prob Solving

(approx 20%)
x___ Exam(s)
x___ Quizzes
x___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 25%)
___ Class Performance(s)
___ Field Work
_x_ Performance Exams
___ Other (specify)

D. Objective Exams

(approx 50%)
x___ Multiple Choice
x___ True/False
x___ Matching
x___ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

50% Theory & 50% lab and a final examination.

12. **Student Materials-Means of Achieving Objectives:**
Text: Microsoft Windows 2000 Server: Academic Learning Series

Supplemental Text: ISBN 0-7356-0988-8

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	X
b.	Self-Paced	X
c.	Technology-Mediated	X
d.	Other: _____	

Prepared by: Julio Padilla **Date:** January 23, 2003

Revised by: Julio Padilla **Date:** January 23,2003

Instructional Manager Approval: Alyssa Lynch **Date:** 1/23/03

MISSION VALLEY

REGIONAL OCCUPATIONAL PROGRAM

COURSE OUTLINE

COURSE TITLE: Microsoft Academy

CBEDS TITLE: IT Academy

Job Titles/DOT Codes:

Entry Level (High School Graduate)

Job Title DOT#

Computer Technician

Computer Operator

Computer System Administrator

COURSE DESCRIPTION AND GOALS:

Students completing the IT Academy class will learn basic computer principles. Essential components of this course include computer operations and running a Workstation using Windows 2000 Professional software and appropriate computer hardware. The successful student will be able to perform the following: apply Windows 2000 Professional for business. Students will setup, maintain, and update a Windows 2000 Professional computer

LENGTH OF COURSE: 90 Hours

PREREQUISITES: Students should have completed at least one semester of keyboarding or demonstrate an equivalent proficiency of 25 wpm.

Articulation: None

Certificiations: None

COURSE OUTLINE

COMPUTERIZED ACCOUNTING

Hours

Class CC CVE

I WORKPLACE BASIC SKILLS AND BEHAVIORS (INTEGRATED THROUGHOUT THE COURSE)

Applies skills learned in class

Annalyzes information and makes decisions

Communicates verbally and in writing

Works independently and as a team member in a diverse workplace

Works reliably, responsibly, and ethically

II EMPLOYMENT SKILLS (INFUSED THROUGHOUT THE COURSE)

Develops a plan to achieve career goals

Uses effective job search strategies

Demonstrates an awareness of the importance of lifelong learning.

III Installs and sets up Windows 2000 Professional on a computer

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D. Views Setup Logs
E. Troubleshoots Failed Installations
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A. Creates Custom Management Consoles
B. Adds and Removes Snap-Ins
C. Configures Console Options
D. Uses Task Scheduler\MMC

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A. Configures Hardware Settings
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-Learns Active Directory Concepts and functions

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A. Creates and Manages User acounts and profiles

B. Implement, configure, manage, and troubleshoot local security policy

C. Implement, configure, manage, and troubleshoot local user authentication

IX Group Management

A. Implement, configure, manage, and troubleshoot Windows 2000 groups
B. Setup Local , Global, and Universal Groups

X Configuring Network Printers

A. Managing printer use and permissions
B. Monitor, configure, troubleshoot, and control access to printers

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A. Configuring Special Access Permissions
B. Creating and Configuring inherited permissions
C. Implementing Shared Folders
D. Implementing an Audit Policy

XII Security

A. NTFS Compression
B. Disk Quota Management
C. Securing Data with Encryption

XIII Backup
A. Recovering Data

B. Using Recovery Console

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Chapter 11: Microsoft Windows 2000 Security 11-1
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Chapter 13: Monitoring and Optimization 13-1
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Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Cisco Network Academy I

Ohlone College course(s):

CS 186A LAN Network Design - Cisco Networking Academy I (3 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Julie Padilla
print name

signature date 1-23-03

College Faculty

GEORGE WONG
print name

signature date 1/23/03

District Administrator/Site Principal

RICK Herrmann
print name

signature date 1/23/03

Ohlone College Division Dean

Steven W. Wong
print name

signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

signature date 7/23/03

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** **CS186 A**	2a. **Course Name:** **LAN Network Design**	**Units:** **3**	3a. **Length of Course:** 1 Semester ___ 1 Year ___ Other (specify) 9 wks
1b. **ROP or High School Course No(s)** **TCCB**	2b. **Course Name:** **Cisco Networking Academy**	**Units:** **20**	3b. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:** R.O.P. _x_
College Prep. ____
Advanced Placement ____
General ____

5. **Lecture/Lab**
Lec. hrs. per week 3
Lab. hrs. per week 7

6. **Prerequisites:** Algebra/ good math skills; Knowledge of operating systems
Corequisites:
Advisory:

7. **Course Description: Our Cisco Network Academy course will prepare you for the field of internet specialist with a series of four special courses rolled into a year-lon, two hour program. Instruction includes the fundamental concepts LANs, WANs, and the Internet through interactive multimedia curriculum developed by Cisco. Students will apply their knowledge with hands – on laboratory exercises. This certificate program will help prepare students to successfully compõlete the Cisco Certified Networking Associate Certification. The course is accelerated and assumes prior knowledge of computer hardware and operating systems.**

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will: (see course outline)

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

(See course outline)

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20% (approximate % of grade)

x Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
x Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other _____

B. Comp/Non Comp/Prob Solving

(approx 25 %)
x Exam(s)
x Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 30%)
x Class Performance(s)
___ Field Work
x Performance Exams
___ Other (specify)

D. Objective Exams

(approx 25 %)
x Multiple Choice
x True/False
x Matching
x Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Labs, Tests and the written final online

12. **Student Materials-Means of Achieving Objectives:**
Text: Official Cisco Curriculum is Web Based)

Supplemental Text: NA

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	X
b.	Self-Paced	X
c.	Technology-Mediated	X
d.	Other: _____	

Prepared by:Julio Padilla **Date**:January 23, 2003

Revised by:Julio Padilla **Date** January 23, 2003

Instructional Manager Approval: Alyssa Lynch **Date:** 1/23/03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Cisco Network Academy II

Ohlone College course(s):

CS 186B Router Configuration - Cisco Networking Academy II(3 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Julia Padilla
print name

Julia Padilla 1-23-03
signature date

College Faculty

GEORGE WONG
print name

George W. Wong 1/23/03
signature date

District Administrator/Site Principal

Rick Herrmann
print name

1/23/03
signature date

Ohlone College Division Dean

Steven W. Wong
print name

1/24/03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch
signature date

Ohlone Vice President, Educational Services

Jim Wright
print name

7/23/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** CS186 B	2a. **Course Name:** Router Configuration	**Units:** 2	3a. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) 9wks
1b. **ROP or High School Course No(s)** TCCB	2b. **Course Name:** Cisco Networking Academy	**Units:** 20	3b. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:** R.O.P. x
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 4
Lab. hrs. per week 6

6. **Prerequisites:** Algebra/ good math skills; Knowledge of operating systems
Corequisites:
Advisory:

7. **Course Description: Our Cisco Network Academy course will prepare you for the field of internet specialist with a series of four special courses rolled into a year-lon, two hour program. Instruction includes the fundamental concepts LANs, WANs, and the Internet through interactive multimedia curriculum developed by Cisco. Students will apply their knowledge with hands – on laboratory exercises. This certificate program will help prepare students to successfully comp0lete the Cisco Certified Networking Associate Certification. The course is accelerated and assumes prior knowledge of computer hardware and operating systems.**

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will: (see course outline)

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

(See course outline)

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20% (approximate % of grade)

x Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
x Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving

(approx 25%)
x Exam(s)
x Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 30%)
x Class Performance(s)
___ Field Work
x Performance Exams
___ Other (specify)

D. Objective Exams

(approx 25%)
x Multiple Choice
x True/False
x Matching
x Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Labs & Tests, written final online.

12. **Student Materials-Means of Achieving Objectives:**
Text: Official Cisco Curriculum is Web Based)

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	X
b.	Self-Paced	X
c.	Technology-Mediated	X
d.	Other: _____	

Prepared by:Julio Padilla **Date:**January 23, 2003

Revised by:Julio Padilla **Date** January 23, 2003

Instructional Manager Approval: Alyssa Lynch **Date:** 1/23/03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Cisco Network Academy III

Ohlone College course(s):

CS 186C Routing & Switching - Cisco Networking Academy III (3 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Julio Padilla
print name

Julio Padilla 1-23-03
signature date

College Faculty

GEORGE WONG
print name

George W. Wong 1/23/03
signature date

District Administrator/Site Principal

Rick Herrmann
print name

Rick Herrmann 1/23/03
signature date

Ohlone College Division Dean

Steven W. L Wong
print name

signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch
signature date

Ohlone Vice President, Educational Services

JIM WRIGHT
print name

7/23/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** CS186 C	2a. **Course Name:** Routing & Switching Cisco Networking II I	**Units:** 2	3a. **Length of Course:** 1 Semester ___ 1 Year ___ Other (specify) 9 wks
1b. **ROP or High School Course No(s)** TCCB	2b. **Course Name:** Cisco Networking Academy	**Units:** 20	3b. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:** R.O.P. _x_
College Prep. ____
Advanced Placement ____
General ____

5. **Lecture/Lab**
Lec. hrs. per week 4
Lab. hrs. per week 6

6. **Prerequisites:** Algebra/ good math skills, Knowledge of operating systems
Corequisites:
Advisory:

7. **Course Description: Our Cisco Network Academy course will prepare you for the field of internet specialist with a series of four special courses rolled into a year-lon, two hour program. Instruction includes the fundamental concepts LANs, WANs, and the Internet through interactive multimedia curriculum developed by Cisco. Students will apply their knowledge with hands – on laboratory exercises. This certificate program will help prepare students to successfully comp0lete the Cisco Certified Networking Associate Certification. The course is accelerated and assumes prior knowledge of computer hardware and operating systems.**

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will: (see course outline)

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

(See course outline)

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20% (approximate % of grade)

x Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
x Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other _____

B. Comp/Non Comp/Prob Solving

(approx 25 %)
x Exam(s)
x Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 30%)
x Class Performance(s)
___ Field Work
x Performance Exams
___ Other (specify)

D. Objective Exams

(approx 25 %)
x Multiple Choice
x True/False
x Matching
x Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Labs & Tests, written final online

12. **Student Materials-Means of Achieving Objectives:**
Text: Official Cisco Curriculum is Web Based)

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	X
b.	Self-Paced	X
c.	Technology-Mediated	X
d.	Other: _____	

Prepared by:Julio Padilla **Date**:January 23, 2003

Revised by:Julio Padilla **Date** January 23, 2003

Instructional Manager Approval: Date: 1/23/03

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Cisco Network Academy IV

Ohlone College course(s):

CS 186D WAN Design & Support - Cisco Networking Academy IV (3 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Julia Padilla
print name

Julia P. Padilla 1-23-03
signature date

College Faculty

George Wong
print name

George W. Wong 1/23/03
signature date

District Administrator/Site Principal

Rick Herrmann
print name

1/23/03
signature date

Ohlone College Division Dean

Steven W. Wong
print name

signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch
signature date

Ohlone Vice President, Educational Services

Jim Wright
print name

7/23/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** **CS186 D**	2a. **Course Name:** **WAN Design and Support Cisco Networking IV**	**Units:** **3**	3a. **Length of Course:** 1 Semester ___ 1 Year ___ Other (specify) 9wks
1b. **ROP or High School Course No(s)** **TCCB**	2b. **Course Name:** **Cisco Networking Academy**	**Units:** **20**	3b. **Length of Course:** 1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:**
R.O.P. x
College Prep. ___
Advanced Placement ___
General ___

5. **Lecture/Lab**
Lec. hrs. per week 3
Lab. hrs. per week 7

6. **Prerequisites:** Algebra/ good math skills; Knowledge of operating systems
Corequisites:
Advisory:

7. **Course Description: Our Cisco Network Academy course will prepare you for the field of internet specialist with a series of four special courses rolled into a year-lon, two hour program. Instruction includes the fundamental concepts LANs, WANs, and the Internet through interactive multimedia curriculum developed by Cisco. Students will apply their knowledge with hands – on laboratory exercises. This certificate program will help prepare students to successfully comp0lete the Cisco Certified Networking Associate Certification. The course is accelerated and assumes prior knowledge of computer hardware and operating systems.**

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will: (see course outline)

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

(See course outline)

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20% (approximate % of grade)

x Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
x Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____
_____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other_____
_____

B. Comp/Non Comp/Prob Solving

(approx 25 %)
x Exam(s)
x Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 30%)
x Class Performance(s)
___ Field Work
x Performance Exams
___ Other (specify)

D. Objective Exams

(approx 25 %)
x Multiple Choice
x True/False
x Matching
x Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Labs & Tests, written final online

12. **Student Materials-Means of Achieving Objectives:**
Text: Official Cisco Curriculum is Web Based)

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	X
b.	Self-Paced	X
c.	Technology-Mediated	X
d.	Other: _____	

Prepared by:Julio Padilla **Date**:January 23, 2003

Revised by:Julio Padilla **Date** January 23, 2003

Instructional Manager Approval: Alyssa Lynch **Date:** 1/23/03

MV ROP
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Ohlone College
Ohlone Community College District

PRE-P

Articulation Agreement

Ohlone College and High School/ROP agree to articulate the following courses:

High School/ROP course(s): Mission Valley ROP 805281

Ohlone College course(s):

Early Childhood Studies 300 and 195 (Work Experience)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty
Sara Shepherd
print name
Sara Shepherd 8-19-08
signature date

College Faculty
Janice Jones
print name
Janice Jones 9/05
signature date

District Administrator/Site Principal
Shelley Adams
print name
Shelley Adams 8/19/08
signature date

Ohlone College Division Dean
Mikelyn I. Stacey
print name
Mikelyn I Stacey 7/16/08
signature date

District Articulation Coordinator
Margie Trujillo
print name
Margie Trujillo 8/19/08
signature date

Ohlone Vice President, Instruction
Jim Wright
print name
7/24/08
signature date

OHLONE COLLEGE

GUIDELINES FOR COMPLETING THE CAREER PREP COURSE OUTLINE

These guidelines are provided to assist in the development of a course outline which provides the information necessary for articulation of courses with Ohlone College.

1. **Course Number:** (This is only if your district assigns a course number to course titles)
   ECS 300
   ECS 195
2. **Course Name:** (The title should be short and descriptive)
   Introduction to Early Childhood Studies - 300
   Work Experience 195
3. **Length of Course:** (Check one)
   1 Semester ___
   1 Year X
4. **Type of Course:** (Check appropriate type)
   R.O.P. X
   College Prep. ___
   Advanced Placement ___
   General ___
5. **Lecture/Lab** (Number of lecture/lab hours per week should add up to hours you meet with students per week)
   Lecture hours per week 5
   Lab hours per week 5
6. **Prerequisites** are conditions of enrollment a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. The assignment of a prerequisite to a course signifies that the course, skills, or body of knowledge described in the prerequisite are essential to the success of the student in that course. Without the pre-requisite, it is highly unlikely that a student will receive a satisfactory grade in the course.

   Corequisites are conditions of enrollment consisting of a course a student is required to take *concurrently* in order to enroll in another class.

   Advisories are conditions of enrollment a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or educational program, i.e. should be able to type 35 wpm

OHLONE COLLEGE

2+2+2
REQUEST FOR ARTICULATION

HIGH SCHOOL/ROP DISTRICT ORIGINATING REQUEST:
Name of high school/ROP district: MISSION VALLEY ROP
Contact Person: Jamy Shepherd
Address: 5019 Stevenson Blvd., Fremont, CA 94538
Phone: 657 -1865 ext.15104 Contact Hours: 8:00 -3:00

HIGH SCHOOL/ROP COURSE SUBMITTED FOR ARTICULATION:
Course No.: 805281
High school/ROP course title :Careers in Education
*Submitting district will include completed Course Outline (form/disk to be provided by Ohlone College)

PROPOSED ARTICULATED OHLONE COLLEGE COURSE:
Dept. & Course No. 300 & 195
College course title: Intro to Early Childhood Studies and Work Experience

For Ohlone College use only
Date of receipt of request by Office of Instruction: 5.14.08
Date of submission to Division Dean:
Date of submission to Instructor:

Division Dean's Name: Date: 5/13/08
Action by Division Dean: approved Mkelyn D. Ottaway
If request is disapproved, complete Articulation Denial form and distribute to all parties

Instructor's Name: Date:
Action by Instructor: Approved Janet Jones, Ed.D. 4/28/08

If request is approved, the Division Dean will complete an Articulation Agreement form, obtain approval signatures, and forward all documents (including high school/ROP and Ohlone College course outlines) for processing and distribution.
Date:

Please send completed request and course outline to Susan Myers, Career Prep Program, Ohlone College, 43600 Mission Blvd., Fremont, CA 94539-0990

OHLONE COLLEGE

CAREER PREP
COURSE OUTLINE
with
Mission Valley ROP

1a. Ohlone College Course No(s)	2a. Course Name:	Units:	3a. Length of Course:
ECS 300 ECS 195	Intro to early Childhood Studies:300 Work Experience ECS 195	6	1 Semester___ 1 Year X
1b. ROP or High School Course No(s)	**2b. Course Name:**	**Units:**	**3b. Length of Course:**
	Careers In Education #1	**20**	1 Semester___ 1 Year X

4. **Type of Course:**
_____ College Prep. _____
_____Advanced Placement _____
_____General
____X__ ROP

Lecture/Lab
Lec. hrs. per week 5 average
Lab. hrs. per week 5 average

6. **Prerequisites:** TB Skin test; 8th grade reading or writing level
Corequisites: none
Advisory: yes

7. **Course Description:**
This course is a one year, 20 unit +, entry-level course. A second year course may be offered, with successful completion of the first, at 20 high school units and 3 ESC units. Both classes are designed to prepare students for employment in childcare programs and offer the opportunity to explore the world of early childhood. The students will have the opportunity to assist and observe early childhood children, while learning development, observation techniques, proper teaching skills, employment skills, and team building. Through the community classroom sites with build confidence and will obtain valuable hands on training. Completing the course will provide students with the professional skills, hands on experience, and expertise that is needed for an entry level position in early childhood.

8. **Student Performance Objectives:** The students will Engage in lectures, hands on projects, activities and curriculum planning by the instructor that includes child development, theories, developmentally practices, observations techniques and skills, personal rights procedures and many other areas of early childhood routines and practices. The students will be given written and comprehensive exams and tests through out the course mentioned in the subject manner. The will also development professional portfolios, curriculum binders and daily observational l journals.

9. **Course Content:** Competencies

Students will gain knowledge in:

*Guidance and appropriate supervision of children- observations, positive and developmentally appropriate interaction with children
*Knowledge of child growth and development
*Child development theories- cognitive, social- emotional, and physical growth
* Professional growth skills and professionalism
* Developmentally appropriate practices
* Curriculum planning and presentation of all areas of growth and development
* Safety practices, nutrition and personal rights polices

Lab Component

Students will develop and/ gain employment skills in

- Record keeping & charting
- Observation skills and antidotal note skills
- Guidance & team work
- Appropriate Employment skills, leadership skills, work ethics, time management
- Professional growth

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20 % (approximate % of grade)

_X Essay Exam(s)
_X Term or Other Paper(s):
_X Journaling, observations and antidotal notes
_X Lab Report(s)
_X Written Homework
_X Reading Report(s)
_X Project(s)

B. Comp/Non Comp/Prob Solving (approx 20 %)
___ Exam(s)
___ Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations approx 40 %)
___ Class Performance(s)
___ Field Work
___ Performance Exams
___ curriculum presentations
___ portfolios
___ observations of children

D. Objective Exams (approx 20 %)
___ Multiple Choice
___ True/False
___ Matching
___ Completion
___ essay

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

_____
_____
_____

12. **Student Materials-Means of Achieving Objectives:**
Text: Herr, Judy Working With Young Child 2003 4th ed. The Goodheart- Wilcox Company, Inc 2003

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.
a. Traditional Classroom X
b. Self-Paced
c. Technology-Mediated
d. Hands on approach

Prepared by: Janay Shepherd **Date:** 04/15/08
Revised by: **Date:**
Instructional Manager Approval:
Date: 4/14/08

MISSION VALLEY REGIONAL OCCUPATION PROGRAM
CAREERS IN EDUCATION 1 & 2 / TEACHING COURSE OUTLINE

1. Course Title:

Careers in Education/ Teaching

2. CBEDS Title:

Child Care and Development

3. CBEDS Number:

Home Economics Related Occupations-4400

4. Job Titles: **O*NET Codes**

Teacher Assistant	25-9041.00
Preschool Teacher	25-2011.00
Elementary School Teacher	25-2021.00
Middle School Teacher	25-2022.00
Secondary School Teacher	25-2031.00
Special Education Teacher	25-2041.00
Vocational Education Teacher	25-1194.00
Education Administrator, Elementary & Secondary	11-9032.00

5. Course Description:

This competency-based course prepares students for entry-level positions in childcare programs and to offer students an opportunity to explore the world of teaching. Included in the course are Early Childhood, Safety and Healthy Environments, Guiding Children, Learning Experiences, Program Development and First Aid/CPR.

Students will receive formal classroom instruction, and on-the-job training at community field sites working with young children. Successful completion may lead to paid positions in the childcare field while attending high school or college. Class meets daily during first quarter, twice per week during second and third quarter, and once per week in the fourth quarter. During this release time, students train within the community at child care centers or elementary school sites.

Integrated throughout the course are career preparation standards, which include workplace basic skills and behaviors, career technical skills, and job employment skills.

6. **Hours:**

Students receive up to 180 hours of classroom instruction and up to 180 hours of work-based learning at community classroom or cooperative vocational education sites. Total program is **360** hours.

7. **Prerequisites:**

Clear TB Test
Eighth Grade reading & writing level or above
Adult students will need a Life Scan

8. **Date of revision:**

March 2008

Abbreviations:

CC = **Community Classroom**
(unpaid, on-the-job, training experience at business sites)

CVE = **Cooperative Vocational Education**
(paid, on-the-job, training experience at business sites)

9. **Course Outline:**

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

	CAREER PREPARATION STANDARDS	Class CC/CVE	Standards
I.	**WORKPLACE BASIC SKILLS & BEHAVIORS** *(MVROP ESLR #1)*	Integrated throughout course	
	A. Apply skills learned in class.		
	B. Analyze information and make decisions.		
	C. Communicate verbally and in writing.		
	D. Work independently and as a team member in a diverse workplace.		
	E. Work reliably, responsibly, and ethically.		
II.	**CAREER TECHNICAL SKILLS** *(MVROP ESLR #2).*	Integrated throughout course	
	A. Use of appropriate technology .		
	1. Office management.		
	2. Computer Word.		
	3. E-mailing		
	4. Use of internet		
	B. Understand and practice occupational safety standards. *(See Part 2)*		
	1. First Aid training		
	2. CPR training		
	C. Demonstrate an awareness of how a business or industry functions.		

III. **JOB EMPLOYMENT SKILLS** Integrated throughout course
(MVWOP ED2.R #3)

A. Develop a plan to achieve career goals.
   1. Rank job preferences
   2. Compute a salary range on which to live
   3. Prepare a professional portfolio

Class CC/CVE Standards

B. Use effective job search strategies.
   1. compose a resume
   2. write a cover letter
   3. list various methods for seeking employment
   4. list questions to ask during an interview
   5. explain the basic interviewing process
   6. discuss illegal questions and how to respond to them

C. Demonstrate an awareness of the importance of lifelong learning

CONTENT AREA SKILLS

PART I THE CHILDREN AND YOU

IV. **YOU-WORKING WITH YOUNG CHILDREN** 6 2
(MVWOP ED2.R #2)

A. Explain how social and economic changes will increase the need for childcare services.
B. Describe career opportunities in the early childhood field.
C. Describe the Matric permit system
D. List responsibilities of the early childhood teacher and diversity of cultures.
E. Explain how certain personal characteristics can help early childhood teachers care for and educate young children.

V. **TYPES OF EARLY CHILDHOOD PROGRAMS** 6 2
(MVWOP ED2.R #2)

A. List and describe the various types of early childhood programs available to parents and their children.
B. Explain the advantages & disadvantages of each type of program.
C. Name the three types of center sponsorship.
D. Explain steps a parent may take in choosing quality childcare.
E. List the components of center accreditation.

VI. **OBSERVING CHILDREN: A TOOL FOR ASSESSMENT** 4 14
(MVWOP ED2.R #2)

A. List purposes of assessment.
B. Contrast initial assessment and ongoing assessment.
C. List the factors to consider in choosing a method of assessment.
D. List the advantages and disadvantages of various assessment tools.
E. Compile a list of contents for a child's portfolio.
F. Summarize guidelines for observing children.

		Class	CC/CVE	Standards
VII.	**UNDERSTANDING CHILDREN - BIRTH TO AGE TWO** *(MVROP ESLR #2)* A. Describe the areas and characteristics of development. B. Chart the physical development of children in the first two years after birth. C. Describe how children develop cognitively in the first two years after birth. D. Explain how children in the first two years after birth develop socially and emotionally	5	8	
VIII.	**UNDERSTANDING TWO AND THREE YEAR OLDS** *(MVROP ESLR #2)* A. Describe the physical, cognitive, and social-emotional development of two year olds. B. Explain how three year olds develop physically, cognitively, socially, and emotionally. C. Relate how the development of two and three year olds will affect your role as a teacher.	5	8	
IX.	**UNDERSTANDING FOUR AND FIVE YEAR OLDS** *(MVROP ESLR #2)* A. Describe the physical, cognitive, and social-emotional development of four and five year olds. B. Explain how you as a teacher can plan programs and relate to four and five year olds in developmentally appropriate ways.	5	8	
X.	**MIDDLE CHILDHOOD** *(MVROP ESLR #2)* A. Describe the physical, cognitive, and social-emotional development of school-age children. B. Summarize potential health concerns of middle childhood. C. Explain moral development during childhood.	5	8	
	PART 2 CREATING A SAFE AND HEALTHY ENVIRONMENT			
XI.	**PREPARING THE ENVIRONMENT** *(MVROP ESLR #2)* A. Explain the value of planned indoor and outdoor space. B. Name the basic activity areas in a center, along with the functions of each area. C. List criteria to consider when choosing playroom furniture and color schemes. D. Summarize factors that affect the organization of space in a center. E. Organize basic activity areas of the classroom and outdoor play yard.	6	6	
XII.	**SELECTING TOYS, EQUIPMENT, AND EDUCATIONAL MATERIALS** *(MVROP ESLR #2)* A. Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials.	5	6	

B. Describe safety factors to consider when purchasing toys and play yard equipment.
C. Explain how to report unsafe toys and equipment to the appropriate agencies.
D. List sources and methods for purchasing toys and equipment.

		Class	CC/CVE	Standards
XIII.	**PROMOTING CHILDREN'S SAFETY** *(MVHOP ESLR #1)*	5	8	
	A. List objectives for maintaining a safe environment for children.			
	B. Describe guidelines for promoting children's safety.			
	C. Name the types of fires and then fire extinguishers used to fight them.			
	D. Outline the procedures for treating poisonings.			
	E. Recognize the signs of child abuse.			
	F. Teach children how to resist child abuse.			
	G. Explain types of liability as a child care provider.			
XIV.	**PLANNING NUTRITIOUS MEALS AND SNACKS** *(MVHOP ESLR #2)*	5	8	
	A. List goals for a good nutrition program.			
	B. Explain the importance of a healthy diet.			
	C. Describe nutritional problems that can result from a poor diet.			
	D. Name the food groups in the Food guide Pyramid and the main nutrients they supply.			
	E. Plan nutritious and appealing meals and snacks form children.			
XV.	**GUIDING CHILDREN'S HEALTH** *(MVHOP ESLR #2)*	8	4	
	A. Develop a workable health policy for a childcare center.			
	B. List steps for controlling the spread of food-borne illnesses.			
	C. Explain the importance of first aid training.			
	D. Identify various injuries and outline procedures for treating them.			
	E. Explain how to care for children who become ill while in your care.			
	F. Describe your responsibility when caring for children with special illnesses.			
	PART 3 GUIDING CHILDREN			
XVI	**DEVELOPING GUIDANCE SKILLS** *(MVHOP ESLR #2)*	8	2	
	A. Identify goals of effective guidance.			
	B. List personality traits of effective early childhood teachers.			
	C. Describe principles of direct and indirect guidance.			
	D. Explain various techniques for effective guidance.			
	E. Summarize ways to promote a positive self-concept in each child.			

XVII.	**GUIDANCE PROBLEMS** *(MVROP ESLR #2)* A. Identify situations and feelings that cause tension in children. B. Describe behavior problems that result from tension. C. Guide children as they learn appropriate behavior.	8	8

		Class	CC/CVE	Standards
XVIII.	**ESTABLISHING CLASSROOM RULES** *(MVROP ESLR #2)* A. Explain the reasons for having classroom rules. B. List guidelines for establishing classroom rules. C. Describe methods for enforcing rules. D. List useful rules for various classroom areas and activities.	8	2	
XIX.	**HANDLING DAILY ROUTINES** *(MVROP ESLR #2)* A. Explain the importance of a daily schedule. B. Guide children successfully through the daily routines of dressing and undressing, eating, napping, toileting, and cleanup. C. Explain the use of transition techniques to move smoothly from one activity to another.	8	4	

PART 4 LEARNING EXPERIENCES FOR CHILDREN

XX.	**THE CURRICULUM** *(MVROP ESLR #2)* A. Develop program goals. B. Indicate who is involved in curriculum development. C. Cite the importance of assessment in curriculum planning. D. Explain the content and process-centered approach to curriculum development. E. Describe factors to consider in curriculum planning. F. Illustrate the use of themes as a basis for planning curriculum. G. Write a block plan and lesson plan for one week of a program.	6	2
XXI.	**GUIDING ART, BLOCKBUILDING, AND SENSORY EXPERIENCES** *(MVROP ESLR #2)* A. Explain how art experiences promote physical, social, emotional, and cognitive growth. B. Describe techniques for guiding art experiences. C. List the stages of art skill development. D. Compile a list of art supplies needed for a well-stocked classroom. E. Plan a variety of art, block-building, sensory, and woodworking activities suitable for young children.	5	6
		5	6

XXII. GUIDING STORYTELLING EXPERIENCES
(MVBOP ESLA #2)

A. Explain the advantages of storytelling.
B. List the four types of children's books.
C. Discuss the process of choosing children's books.
D. Outline the steps to follow when reading aloud to children.
E. Explain a variety of storytelling methods.

		Class	CC/CVE	Standards
XXIII.	GUIDING PLAY AND PUPPETRY EXPERIENCES *(MVBOP ESLA #2)*	5	8	

A. Describe the stages of play.
B. Explain the stages of material use in play.
C. Summarize the benefits of socio-dramatic play.
D. Prepare the classroom environment and guide socio-dramatic play activities.
E. Summarize the benefits of puppetry experiences.
F. Make and use three types of puppets.
G. Write and tell a puppet story.

XXIV.	GUIDING MANUSCRIPT WRITING *(MVBOP ESLA #2)*	4	6	

A. Define manuscript writing.
B. List reasons for encouraging the development of writing skills in preschool settings.
C. Explain activities that help children develop writing skills.
D. Make letters following the Zaner-Bloser writing system.
E. Outline the sequence children follow in learning alphabet letters.
F. Discuss guidelines for helping children develop writing skills.

XXV.	GUIDING MATH EXPERIENCES *(MVBOP ESLA #2)*	4	5	

A. List objectives of early math experiences.
B. Use two basic assessments to determine math skills of children.
C. Recognize a variety of items that can be used to promote math experiences.
D. Identify math experiences that promote the development of key math concepts.
E. Design math experiences that stress specific math concepts.

XXVI.	GUIDING SCIENCE EXPERIENCES *(MVBOP ESLA #2)*	6	6	

A. Explain what is meant by the term science.
B. Discuss reasons for studying science.
C. Outline the procedure for planning science activities.
D. List a variety of science activities and sources for supplies.

E. Explain the role of the teacher in guiding science experiences.
F. Identify methods for developing children's understanding of their senses.
G. Name and explain various ways to teach science concepts.

XXVII. GUIDING SOCIAL STUDIES EXPERIENCES — Class: 3 — CC/CVE: 4
(MVROP ESLR #2)

A. Explain the importance of social studies experiences.
B. Outline the role of the teacher in designing and guiding social studies experiences.
C. Describe ways to include multicultural, intergenerational, government, ecology, geography, community living, holiday, and current events concepts in the curriculum.

		Class	CC/CVE	Standards
XXVIII.	GUIDING FOOD AND NUTRITION *(MVROP ESLR #2)*	6	6	

A. Explain the value of food and nutrition experiences.
B. Conduct positive food and nutrition experiences for children that promote healthy eating habits.
C. Give examples of ways to work with parents to best serve children's nutritional needs.
D. List nutritional concepts to teach in early childhood settings.
E. Outline the procedure for conducting cooking experiences.
F. Select and prepare simple recipes for children to use in early cooking experiences.
G. Identify various eating problems encountered in young children.
H. Teach children to set a table.

XXIX. GUIDING MUSIC AND MOVEMENT EXPERIENCES — Class: 6 — CC/CVE: 6
(MVROP ESLR #2)

A. Explain the benefits of music experiences.
B. Design a music center.
C. Outline the teacher's role in music experiences.
D. Name a variety of rhythm instruments.
E. Demonstrate the use and purpose of rhythm instruments in the program.
F. List considerations for scheduling music activities.
G. Plan a variety of music activities.
H. Explain how to teach various movement activities.
I. Describe movement activities that promote children's development.

XXX. GUIDING FIELD TRIP EXPERIENCES — Class: 4 — CC/CVE: 5
(MVROP ESLR #2)

A. Describe the importance of field trips.
B. Explain points of consideration for first field trip experiences.
C. List ways to promote safety on field trips.
D. Outline the process for selecting a field trip.
E. Explain the types and purposes of theme walks.
F. Plan a field trip from pre-trip planning to follow-up activities.

PART 5 OTHER PEOPLE YOU WILL MEET

		Class	CC/CVE	Standards
XXXI.	**PROGRAMS FOR INFANTS AND TODDLERS** *(MVROP ESLR #2)*	6	6	

A. List the characteristics of a nurturing infant-toddler caregiver.
B. State guidelines for proper infant-toddler care.
C. Design functional and developmentally appropriate infant and toddler environments.
D. Handle the routines of infants and toddlers.
E. Select toys that are safe and developmentally appropriate for infants and toddlers.
F. Plan the curriculum for infants and toddlers.
G. Maintain the environment to prevent illness.

		Class	CC/CVE	Standards
XXXII.	**PROGRAMS FOR SCHOOL-AGE CHILDREN** *(MVROP ESLR #2)*	5	5	

A. Describe the three basic program models used in school-age childcare.
B. Identify the characteristics of an effective teacher in a school-age program.
C. Discuss how to arrange indoor and outdoor space in a school-age childcare environment.
D. Explain ways to assess children's interests for curriculum planning.
E. List the components of a typical daily schedule in a school-age childcare program.

		Class	CC/CVE	Standards
XXXIII.	**GUIDING CHILDREN WITH SPECIAL NEEDS** *(MVROP ESLR #2)*	8	6	

A. Contribute to the development of an individualized Educational Plan for a child with special needs.
B. Develop individualized learning objectives and teaching strategies for a child.
C. Explain the role of the teacher in working with children who have special needs.
D. Describe methods for identifying and working with special needs that may be encountered in the early childhood program: hearing, speech, language, vision, physical, health, cognitive, and behavioral disorders.
E. Describe methods of integrating children with special needs into a typical program.
F. Explain the special needs of children who are gifted and how these needs can be met.

		Class	CC/CVE	Standards
XXXIV.	**PARENT INVOLVEMENT** *(MVROP ESLR #2)*	5	5	

A. List objectives for parent involvement.
B. Cite advantages and disadvantages of various methods for involving parents in the center.

C. Describe the importance of a positive caregiver/family alliance.
D. Design a center newsletter.
E. Write a letter to parents.
F. Plan, conduct, and follow up on a parent-teacher conference.
G. Explain how to conduct a discussion group.
H. Describe the process of recruiting and orientating parent volunteers.

Hours 180 180

Total Approved Course Hours 360

10. Additional Items:

a. Articulation:

Chabot College 1995
ECS 64, ECD 95 & 96 (Second Year ECD 50)

b. Academic Credit:

none

c. Instructional Strategies:

Lecture	Hands-on practice	Written reports
Group discussion	Demonstration	Comparative analysis
Brain storming	Teamwork	Interviews
Projects	Role-playing	Community or business
Reading assignments	Simulation	observations
Oral reports	Small & large group	Use of business partners-
Multi-media	activities	guest speakers

d. Instructional Materials:

Working With Young Children, 1998, Judy Herr, The Goodheart-Wilcox Company, Inc.

handouts	video tapes
overhead transparencies	Internet access

e. Certificate Competency List:

American Red Cross-CPR and First Aid Certification

MVROP
Students receive a Completion Certificate upon successful completion of all units and associated tests.

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Careers in Education (Careers with Children) 1 & 2

Ohlone College course(s):

ECS 300 - Introduction to Early Childhood Studies

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

Sara Crowder
print name

Sara Crowder 5-16-05
signature date

College Faculty

Janice C Jones
print name

Janice C Jones 3/15/05
signature date

District Administrator/Site Principal

J. A. OMLID
print name

5/17/05
signature date

Ohlone College Division Dean

Mikelyn T Stacey
print name

4/26/05
signature date

District Articulation Coordinator

Richard P. Herrmann
print name

5-7-05
signature date

Ohlone Vice President, Instruction

JAMES WRIGHT
print name

5-6-05
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

_____

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)** **ECS 300**	2a. **Course Name:** **Introduction To Early Childhood Studies – ECS 300**	**Units:** **3**	3a. **Length of Course:** 1 Semester___ 1 Year x
1b. **ROP or High School Course No(s)** **802281**	2b. **Course Name:** **Careers In Education (Careers With Children) 1 & 2**	**Units:** **20**	3b. **Length of Course:** 1 Semester___ 1 Year x

4. **Type of Course:** R.O.P. x
College Prep. _____
Advanced Placement _____
General _____

5. **Lecture/Lab**
Lec. hrs. per week 5(average)_____
Lab. hrs. per week 5(average _____
(out of a total of 380 class/lab hrs. per school Year)

6. **Prerequisites:** TB Skin Test; 8th Grade Reading & Writing Level or Above
Corequisites: None
Advisory: Yes

7. **Course Description:**

This course is a one-year, 20 unit +, entry-level course. A second year course may be offered, with successful completion of the first year, at 20+units. Both classes are designed to prepare students for employment in childcare programs and to offer students an opportunity to explore the world of teaching. They will have an opportunity to work with young children while learning child development, teaching techniques, workplace skills, and team building. Students receive formal classroom instruction and on-the-job training. Through community classroom sites students will build confidence and will gain valuable hands-on experience working with young children. Taking the course will provide students with the skills and expertise needed for entry level pre-school,

Elementary, or special education aide positions in the childcare field while attending high school or college.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will: Engage in lectures given by the instructor which includes child development theories such as: cognitive, social, emotional and physical development. The student will be given a written exam in the mentioned subject matter areas during the appropriate scheduling of testing. The student will also be evaluated at their various lab sites in areas of: team building, curriculum planning, multicultural awareness, health & hygiene, attitude, behavior, appearance, communication skills, work quality, and time management.

9. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

COMPETENCIES

Student will gain knowledge in:

- Guidance of Children – Age & stage of child growth and development
- Understanding Children – Prenatal, infant, toddler, preschool & adolescent development; also multi-cultural awareness with respect to curriculum activities which represents cultural awareness/diversity
- Child Development Theories – Cognitive, social, emotional

LAB COMPONENT

Student will develop/gains skills in:

- Record keeping & charting
- Safety practices & nutrition
- Parent involvement
- Discipline & teamwork
- Teambuilding, leadership, work ethics, professional growth, workplace issues, attitude, behavior, appearance, communication skills, work quality and time management skills

CURRICULUM PLANNING

- Setting up and scheduling
- Age and stage appropriateness
- Selecting toys and equipment

- Leading activities in: Language, are, music and movement, math, science and sensory, large motor, small motor, construction and manipulatives, language and literature, computer and planning a developmentally appropriate curriculum for children with special needs, anti-bias curriculum and multicultural experiences/awareness

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 20 % (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
___ Written Homework
___ Reading Report(s)
___ Project(s)
___ Portfolio
___ Other (specify) _____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other _____

B. Comp/Non Comp/Prob Solving

(approx 20 %)
___ Exam(s)
___ Quizzes
___ Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 40 %)
___ Class Performance(s)
___ Field Work
___ Performance Exams
___ Other (specify)

D. Objective Exams

(approx 20 %)
___ Multiple Choice
___ True/False
___ Matching
___ Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

_____

_____

12. **Student Materials-Means of Achieving Objectives:**
Text: Herr, Judy, Working With Young Children, 3rd ed., The Goodheart-Wilcox Company, Inc. 1998

Supplemental Text:

Special Materials: (Describe and indicate approximate cost.)

13. **Methods of Instruction:** Check all that apply.

a.	Traditional Classroom	x_____
b.	Self-Paced	_____
c.	Technology-Mediated	_____
d.	Other: _____	

Prepared by: Lynda Lowe-Montgomery **Date:** 10/11/04

Revised by Sara Crowder/Resource Teacher & Lynda Lowe-Montgomery Date: 11/20/04

Ohlone College
Ohlone Community College District

Articulation Agreement

Ohlone College and **Mission Valley ROP** agree to articulate the following courses:

High School/ROP course(s):

Introduction to Administration of Justice

Ohlone College course(s):

AJ 101 Introduction to Administration of Justice (3 units)

In order to be eligible for Career Prep college credit, a student must demonstrate mastery of the competencies and skills included in the Career Prep course outline and successfully complete the credit by examination component mutually identified and agreed to by the faculties of both institutions at an "A" or "B" grade level.

High School Faculty

ROBERT J. WILLETT
print name

Robert J. Willett
signature date

College Faculty

RICHARD G. COMINOS, SR
print name

Richard G. Cominos Sr.
signature date

District Administrator/Site Principal

RICK HERRMANN
print name

Richard Herrmann 1-28-03
signature date

Ohlone College Division Dean

Mikelyn I. Stacey
print name

Mikelyn I. Stacey 6/25/03
signature date

District Articulation Coordinator

Alyssa Lynch
print name

Alyssa Lynch 1/28/03
signature date

Ohlone Vice President, Educational Services

JAMES WRIGHT
print name

JAMES WRIGHT 6/25/03
signature date

OHLONE COLLEGE

CAREER PREP

COURSE OUTLINE

with

Mission Valley ROP

Name of R.O.P. or High School District

1a. **Ohlone College Course No(s)**	2a. **Course Name:**	**Units:**	3a. **Length of Course:**
AJ101	Administration of Justice	3	1 Semester x 1 Year ___ Other (specify) ___
1b. **ROP or High School Course No(s)**	2b. **Course Name:**	**Units:**	3b. **Length of Course:**
TPJA	Introduction to Administion of Justice	10	1 Semester ___ 1 Year x Other (specify) ___

4. **Type of Course:** R.O.P. _x___
College Prep. _____
Advanced Placement _____
General _____

5. **Lecture/Lab**
Lec. hrs. per week _2___
Lab. hrs. per week _3___

6. **Prerequisites:** None
Corequisites: None
Advisory: Age 16+

7. **Course Description:** : It is a 2+2 two-semester high school course for juniors and seniors to serve s an introduction to the criminal justice system, law enforcement, the correctional system, the juvenile justice system, the current crime issues, and a the legal use of force by law enforcement. The course will help the student have a general knowledge of the administration system. The course will also help the student to prepare him or herself to explore the many components of the criminal justice system. The beginning of the course explores careers in Law Enforcement Corrections, Probation, and Parole.

8. **Student Performance Objectives:** Please include performance objectives for the lecture and laboratory components of the course.

The student will:

1. Analyze and compare the criminal justice system of the U.S. with other systems.
2. Identify competing theories related to crime causation.
3. Name the components of the criminal justice system and their interrelationships.
4. Identify career opportunities in the criminal justice system.
5. Identify theories of the origin and history of law enforcement in the U.S. and distinguish federal, state, and local level agencies based on geographical consideration.
6. Analyze the organization, function, operation and jurisdiction of the court systems at the federal, state, and local levels.
7. Contrast and compare theories concerning both the purpose and the strengths and weaknesses of institutional as opposed to community treatment programs.

8. **Course Content:** Please include a detailed outline with subheadings and examples where appropriate. If this course has a laboratory component, include a detailed outline with subheadings for the topics covered in the lab and note major skills learned. Also include any culturally diverse perspectives or technical tools offered in the course. If additional space is needed, attach on separate paper. See Guidelines for Course Proposal Form for description of outline required.

(see attached outline)

10. **Methods of Evaluation or Measurement of Student Achievement:**

A. Written Assignments: 10 % (approximate % of grade)

___ Essay Exam(s)
___ Term or Other Paper(s)
___ Journaling
___ Lab Report(s)
x Written Homework
x Reading Report(s)
x Project(s)
___ Portfolio
___ Other (specify) _____

Writing Assignments are **NOT** appropriate because course is:
___ Primarily Computational or Non-Computational Problem Solving
___ Primarily Skill Demo
___ Other _____

B. Comp/Non Comp/Prob Solving

(approx 15%)
___ Exam(s)
___ Quizzes
x Homework
___ Lab Report(s)
___ Field Work
___ Other (specify)

C. Skill Demonstrations

(approx 10 %)
x Class Performance(s)
___ Field Work
___ Performance Exams
___ Other (specify)

D. Objective Exams

(approx 65%)
x Multiple Choice
x True/False
___ Matching
x Completion
___ Other (specify)

11. **Ohlone College Credit by Examination:**
The following method(s) of evaluation, listed above, will be utilized for the purpose of Ohlone College "Credit by Examination":

Quizes, homework, oral presentation, final exam

12. **Student Materials-Means of Achieving Objectives:**
Text: The American System of Criminal Justice: Authors George Cole/Chris Smith

Introduction to Criminal Justice Joseph Senna & Larry Siegel

Supplemental Text:

Special Materials: Internet in a controlled manner.

13. **Methods of Instruction:** Check all that apply.

a. Traditional Classroom x
b. Self-Paced _____
c. Technology-Mediated _____
d. Other: Videos, several guest speakers, transparencies

Prepared by: Bob Willett **Date**: January 27, 2003

Revised by: Bob Willett **Date**: January 27, 2003

Instructional Manager Approval: Alyssa Lynch **Date:** 5-18-03

Appendix C

CTE Advisory Committee Roster

Legend:
* = Attendees
= Member of Industry

Mission Valley ROP and New Haven Unified School District
CTE Advisory Committee Meeting
Tuesday, October 14, 2008

	QTY	TITLE	FIRST NAME	LAST NAME	JOB TITLE	COMPANY	ADDRESS 1
*	1	Ms.	Shelley	Adams	Director of Educational Services	Mission Valley ROP	5019 Stevenson Boulevard
*	2	Ms.	Allison	Aldinger	PR Administrator	Mission Valley ROP	5019 Stevenson Boulevard
*	3	Ms.	Barbara	Alexander	Counselor	James Logan High School	1800 H Street
*	4	Dr.	Seth	Bates	Professor, Materials and Manufacturing	Department of Aviation & Technology - College of Engineering, San Jose State University	One Washington Square
*	5	Mr.	Charles	Brown	Superintendent	Mission Valley ROP	5019 Stevenson Boulevard
*	6	Mr.	Bill	Brunelli	Operational Director	Central Cevrolet	4949 Thorton Avenue
*	7	Ms.	Tasha	Dean	Coordinator of Special Services	New Haven Unified School District	34200 Alvarado Niles Road
*	8	Ms.	Marie	dela Cruz	Director of Business Services	Mission Valley ROP	5019 Stevenson Boulevard
*	9	Ms.	Tina	Dodson	Director	Tri-Cities One Stop Career Center	39899 Balentine Drive #220
*	10	Mr.	Steve	Evans	Operations Manager, North Aire Supply	Northaire Supply Company	1359 Old Oakland Road
*	11	Mr.	Joe	Feldman	Director of Secondary Education	New Haven Unified School District	34200 Alvarado Niles Road
*	12	Ms.	Therese	Gain	Director of Facilities	Fremont Unified School District	4210 Technology Drive
*	13	Ms.	Colleen	Ganaye	Journey Ambassador	Hilton Hotel	39900 Balentine Drive
*	14	Ms.	Nancy	George	Principal	New Haven Adult School	600 G Street
*	15	Ms.	Danyelle	Grant	Corporate Recruiting Manager	Fremont Bank	39150 Fremont Boulevard
*	16	Mr.	Richard	Grotegut	Cisco Regional Academy Contact, Ohlone College	Ohlone College	43600 Mission Boulevard
*	17	Ms.	Kathryn	Gunderson	Training Manger	Fremont Bank	39150 Fremont Boulevard
*	18	Ms.	Barbara	Hart	Career Center Technician	James Logan High School	1800 H Street
*	19	Ms.	Jami	Hiller	Teacher	New Haven Adult School	600 G Street
*	20	Mr.	Allen	Jackson	Site Manager	Employment Development Department (EDD)	39155 Liberty Street, Suite B200
*	21	Mr.	Sal	Jacquez	Instructor, Fire Science	Mission Valley ROP	5019 Stevenson Boulevard
*	22	Mr.	Rick	LaPlante	Public Relations Officer	New Haven Unified School District	34200 Alvarado Niles Road
*	23	Ms.	Lenora	Laughlin	Union City Police Sergeant / Instructor, MVROP	City of Union City Police Department	34009 Alvarado Niles Road
*	24	Mr.	Richard	Lawrence	CAD Instructor, James Logan/MVROP	James Logan High School	1800 H Street
*	25	Ms.	Patty	Lev	Dean of Academic Affairs	The Art Institute of California - Sunnyvale	1120 Kifer Road
*	26	Ms.	Mary	Lim	Workforce Development	Ohlone College	43600 Mission Boulevard
*	27	Mr.	Gary	Marsh	Marketing Instructor	Mission Valley ROP	5019 Stevenson Boulevard
*	28	Mr.	Ernest	Marsh	Business Development Consultant	Owens Electrical and Solar Business	3909 Stevenson Blvd #507
*	29	Mr.	Bruce	Martin	Fire Chief	Fremont Fire Department	3300 Capital Avenue, Building B
*	30	Mr.	Ray	McDonell	Instructor, Digital Sound Design	Mission Valley ROP	5019 Stevenson Boulevard
*	31	Mr.	Edward	Mullins	Vice President of Operations	Bay Area Industry Education Council	1260 B Street Suite 375
*	32	Mr.	Randy	Murch	Sales Manager	Petersen Dean Roofing and Solar Systems	8220 Enterprise Drive
*	33	Mr.	Jim	Omlid	Coordinator	Mission Valley ROP	5019 Stevenson Boulevard
*	34	Mr.	Mark	Remelman	Scholarship Chairman	Fremont Elks Lodge	38991 Farwell Drive
*	35	Ms.	Alicia	Rojas	Administrative Assistant	Modern Mechanical Corporation (New Address as of Jan. 1, 2009 - 25619 Nickel Place, Hayward, CA 94545)	8240 Enterprise Drive
*	36	Mr.	Gordon	Sanford	Forensic Science Instructor	Mission Valley ROP	5019 Stevenson Boulevard
*	37	Ms.	Susan	Seigert	Vice President	Modern Mechanical Corporation (New Address as of Jan. 1, 2009 - 25619 Nickel Place, Hayward, CA 94545)	8240 Enterprise Drive
*	38	Mr.	Corey	Shultz	Auto Technology Instructor	Mission Valley ROP	5019 Stevenson Boulevard
*	39	Ms.	Kelli	Simmons	EKG Technician	Kaiser Permanente	27400 Hesperian Blvd
*	40	Ms.	Jackie	Slabaugh	Tech Prep Director	Mission College	3000 Mission College Boulevard MS#1
*	41	Mr.	Matt	Smith	VP of Curriculum and Instruction	James Logan High School	1800 H Street
*	42	Ms.	Kristee	Smith	Administrative Assistant	Mission Valley ROP	5019 Stevenson Boulevard
*	43	Mr.	Scott	Snyder	Primary EMT Instructor	San Francisco Paramedic Association	657 Mission Street, Suite 302
*	44	Mr.	Phil	Subasa	IT Supervisor	Mission Valley ROP	5019 Stevenson Boulevard

Legend:
* = Attendees
= Member of Industry

Mission Valley ROP and New Haven Unified School District
CTE Advisory Committee Meeting
Tuesday, October 14, 2008

	QTY	TITLE	FIRST NAME	LAST NAME	JOB TITLE	COMPANY	ADDRESS 1
*	45	Ms.	Margie	Trujillo	Coordinator, Adult Programs	Mission Valley ROP	5019 Stevenson Boulevard
*	46	Ms.	Joyce	Veasley	Accounting Instructor	Mission Valley ROP	5019 Stevenson Boulevard
*	47	Ms.	Melanie	Wade	Principal	Fremont Adult School	4700 Calaveras Avenue
*	48	Ms.	Carole	Wang	Fashion Designer	Carole Wang Studio LLC	2755 Country Dr., #246
*	49	Mr.	Kenton	Wong	Senior Forensic Scientist	Forensic Analytical Sciences, Incorporated	3777 Depot Road, Suite 403
*	50	Mr.	Jim	Wright	Vice President, Academic Affairs/Deputy Superintendent	Ohlone College	43600 Mission Boulevard
*	51	Ms.	Kim	Youngberg	Senior Accounting Technician	Mission Valley ROP	5019 Stevenson Boulevard
	52	Mr.	Hector	Albizo	Instructor, Computer Service Repair	Mission Valley ROP	5019 Stevenson Boulevard
	53	Ms.	Diane	Amrhein	Sears Northern California Human Resources	Sears	990 Detriot Avenue
	54	Ms.	Lisa	Anderson	Vice President	SEMI Global Headquarters	3081 Zanker Road
	55	Mr.	Vahid	Aryana		Cinevision	37485 Fremont Boulevard, Suite C
	56	Ms.	Sue	Ayala	Cril		439 A Street
	57	Ms.	Mary	Baptista			39355 Drake Way
	58	Ms.	Cindy	Bonior	President & Chief Executive Officer	Fremont Chamber of Commerce	39488 Stevenson Place, Suite 100
	59	Mr.	Brian	Caminada	Assistant Fire Chief	City of Newark Fire Department	6170 Thornton Avenue # B
	60	Ms.	Janis	Carey	Housing Counselor	City Of Fremont - Office of Housing and Redevelopment	39550 Liberty Street
	61	Ms.	Carolyn	Chavez	Instructor, Medical Assisting	Mission Valley ROP	5019 Stevenson Boulevard
	62	Mr.	Wilmer	Clark	Technical Manager	Sears	990 Detroit Avenue
	63	Mr.	Glen	Colyer	Owner	Colyer's Appliance	30126 Mission Boulevard
	64	Mr.	Karl	Cortese	Senior Apprenticeship Coordinator	Automotive Joint Apprenticeship Committees of CA	8130 Bladwin Street
	65	Ms.	Heather	Day	Sales Engineer	Pittsburgh-DesMoines Corp	3500 Bassett Street
	66	Ms.	Tina	Dodson	Director, Tri-Cities One Stop Career Center	Ohlone College	39399 Cherry Street, Room 1211
	67	Ms.	Paula	Evans	Consultant/Grant Writer	Castro Valley Adult School	4430 Alma Avenue
	68	Ms.	Sofiya	Farberov	Owner/CAD Drafter	APS Optics	42257 Troyer Avenue
	69	Mr.	Chris	Fowler	Installer	Gibbs Heating	P.O. Box 151063
	70	Mr.	Johnny	Gallon	Apprenticeship Coordinator	Boilermaker Union 549	2191 Piedmont Way
	71	Ms.	Jeanette	Gulledge		The Gap	2086 Newpark Mall
	72	Ms.	Yvonka	Headley	Counselor	Ohlone College	43600 Mission Boulevard
	73	Ms.	Yasmin	Hosseinzadeh	Public Relations	The Art Institute of California - Sunnyvale	1120 Kifer Road
	74	Mr.	Arthur	Hsieh	Chief Operating Officer	San Francisco Paramedic Association	657 Mission Street, Suite 302
	75	Dr.	Patel	JJ			1895 Mowry Avenue, #118B
	76	Ms.	Ushasri	Korimilli	Pharmacy Manager	Walgreens	41400 Blacow Road
	77	Mr.	Ram	Lal		Rama Video Production	44846 S. Grimmer Unit B
	78	Mr.	Ian	Lanouette	Scholarship Chairman	Fremont Elks Lodge #2121	38991 Farwell Drive
	79	Ms.	Ana	Lehmer	Asst Store Manager	JC Penney	500 Newpark Mall
	80	Mr.	Charles	Martinek	President	Martinek Manufacturing	42650 Osgood Road
	81	Mr.	Roberto	Mendez	Director, Education Talent Search	Chabot College	25555 Hesparian Blvd
	82	Mr.	Qi	Meng	Senior Research Scientist	Bayer Health Care LLC	P.O. Box 2466
	83	Ms.	Elise	Nathanson	Student	Mission Valley ROP	
	84	Ms.	Ana	Petruc-Naum	CAD Manager	Crosby Group	726 Main Street
	85	Ms.	Suzy	Phillips	HR Manager	Tri-City Health Center	39500 Liberty Street
	86	Mr.	Dennis	Poirier	Inspector/Drafter	IMI, Incorporated	6167 Jarvis Avenue #165
	87	Mr.	Bobby	Ram	Director, Global Community Relations	Sun Power Corporation	3939 North First Street
	88	Ms.	Maria	Rodarte			38623 Country Terrace
	89	Mr.	Cornelio	Ruperto	???	Mr. Appliance of East Bay	www.mrappliance.com/EastBay
	90	Mr.	Joselito	Ruperto	???	Mr. Appliance of East Bay	www.mrappliance.com/EastBay

260

Legend:
* = Attendees
= Member of Industry

Mission Valley ROP and New Haven Unified School District
CTE Advisory Committee Meeting
Tuesday, October 14, 2008

QTY	TITLE	FIRST NAME	LAST NAME	JOB TITLE	COMPANY	ADDRESS 1
91	Mr.	Tim	Spergler	Business Owner	Rayit Home Improvement	3359 Churchill Court
92	Mr.	Greg	Stewart	Chief of Police	Union City Police Department	34009 Alvarado-Niles Road
93	Ms.	Kimberly	Thompson	District HR Manager	Sears	5901 Sunrise Mall Drive
94	Dr.	Deborah	Turner	Deputy Director	Kidango	4533 Mattos Drive
95	Ms.	Serena	Van Bemmel	Fire Protection Engineer	Fire Tech, Incorporated	4075 Papazian Way #205
96	Mr.	Sam	Ward	Owner	The Main Street Baking Company	22521 Main Street
97	Mr.	Steve	Wartinger	Tool & Eqpt Dev Eng/Model Shop Supvr	Conceptus, Incorporated	331 East Evelyn Avenue
98	Ms.	Colleen	Weiler	Interior Designer	Gabriella Ronegas Designs, Incorporated	3018 Greenwood Drive
99	Ms.	Margaret	Wilson	Student	Mission Valley ROP	
100	Mr.	Rick	Wong	Vice President of Finance & Administration	New Wave Research	48660 Kato Road
101	Mr.	Boris	Zalan	Sr. CAD Engineer/IT	Thermal Mechanical, Incorporated	425 Aldo Avenue
102	Mr.	Jose	Zapien	Business Manager	Laborers' Int'l Union of North America Local 304	29475 Mission Boulevard
103	Mr.	Brad	Zielinski	Producer	Triggerfish	1069 Trappers Trail

Legend:
* = Attendees
= Member of Industry

Mission Valley ROP and New Haven Unified School District
CTE Advisory Committee Meeting
Tuesday, October 14, 2008

	QTY	TITLE	FIRST NAME	LAST NAME	CITY	STATE	ZIP	PHONE	FAX	EMAIL	CLUSTER	REP TYPE
*	1	Ms.	Shelley	Adams	Fremont	CA	94538	510-657-1865	510-438-0378	sadams@mvrop.org	n/a	Admin
*	2	Ms.	Allison	Aldinger	Fremont	CA	94538	510-657-1865	510-438-0378	sadams@mvrop.org	n/a	Admin/Classified
*	3	Ms.	Barbara	Alexander	Union City	CA	94587	510-471-2520	510-471-0514	balexander@nhusd.k12.ca.us		
*	4	Dr.	Seth	Bates	San José	CA	95192	408-924-3227				
*	5	Mr.	Charles	Brown	Fremont	CA	94538	510-657-1865	510-438-0378	cbrown@mvrop.org	n/a	Admin
*	6	Mr.	Bill	Brunelli	Fremont	CA	94536	510-794-1245				
*	7	Ms.	Tasha	Dean	Union City	CA	94587	510-471-1100	510-471-7108	tdean@nhusd.k12.ca.us		
*	8	Ms.	Marie	dela Cruz	Fremont	CA	94538	510-657-1865	510-438-0378	mdelacruz@mvrop.org	n/a	Admin
*	9	Ms.	Tina	Dodson	Newark	CA	94560	510-742-2324		tdodson@ohlone.cc.ca.us		
*	10	Mr.	Steve	Evans	San Jose	CA	95112			steve.northaire@sbcglobal.net	HVAC	Industry
*	11	Mr.	Joe	Feldman	Union City	CA	94587	510-471-1100	510-471-7108			
								510-657-2350 x17700 or directly				
*	12	Ms.	Therese	Gain	Fremont	CA	94538	510-979-7700	510-438-9603	tgain@fremont.k12.ca.us		
*	13	Ms.	Colleen	Ganaye	Newark	CA	94560	510-490-8390				
*	14	Ms.	Nancy	George	Union City	CA	94587	510-489-2185	510-475-6958			
*	15	Ms.	Danyelle	Grant	Fremont	CA	94538	510-505-5260				
*	16	Mr.	Richard	Grotegut	Fremont	CA	94539	510-979-7479				
*	17	Ms.	Kathryn	Gunderson	Fremont	CA	94538	510-505-5319				
*	18	Ms.	Barbara	Hart	Union City	CA	94587	510-471-2520	510-471-0514			
*	19	Ms.	Jami	Hiller	Union City	CA	94587	510-489-2185	510-475-6958			
*	20	Mr.	Allen	Jackson	Fremont	CA	94538	510-794-3957		ajackso2@edd.ca.gov		
*	21	Mr.	Sal	Jacquez	Fremont	CA	94538	510-657-1865	510-438-0378	sjacquez@mvrop.org	n/a	Instructor
*	22	Mr.	Rick	LaPlante	Union City	CA	94587	510-471-1100	510-471-7108			
*	23	Ms.	Lenora	Laughlin	Union City	CA	94587	510-471-1365	510-471-5974	llaughlin@mvrop.org		
*	24	Mr.	Richard	Lawrence	Union City	CA	94587	510-471-2520	510-471-0514			
*	25	Ms.	Patty	Lev	Sunnyvale	CA	94086	408-692-6421		plev@aii.edu		
*	26	Ms.	Mary	Lim	Fremont	CA	94539	510-659-6000				
*	27	Mr.	Gary	Marsh	Fremont	CA	94538	510-657-1865	510-438-0378	gmarsh@mvrop.org	n/a	Instructor
*	28	Mr.	Ernest	Marsh	Fremont	CA	94538	510-366-1926		eamarsh@att.net		
*	29	Mr.	Bruce	Martin	Fremont	CA	94537	510-494-4200				
*	30	Mr.	Ray	McDonell	Fremont	CA	94538	510-657-1865	510-438-0378			
*	31	Mr.	Edward	Mullins	Hayward	CA	94541	510-795-6488				
*	32	Mr.	Randy	Murch	Newark	CA	94560	510-494-9982		rmurch@petersendean.com		
*	33	Mr.	Jim	Omlid	Fremont	CA	94538	510-657-1865	510-438-0378	jomlid@mvrop.org	n/a	Admin
*	34	Mr.	Mark	Remelman	Fremont	CA	94536	510-797-2121				
*	35	Ms.	Alicia	Rojas	Newark	CA	94560	510-797-7923		aliciarojas81@yahoo.com		Industry
*	36	Mr.	Gordon	Sanford	Fremont	CA	94538	510-657-1865	510-438-0378	gsanford@mvrop.org	n/a	Instructor
*	37	Ms.	Susan	Seigert	Newark	CA	94560	510-797-7923		susan888@sbcglobal.net		Industry
*	38	Mr.	Corey	Shultz	Fremont	CA	94538	510-657-1865	510-438-0378	cshultz@mvrop.org	n/a	Instructor
*	39	Ms.	Kelli	Simmons	Hayward	CA	94545	510-784-4598			Health & Medical	Industry
*	40	Ms.	Jackie	Slabaugh	Santa Clara	CA	95054	408-855-5209				
*	41	Mr.	Matt	Smith	Union City	CA	94587	510-471-2520	510-471-0514	balexander@nhusd.k12.ca.us		
*	42	Ms.	Kristee	Smith	Fremont	CA	94538	510-657-1865	510-438-0378	ksmith@mvrop.org	n/a	Classified
*	43	Mr.	Scott	Snyder	San Francisco	CA	94105	415-543-1161	415-543-0415			
*	44	Mr.	Phil	Subasa	Fremont	CA	94538	510-657-1865	510-438-0378	psubasa@mvrop.org	n/a	Admin

Legend:
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CTE Advisory Committee Meeting
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	QTY	TITLE	FIRST NAME	LAST NAME	CITY	STATE	ZIP	PHONE	FAX	EMAIL	CLUSTER	REP TYPE
*	45	Ms.	Margie	Trujillo	Fremont	CA	94538	510-657-1865	510-438-0378	mtrujillo@mvrop.org	n/a	Admin
*	46	Ms.	Joyce	Veasley	Fremont	CA	94538	510-657-1865	510-438-0378	jveasley@mvrop.org	n/a	Instructor
*	47	Ms.	Melanie	Wade	Fremont	CA	94538	510-793-6465		mwade@fremont.k12.ca.us		
*	48	Ms.	Carole	Wang	Fremont	CA	94536	510-791-8608			Fashion Merchandising	Industry
*	49	Mr.	Kenton	Wong	Hayward	CA	94545	510-266-8100				
*	50	Mr.	Jim	Wright	Fremont	CA	94539	510-659-6000				
*	51	Ms.	Kim	Youngberg	Fremont	CA	94538	510-657-1865	510-438-0378	kyoungberg@mvrop.org	Fire Science	Parent/Classified
	52	Mr.	Hector	Albizo	Fremont	CA	94538	510-657-1865	510-438-0378	halbizo@mvrop.org	n/a	Instructor
	53	Ms.	Diane	Amrhein	Concord	CA	94518	925-674-6007				
	54	Ms.	Lisa	Anderson	San Jose	CA	95134	408-943-6918				
	55	Mr.	Vahid	Aryana	Fremont	CA	94536			cinevision@mac.com	Video & Photography	Industry
	56	Ms.	Sue	Ayala	Hayward	CA	94541	510-881-5743				
	57	Ms.	Mary	Baptista	Fremont	CA	94538	510-791-7060			Health & Medical	Student
	58	Ms.	Cindy	Bonior	Fremont	CA	94539	510-795-2244				
	59	Mr.	Brian	Caminada	Newark	CA	94560	510-578-4251 Office / 510-693-3915 Cell		Brian.Caminada@newark.org		
	60	Ms.	Janis	Carey	Fremont	CA	94537	510-494-4511				
	61	Ms.	Carolyn	Chavez	Fremont	CA	94538	510-657-1865	510-438-0378			
	62	Mr.	Wilmer	Clark	Concord	CA	94518	925-674-6007			HVAC	Industry
	63	Mr.	Glen	Colyer	Hayward	CA	94544	510-471-7642			HVAC	Industry
	64	Mr.	Karl	Cortese	Oakland	CA	94621	510-569-8450				
	65	Ms.	Heather	Day	Santa Clara	CA	95054	408-892-7460		heather.day@sbcglobal.net		
	66	Ms.	Tina	Dodson	Newark	CA	94560	510-659-6000				
	67	Ms.	Paula	Evans	Castro Valley	CA	94546	510-886-1000				
	68	Ms.	Sofiya	Farberov	Fremont	CA	94539	510-656-9295		sofiyaz@yahoo.com	CAD	Industry
	69	Mr.	Chris	Fowler	San Rafael	CA	94930	707-373-1958		jgallon@bmlocal549.org	HVAC	Industry
	70	Mr.	Johnny	Gallon	Pittsburg	CA	94565	925-427-0826	925-427-5980	jgallon@bmlocal549.org	Welding	
	71	Ms.	Jeanette	Gulledge	Newark	CA	94560	510-794-5523		jeanette.gulledge@gap.com	Fashion Merchandising	Industry
	72	Ms.	Yvonka	Headley	Fremont	CA	94539	510-659-6125				
	73	Ms.	Yasmin	Hosseinzadeh	Sunnyvale	CA	94086	408-962-6415				
	74	Mr.	Arthur	Hsieh	San Francisco	CA	94105	415-543-1161				
	75	Dr.	Patel	JJ	Fremont	CA	94538	510-745-0307				
	76	Ms.	Ushasri	Korimilli	Fremont	CA	94538	510-440-8927				
	77	Mr.	Ram	Lal	Fremont	CA	94538	510-623-7262			Video & Photography	Industry
	78	Mr.	Ian	Lanouette	Fremont	CA	94536	510-797-2121				
	79	Ms.	Ana	Lehmer	Newark	CA	94560	510-796-6160		alehmer@jcpenney.com	Fashion Merchandising	Industry
	80	Mr.	Charles	Martinek	Fremont	CA	94539	510-438-0357				Industry
	81	Mr.	Roberto	Mendez	Hayward	CA	94545	510-723-7502				
	82	Mr.	Qi	Meng	Fremont	CA	94702	510-705-5951				
	83	Ms.	Elise	Nathanson								
	84	Ms.	Ana	Petruc-Naum	Redwood City	CA	94063	650-367-8100		ana@crosbygroup.com	CAD	Industry
	85	Ms.	Suzy	Phillips	Fremont	CA	94538	510-252-5888		sphillips@tric-cityhealth.orh		
	86	Mr.	Dennis	Poirier	Newark	CA	94560	510-673-9404		dennis_poirier@yahoo.com	CAD	Industry
	87	Mr.	Bobby	Ram	San Jose	CA	95134	408-240-5500				
	88	Ms.	Maria	Rodarte	Fremont	CA	94536	510-456-5771			Health & Medical	Student
	89	Mr.	Cornelio	Ruperto				510-487-8630				
	90	Mr.	Joselito	Ruperto				510-487-8630				

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QTY	TITLE	FIRST NAME	LAST NAME	CITY	STATE	ZIP	PHONE	FAX	EMAIL	CLUSTER	REP TYPE
91	Mr.	Tim	Spergler	Fremont	CA	94536	510-366-7609		timbird5@netzero.com		Industry
92	Mr.	Greg	Stewart	Union City	CA	94587	510-675-5251				
93	Ms.	Kimberly	Thompson	Citrus Heights	CA	95610	916-537-5570			HVAC	Industry
94	Dr.	Deborah	Turner	Fremont	CA	94536	510-744-9280				
95	Ms.	Serena	Van Bemmel	Fremont	CA	94538	510-770-9830		serena@1firetech.com	CAD	Industry
96	Mr.	Sam	Ward	Hayward	CA	94541	510-537-5850				
97	Mr.	Steve	Wartinger	Mountain View	CA	94041	650-962-4096		steve_wartinger@conceptus.com		
98	Ms.	Colleen	Weiler	Fremont	CA	94536	510-792-3682	510-792-3687	colleen@gabriellaronegas.com		
99	Ms.	Margaret	Wilson								
100	Mr.	Rick	Wong	Fremont	CA	94538	510-771-3887	510-656-1352	rwong@new-wave.com	Marketing/Business	Industry
101	Mr.	Boris	Zalan	Santa Clara	CA	95054	408-988-8744 x48		bzakal@thermalmech.com	CAD	Industry
102	Mr.	Jose	Zapien	Hayward	CA	94544	510-581-4681	510-581-3435	none		Industry
103	Mr.	Brad	Zielinski	Pebble Beach	CA	93953	408-836-4649				



End of Board Packet