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1997

Office occupations/word processing curriculum guide

Jeanne Joanne Holmes

OFFICE OCCUPATIONS/WORD PROCESSING

CURRICULUM GUIDE

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education: Vocational Education

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by

Jeanne Joanne Holmes

December 1997

OFFICE OCCUPATIONS/WORD PROCESSING

COURSE OUTLINE

A Project
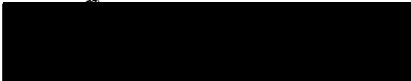
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ABSTRACT

This project was created to develop a new course outline for the Office

Occupations/Word Processing course offered through the Riverside County Office of

Education Regional Occupational Program. The current course outline's last revision was

in 1990 with an emphasize on training on typewriters and DOS/286 computers. A

literature review was done to affirm the skills and knowledge necessary for students who

will be moving into the workforce in the 21st century. The design of the curriculum was

made so that beginners as well as advanced students would be successful in the course. A

comparison of the old course outline, another agency's course outline, and a new course

outline was included to illustrate the changes that were made. Finally, samples of student

projects generated from the new course outline are provided.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

CHAPTER THREE--Methodology

CHAPTER FOUR--Budget

CHAPTER FIVE--Conclusions and Recommendations

APPENDIXES: Course Outlines

CHAPTER ONE

Background

Introduction

The contents of Chapter One present an overview of the project. The context of

the problem is discussed followed by the purpose and significance of the project. Next,

the limitations and delimitations that apply to this project are reviewed. Finally, a

definition of terms is presented.

Context of the Problem

Computers have changed many jobs in today's workworld, but perhaps none so

much as that of the office worker. While the electric typewriter was considered a major

advancement 25 years ago, the development of computers and word processing software

has changed the office environment forever. Today's office worker must be a skilled

computer operator, able to learn new software programs, and flexible enough to adapt to

changing technology. Thus, the need for computer training is critical for students who

are entering the workforce or college. With businesses using e-mail and scrambling to

create web sites and universities expecting freshmen to be computer literate in order to

use on-line catalogs, Internet search engines, and electronic journal indexes, computer

course curriculum must be carefully planned in order to meet these needs. Without

computer skills, employment is extremely difficult, if not impossible, in any modern

office today; consequently, the need for quality computer training is imperative!

Vocational-technical education has an opportunity to help students build pathways of learning that will lead to productive work.

Computer training courses offered by the Riverside County Office of Education Regional Occupational Program began to make some radical changes in the mid 1980s. Previously, the Office Occupations/Word Processing classes were teaching primarily general office skills (i.e., filing, telephone techniques, and business letter formatting on typewriters); however, with the explosion of the PC in the workplace, it became obvious that the direction of the course and the equipment would require some changes. New hardware and software was purchased to emphasize computer skills rather than typewriter skills. The course outline, however, was not changed significantly or quickly enough to keep up with what is actually being taught in the classroom.

Purpose of the Project

The purpose of this project is to design a new course outline for the Office Occupations/Word Processing course for high school and adult students. Specifically, the course outline will serve students who are at least 16 years old. The content of the course consists of interpersonal and communication skills, hardware/software management, text editing concepts and skills, clerical skills, job search skills, data entry and database, information processing, and telecommunication skills.

Significance of the Project

The present Office Occupations/Word Processing course outline is not adequately reflecting the content to prepare students for the current technological skills students need

to be competitive for the job market. This project's proposed course outline will reflect a curriculum that: 1) provides students with the skills necessary to gain and maintain meaningful employment requiring technological skills after graduating from high school, 2) allows students to upgrade their computer skills to enable them to enter educational programs for advanced training, or 3) provides students with a foundation for success in pursuing a post-secondary education. This course outline also meets the requirements for articulation with the Riverside Community College course--Computer Information Systems 81 (CIS 81).

Limitations and Delimitations

A number of limitations and delimitations surfaced during the development of this project. These limitations and delimitations are presented in the next section.

Limitations. The following limitations apply to this project.

1. The Office Occupations/Word Processing course was developed based on the hardware available in the Riverside County Office of Education Regional Occupational Program.

2. The Office Occupations/Word Processing course was developed based on the software available in the Riverside County Office of Education Regional Occupational Program.

Delimitations. The following delimitations apply to this project.

1. The Office Occupations/Word Processing course outline was developed specifically for instruction on an IBM PC or compatible hardware.

2. The course outline was designed for use with a computer running on a PC 386 or higher.

3. The course outline was designed for use with a laser quality printer.

Definition of Terms

The following terms are defined as they apply to this project.

Interpersonal/Communication Skills - The ability to interact and work with other individuals and to communicate effectively (i.e., listening, speaking, reading, and writing).

Hardware/Software - Hardware is the physical components of the computer system. Software is the program of instructions that tells the computer what to do.

Text Editing - Formatting a document.

Clerical Skills - Customizing, editing, and proofreading a document using appropriate grammar and punctuation.

Job Search Skills - The process of searching for a job, applying for a job, interviewing for a job, and retaining a job.

Data Entry/Database - A computer program that manages the collection, storage, access, and organization of data.

Information Processing - The preparation and production of documents using automated equipment.

Telecommunication Skills - The process of utilizing e-mail and accessing information on the Internet.

Organization of the Project

This project is divided into five chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of the literature. Chapter Three outlines the population to be served and the project design. Chapter Four reviews the budget required for implementing the project. Chapter Five presents the conclusions and recommendations gleaned from the project. The appendixes and references follow Chapter Five.

CHAPTER TWO

Review of the Literature

Introduction

Word Processing plays a key role in preparing all students for success whether preparing them for an immediate occupation or preparing them for further training and/or postsecondary education. The purpose of this review is to examine what are going to be the needs for preparing students for the 21st century.

Educational Requirements

According to the California *Second To None* report (Agee, Cohen, Marsh, & Stemmler, 1992), as the 21st century approaches, more students than ever before need to be educated to higher levels so that they can compete successfully in the increasingly technological job market. Our schools were originally designed to meet the needs of a rural, agrarian society but gradually adapted to the needs of an urban, industrial society. Now, high schools must enter the next stage--to help prepare students to qualify for technical programs and jobs. This report specifically insists that educators must attempt to match students' courses of study with their aspirations to be a part of the global community.

Students today have reason to be concerned because the workplace has little patience with employees who do not know how to take responsibility for their own learning and who think that the need to learn ends once they begin working (Gorback, 1997). What better way can educators assure employers of the opportunity for a

successful business than by developing and training well-prepared, job-ready workers who think on their feet, learn on the job, and take on new challenges. Threatened with a severe shortage of talent, corporate America is being a supporter of and active player in changing the way we educate our youth. Companies are looking for ways to communicate to schools the skills employers need in workers and to insure that the schools are capable of producing entry-level workers who have those skills (Moorhouse, Byrne, & Smith, 1989).

Technology Changes

Many educators throughout this country are struggling with questions about how to best prepare their students to be workers of the 21st century. Clearly, as our students approach the workplace of tomorrow, they will still need strong basic skills. However, in addition to these basic skills, students' technological competence will be paramount to their success as they leave school and enter the workplace of tomorrow. Students use of today's technology will promote problem-solving and reasoning skills vital to meeting the technological challenges they will encounter in the 21st century workplace (Ingwerson, 1996). This statement illustrates how quickly technology affects our thinking when compared to a report that was published just ten years ago indicating that educational resources might be better allocated to teaching the basic skills rather than intensive computer or technology skills because the majority of jobs continue to require strong basic skills and only minimal computer training (National Commission for Employment Policy, 1986).

The name of the game for business has always been change. Business educators

changed from teaching typewriting on a manual machine to teaching information

processing on a microcomputer. Because the microcomputer continues to operate more

efficiently, software also continues to change. As Office Occupations/Word Processing

teachers strive to keep abreast of technology, they must ask themselves this question:

Am I updating my hardware and software appropriately? Word processing teachers must

be constantly evaluating and adjusting computer based programs. Although the general

concepts may remain somewhat constant (information processing, editing, spreadsheets,

data entry, telecommunications, and so on), the way that we approach teaching will be in

a state of fluctuation because of our rapidly changing technology. A few years ago e-mail

was an unfamiliar term and certainly no one had heard of the World Wide Web!

Curriculum

T.H.E. Journal (Join 21st Century Teacher Challenge!, 1996) reported that

President Clinton in May 1996, created a new voluntary corps--21st Century Teachers--

whose mission was to help all teachers learn how to use new technology to improve

teaching and learning in every school, classroom, and home in America. A recent survey

by the U.S. Department of Education found that roughly half of the nation's public

schools have Internet access--up from 35% in 1994--and three-fourths of the schools

without Internet access, plan to connect in the future. What does this mean for the word

processing classroom? Teachers must be comfortable with technology so they can

appropriately train students. Technology is an important component of the secondary

8

curriculum. Computers are changing how businesses do business and how secondary

schools teach. Technology brings a dimension that provides opportunities for students to

engage in higher-level activities (Hoyt, 1996). Post-secondary schools are also expecting

students to be prepared when they arrive at the university doorstep. Chapman University

in Clarmont, California has instituted a course required of all freshmen called InfoMagic

Explorer because the university wants their students to start off their college experience

as global citizens.

Job Skills and Knowledge

Increasing students' *communication skills* and *ability to gather information* from

a variety of technological sources are two ways educators can prepare youth for future

jobs. Students must develop proficiency in computer applications and the applied use of

technology. Skills such as communication, the ability to use and apply technology, and

critical-thinking aptitudes will be important for the future workforce. Students need to

realize that the better prepared they are for the workplace, the better they will do. This is

a generation that will require life-long learning skills. It will be necessary to continue

learning and growing in knowledge and skills for the rest of their lives (Jones, 1989). In

addition, because the workforce of the 21st century will include more older people,

immigrants, minorities, and women, the competition for employment will be much more

competitive. No longer are employees at any level able to be unskilled, independent

workers. A real need exists for all who enter the workforce to be problem solvers, critical

thinkers, cooperative, flexible, responsible, and highly-skilled employees, in other words,

multi-talented workers. Consequently, the classroom must not only teach the technical

methods of using a computer, but also incorporate high standards and multi-tasked

activities that are challenging and thought-provoking.

The Secretary's Commission on Achieving Necessary Skills identified five

competencies as critical for success in the workforce (Brock, 1992):

1. The ability to allocate resources, such as time, money, and materials.
2. Good interpersonal skills that allow workers to work on teams, to
    teach others, to serve customers.
3. The ability to acquire and evaluate information and data, including the
    ability to use computers.
4. The ability to monitor and to evaluate systems and performance so that
    they can be improved.
5. The ability to utilize technology and tools.

The workplace, jobs, and the nature of work are obviously changing and will continue to

be redefined. Employees will be more mobile, communicating by using multiple

technologies and working in highly diverse environments (PS No. 58, 1996).

Consequently, the structure of the curriculum in Office Occupations/Word Processing

will have to adjust to provide educational opportunities for students to develop the

necessary skills and knowledge to meet this challenge.

The public television station WQED-Pittsburgh recently produced *Special Jobs:*

The Class of 2000. The program reported on a survey conducted by American

Viewpoint, Inc. that indicated most Americans (66%) think schools should prepare

students for careers as well as offer a strong academic foundation. Support for career

preparation in school increases to 71% among parents of children under 18 and to 76%

among working women. Of the survey's 1,000 respondents, 84% said career preparation should begin before or during high school, and 49% said it should begin before high school. Of the respondents, 73% said business should play a larger role in the education system (Strong Public Support, 1996). The inclusion of corporate America in our classrooms is at hand. Developing basic skills, learning about the demands of the workplace, developing a network of adult contacts and role models who are gainfully employed, and learning how to present oneself to an employer are important steps toward obtaining employment. Businesses can help youth make the connection between what they learn today and what they can do tomorrow (Moorhouse et al., 1989). Utilizing a community classroom/co-op or developing a mentor program as a component of an Office Occupations/Word Processing class can be extremely valuable and a positive connection with employers. The experience that students gain from a community classroom/co-op cannot be duplicated in a classroom because teachers do not have the resources to offer simulations on equipment that is common in a modern business office (i.e., FAX, e-mail, Internet access).

Summary

Education has a role in preparing students for the world of work at many different levels. Work can become a potent tool in dealing with the deepest issues of our lives. Thus, it is imperative that teachers utilize creative and challenging projects that effectively and efficiently prepare students for successful entry or re-entry into the world of work. The world has become technologically based and interconnected. The skills,

knowledge, and behaviors needed in this changing world are different from and more complex than those from the past. Our nation's productivity and competitiveness depend on our ability to maintain a quality workforce. The classroom today must be ready to prepare today's students to tomorrow's jobs.

CHAPTER THREE

Methodology

Introduction

Chapter Three details the steps used in developing the project. Specifically, the populations served is discussed. Next, the process of developing the course outline including the course structure and content validation is presented. Lastly, the existing programs are delineated. The Chapter concludes with a summary.

Population Served

The course outline was developed specifically for high school students 16 years of age or older and/or adult students. The course outline is appropriate for use in any Regional Occupational Program Office Occupations/Word Processing course in Riverside County.

Course Outline Development

The next section of the project provides an overview of the course outline development process. Specifically, the course structure and content validation process are reviewed.

Course Outline Structure. This course outline was developed in accordance with the course outline put forward by the Riverside County Office of Education Regional Occupational Program. This course outline consists of the following: (1) course title; (2) course description; (3) prerequisites; (4) teacher objectives; (5) course objectives; (6) course content: interpersonal/communication skills, hardware/software

management, text editing concepts and skills, clerical skills, job search skills, data entry/database, information processing, and telecommunication skills; (7) methods of instruction; (8) methods of evaluation; and (9) course materials. Some of the content for this curriculum was extracted from existing programs. Specific content revolves around basic word processing applications, spreadsheets, and database exercises. Further, the use of graphics are included to enhance document design. In addition to the basic curriculum outline, a sample portfolio of student projects is presented. There is a prerequisite of typing for this course.

Content Validation. The content for this curriculum was validated by using two methods. One, an extensive review of the literature was conducted. The competencies identified as essential to obtaining and maintaining meaningful employment were included in the curriculum. Two, a panel of experts in the areas of computer applications and employment were assembled. This panel reviewed the curriculum and made suggestions for improvement. The suggestions for improvement made by the panel were incorporated into the curriculum. Mr. Don Bertucci, ROP Director, Riverside County Office of Education, reviewed the final draft of the course outline and the sample portfolio of student projects.

Existing Programs

The course outline of two existing computer programs were reviewed. One, the existing Office Occupations/Word Processing course in the Riverside County Office of Education Regional Occupational Program was examined (Appendix A). The current

curriculum was originally based around the use of typewriters and 286 PCs. Two, the existing Computer Information Systems 81 course of Riverside Community College was examined (Appendix B). This program centers around basic word processing, spread-sheets, and database applications. After reviewing and comparing the two courses, a new Office Occupations/Word Processing Course Outline (Appendix C) was developed for the Riverside County Office of Education Regional Occupational Program. Due to the fact that the Riverside County Office of Education course is an articulated class with Riverside Community College, it was important to maintain the competencies required in the Riverside Community College course. Additionally, a sample portfolio of student projects (Appendix D) was design to provide samples of work that students would produce from the curriculum in the new course outline.

Summary

The steps used in the development of this project were outlined. The population served and course outline development process was described. Lastly, the two existing course outlines that were evaluated for this project were presented (Appendix A and B).

CHAPTER FOUR

Budget

Introduction

The budget was developed based on the existence of the following equipment in the classroom: 24--386 or better PC's with Microsoft Word and Excel; 2--laser printers; 24--textbooks (Microsoft Word); 24--textbooks (Excel). Course length: one year.

Budget Outline

Replacement Textbooks...300.00

Paper 300.00

Laser Toner Refills...800.00

Miscellaneous Items...100.00

Internet Server...200.00

Staff Development 200.00

Computer Maintenance...2,000.00

Total: 3,900.00

Summary

Equipment and support materials must be available and up-to-date for this course. Without this support, a teacher is handicapped when trying to meet the standards and competencies as set forth in the course outline.

CHAPTER FIVE

Conclusions and Recommendations

Introduction

Included in Chapter Five is a presentation of the conclusions as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from this project follow.

1. Based on the review of the literature and discussion with experts, the current Office Occupations/Word Processing course outline at the Riverside County Office of Education Regional Occupational Program requires updating.

2. Students graduating from the Riverside County Office of Education Regional Occupational Program can be better prepared in the word processing and technological requirements necessary in the workplace.

Recommendations

The recommendations resulting from this project follow.

1. The course outline be reviewed and updated annually to ensure that the students are receiving the most current instruction possible.

2. Funds be set aside on an annual basis so that existing hardware and software can be updated so that the students are working with the most up-to-date equipment possible.

3. That grants be aggressively pursued to acquire funding over and above the normal monies available for upgrading and purchasing equipment and software.

Summary

Chapter Five reviewed the conclusions derived from the project. Lastly, the recommendations culminating from this project were presented.

APPENDIX A:

Riverside County Office of Education, ROP - Existing Course

COURSE OUTLINE

I.   COURSE TITLE: OFFICE OCCUPATIONS/WORD PROCESSING

II.   COURSE INFORMATION:

    A.   Prerequisites

        1. Students 16 years of age or older
        2. One year of keyboarding or demonstrated proficiency of 35 WPM

    B.   Abilities Required:

        1. Good reading comprehension and facility with words
        2. Accurately and rapidly performs detailed and repetitious tasks
        3. Diplomacy and tact in dealing with people
        4. An interest in meeting a variety of people in fluctuating situations
        5. Good form perceptions
        6. Manual dexterity and motor coordination

    C.   Dress Requirement: General office standards

    D.   Course Length:

Classroom	Hours	
Theory	128	
Applied	218	
Community Site	235	
TOTAL HOURS	581	= two semesters

III.   COURSE GOALS

To provide entry-level or upgraded job skills appropriate to the local job market for:

D.O.T.	TITLE
237.367-038	Receptionist
209.562-010	General Office Clerk
203.582-066	Typist
203.137-010	Word Processor
201.362-030	Secretary

203.582-058   Transcriber

This course may also prepare students for:

D.O.T.	TITLE
201.362-014	Legal/Medical Secretary
205.362-018	Medical Clerk
202.362-014	Legal/Medical Stenographer

IV. COURSE DESCRIPTION:

In a modern office environment, students will perform clerical tasks (real or simulated) to train in areas necessary to obtain or upgrade skill levels for employment in an office occupation.

V. COURSE CONTENT:

A. Teacher Objectives

Orientation to Office Occupations/Word Processing/ROP

1. Review ROP handbook/information
2. Review program description, policies and outlines
3. Provide an explanation of course materials
4. Describe class/school procedures
5. Describe student/teacher expectations
6. Describe grading procedures
7. Introduce students to classroom environment
8. Make transportation arrangements
9. Define the dress code
10. Inform students of safety procedures in the office/classroom
11. Review of career opportunities in office occupations
12. Explain information processing concepts

B. Equipment Management

Use equipment properly for maximum performance in accordance with industry standards.

1. Demonstrate procedures to handle and maintain office equipment
2. Explain safety procedures
3. Explain technical and operating procedures
4. Apply maintenance, safety, and operating procedures

VI.   COURSE CONTENT:

    A.   <u>Student Objectives</u>

        Demonstrate personal attitudes and work habits appropriate to office occupations.

        1. Report to class/work regularly and punctually
        2. Wear appropriate dress
        3. Willingness to learn
        4. Demonstrate dependability and trustworthiness
        5. Show initiative; know when to ask for directions
        6. Exhibit care in using materials and equipment
        7. Follow office procedures

    B.   <u>Interpersonal Skills</u>

        Demonstrate interpersonal skills in relations with an employer, other employees and customers/clients.

        1. Accept correction well
        2. Cooperate; demonstrate tact and courtesy
        3. Demonstrate a professional attitude
        4. Maintain confidentiality
        5. Maintain positive working relationships with others
        6. Understand office politics
        7. Demonstrate willingness to assist co-workers and clients/customers
        8. Assess needs and interest of clients/customers
        9. Maintain stability, tact and diplomacy in dealing with clients/customers

    C.   <u>Communication Skills</u>

        Demonstrate effective listening, speaking, reading, and writing skills.

        1. Understand written and oral communications
        2. Follow instructions
        3. Demonstrate active listening skills
        4. Express him/herself effectively
        5. Demonstrate effective telephone techniques including: use of telephone equipment--answering; giving and receiving messages; placing, receiving, and extending calls; telephone etiquette
        6. Record and transmit messages accurately

7. Use communications equipment appropriately
8. Maintain a calendar and set appointments
9. Screen calls and correspondence

D. Text Editing Concepts and Skills

Utilize test editing concepts in preparing documents in accordance with industry standards.

1. Edit for: punctuation, grammar, spelling, word division, consistency/accuracy, formatting, vocabulary
2. Recall text editing terminology
3. Demonstrate proofreading

E. Clerical Skills

Demonstrate competency in basic clerical skills in accordance with industry standards.

1. Develop keyboarding skills
2. Meet standards for speed and accuracy
3. Operate ten key calculators
4. Type forms
5. Compose brief letters
6. Compose brief reports
7. Operation of reprographics equipment

F. Information Processing

Demonstrate current information processing techniques for production of documents in accordance with industry standards.

1. Prioritize documents for processing
2. Implement document control (logging)
3. Type rough drafts
4. Demonstrate machine transcription skills
5. Apply proofreading/editing skills
6. Plan work to meet deadlines
7. Prepare acceptable, mailable copy
8. Demonstrate timed production
9. Utilize software applications
10. Type at production level
11. Recall specialized terminology

G.   Data Entry

Enter data in appropriate format utilizing current techniques in accordance with industry standards.

1. Enter data via word processing
2. Enter data: into a database, into a spreadsheet
3. Enter data: for billing, for accounts payable, for accounts receivable, payroll

H.   Filing Systems

Utilize various filling systems in accordance with industry standards.

1. Utilize filing systems: numerical, geographical, subject, chronological, alphabetical

I.   Shorthand

Utilize shorthand theory and transcription skills to produce accurate, mailable copy in accordance with industry standards.

1. Demonstrate understanding of shorthand theory
2. Use brief forms quickly and accurately
3. Accurately transcribe dictation from shorthand
4. Develop speed and accuracy through practice
5. Take dictation in live-office style
6. Take dictation during meetings and prepare minutes
7. Compose letters from brief forms

J.   Reference Materials

Obtain resource information necessary to prepare documents efficiently and in accordance with industry standards.

1. Obtain specified information from: secretarial handbooks, from the Zip Code Directory, from the dictionary, from a thesaurus, from a word division manual, from specialized reference manuals

K.   Job Search Skills

Recall and demonstrate techniques for job procurement and retention.

1. Identify job sources including: friends/relatives, newspaper, public/private agencies
2. Obtain, complete and return job applications
3. Prepare a resume
4. Write letters of application
5. Demonstrate interview skills to include: preparing for the interview and researching the employer, handling interview questions (Preparing answer to questions and preparing questions to ask), suitable appearance/body language/attitude
6. Follow up after an interview by: writing letters, telephoning
7. Recall techniques for getting a job
8. Recall procedures for handling job termination

L.   Legal Office Procedures

Demonstrate entry-level legal office skills.

1. Spell and define legal terms
2. Apply formats to legal documents
3. type legal reports and documents
4. Prepare court documents
5. Implement billing procedures for a law office
6. Apply machine transcription skills
7. Demonstrate familiarity with specialized legal areas
8. Handle legal office correspondence

M.   Medical Office Procedures

Demonstrate entry-level medical office skills.

1. Spell and define medical terms
2. Complete hospital forms
3. Complete insurance forms
4. Complete laboratory slips
5. Type medical reports
6. Implement billing procedures for a medical office
7. Describe legal implications for a medical office worker
8. Describe confidentiality requirements in a medical office
9. Apply machine transcription skills to medical office work
10. Demonstrate familiarity with specialized medical fields

VI.   STANDARD EQUIPMENT - (based on a class size of 20 students)

1. Electronic memory typewriters (10)
2. Word processors/computer systems w/hard drive (16) and printer
3. Transcribers (10)
4. Telephones with outside lines (1)
5. Calculators (16)
6. Duplicators/copiers (1)
7. Desks (20)
8. Chairs (20)
9. Tables (3)
10. Partitions (as needed)
11. Carpeting--anti-static (as needed)
12. Wire management--networking (as needed)
13. Storage cabinets (2)
14. File cabinets (2)
15. Teacher desk (1)
16. Teacher chair (1)
17. Appropriate software to teach course content

APPENDIX B:

Riverside Community College - Existing Course

Riverside Community College

COURSE OUTLINE

COMPUTER INFORMATION SYSTEMS 81
(Same as Ofc Ad 81)

COURSE DESCRIPTION

81   Word Processing: Microsoft Word on the Macintosh
PREREQUISITE: None. Concurrent enrollment in CIS 96 recommended.
Recommend knowledge of typing skills/speed 40 WPM.

This course is designed to provide introductory, intermediate, and advanced skill
levels necessary to produce a variety of professional documents using Microsoft
Word on the Macintosh. Students will develop skills in word processing
techniques and tasks. Total of 54 hours lecture.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Provides beginning, intermediate, and advanced levels of skill applied to a variety
of professional/business documents.

COURSE OBJECTIVES

1. Applies principles of fundamental word processing concepts and skills.
2. Identifies and solves word processing/software problems.
3. Identifies functions and applies keyboarding techniques to a variety of word
    processing situations.
4. Applies problem-solving principles to job-related, word processing tasks which
    require decision-making, time management, and skill competency at all levels--
    beginning, intermediate, and advanced.
5. Provides students experience in making analytical and problem-solving
    decisions regarding the preparation and final appearance of professional-
    looking documents.

Lectures follow the approximate schedule below:

TOPICS	CLASS HOURS
Introduction to Macintosh, Hardware, and Software	1
Taming your Mouse	1
Introduction to Microsoft Word	2
Creating and Saving Documents	2

28

Mouse Locating and Editing and Basic Printing	2
Locating and Editing with the Keyboard	2
Spelling and Print Preview	2
Cut, Copy, and Paste	2
Find and Replace	2
More on Margins	2
Page Numbers, Headers, Footers, and Footnotes	3
Tools: Thesaurus, Grammar, and Hyphenation	2
Glossaries	2
Table Features	3
Math and Sort Features	4
Print Merge	3
Multi-Column DOS	3
Outlines, Index, and Tables of Contents Features	4
Elements of Desktop Publishing	3
File Maintenance	2
Final Exam	3
TOTAL HOURS	**54**

In addition to the indicated hours, students are assigned the following reading, writing, and other outside assignments equivalent to two hours per one hour lecture, prorated for short term, lab, and activity courses: test reading assignments and computer laboratory preparation will be supplemented with written assignments which emphasize portions of the lecture.

METHODS OF INSTRUCTION

Lecture/demonstration/discussion
Multimedia/computer demonstration

METHODS OF EVALUATION

Grades are based on demonstrated proficiency in subject matter.

Problem-solving exercises	Skill demonstrations
Written examinations	Computer assignments

COURSE MATERIALS

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction.
Text: To be selected.

APPENDIX C:

Riverside County Office of Education, ROP - New Course Outline

COURSE OUTLINE

OFFICE OCCUPATIONS/WORD PROCESSING

COURSE DESCRIPTION

In a modern office environment, students will perform word processing, spreadsheet, and database tasks (real or simulated) to train in areas necessary to obtain or upgrade skill levels for employment.

Prerequisite: One year of keyboarding or demonstrated proficiency of 35 WPM. Students must be 16 years of age or older.

TEACHER OBJECTIVES

Orientation to Office Occupations/Word Processing/ROP

1. Review of ROP handbook/information
2. Review program description, policies, and outlines
3. Provide an explanation of course materials
4. Describe class/school procedures
5. Describe student/teacher expectations
6. Describe grading procedures
7. Introduce students to classroom environment
8. Define the dress code
9. Inform students of safety procedures in the classroom
10. Review of career opportunities in office occupations

COURSE OBJECTIVES

1. To introduce beginning, intermediate, and advanced word processing, and beginning spreadsheet and database concepts using word processing and spreadsheet programs.
2. To apply keyboarding techniques to a variety of word processing situations.
3. To identify and solve word processing/software problems.
4. To apply problem-solving principles to computer tasks which require decision-making, time management, and skill competencies.
5. To provide students experience using critical thinking skills regarding the preparation of professional-looking documents.

6. To demonstrate personal attitudes and work habits appropriate to office occupations.
7. To demonstrate interpersonal skills in relation to other individuals.
8. To provide entry-level or upgraded job skills appropriate to the local job market for:

D.O.T.	TITLE
203.137-010	Word Processor
209.562-010	General Office Clerk
203.582-066	Typist
201.362-030	Secretary

This course may also prepare students for:

D.O.T.	TITLE
203.582-058	Transcriber
201.362-014	Legal/Medical Secretary
205.362-018	Medical Clerk

COURSE CONTENT
Students will demonstrate competency according to industry standards in the following areas:

Interpersonal/
Communication Skills

Punctuality, attendance, and appropriate grooming
Willingness to learn, cooperate, demonstrate courtesy
Positive working relationships with others
Follow directions and accept criticism
Understand written and oral communications
Follow instructions
Demonstrate effective listening skills

Hardware/Software
Management

Equipment Safety Procedures
Introduction to Windows Environment
Introduction to word processing
Introduction to spreadsheets
Mouse & Keyboard Techniques
Awareness of virus issues

Text Editing Concepts
and Skills

Formatting/Editing a Document
Formatting Characters/Paragraphs/Pages
Using Spelling/Thesaurus
Changing Size/Fonts
Cutting/Pasting Text

Clerical Skills	Formatting/Customizing Documents
	Editing and Proofreading
	Utilize Shorthand
	Complete Legal Documents
	Complete Medical Documents
	Proficiency in Various Filing Methods
Job Search Skills	Completing Applications
	Refining Interview Skills
	Advanced Formatting Techniques: Resumes, Employment
	Correspondence, Portfolios
Data Entry/Database	Creating Spreadsheet Tables
	Formatting/Customizing Spreadsheet Tables
	Creating a Database for Merging
	Merging Documents
	Customizing Merged Documents
Information Processing	Utilizing Templates/Menus
	Manipulating Tabs
	Finding and Replacing Text
	Creating Headers/Footers/Page Numbers
	Printing Features, beginning to advanced
	Working with Auto Correct
	Creating Columns
	Sorting and Selecting Text
	Formatting with Macros
	Using Graphs
	Using Footnotes
	Creating Tables of contents, Indexes, and Lists
	Creating Tables
	Formatting and Customizing Tables
Telecommunication Skills	Introduction to E-mail
	Accessing the Internet

METHODS OF INSTRUCTION

Lecture/Demonstration/Discussion
Laboratory Exercises
Multimedia Presentations
Community Classroom Experience

COURSE LENGTH

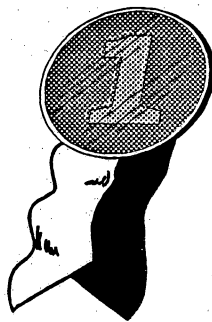| Classroom		Hours
Theory		128
Applied		218
Community Site		<u>235</u>
	TOTAL HOURS	581 = two semesters

COURSE MATERIALS

All materials used in the course will be reviewed periodically.
Text: To be selected.

APPENDIX D:

Sample Portfolio - Student Projects

RESUME

GILBERTO ESPINOZA

24862 ENCHANTED WAY MORENO VALLEY, CA 92557 TELEPHONE: (909) 485-2503

OBJECTIVE

To obtain a position that will allow me to utilize my skills and abilities.

EDUCATION

CANYON SPRINGS HIGH SCHOOL
Diploma (June 1995)   Special Certificate for ROP Word Processing (1995)
Courses: IBM Computer Word Processing (WordPerfect 5.1/6.0), Computer Aided Drafting
(CAD), Computer Graphics, English, Math, Science

EXPERIENCE

CANYON SPRINGS HIGH SCHOOL
Guidance Office Receptionist/Clerk - (2nd Semester, 1995)
Duties: Answered multi-line phone, took messages for counselors, answered questions from
students and parents, filed student cum records, prepared student records for mailing, and other
duties as assigned.

MORENO VALLEY COMMUNITY HOSPITAL
Medical Records Clerk - (2nd Semester, 1995)
Duties: Filed medical records, separated and alphabetized doctors' reports, entered data into the
computer on medical information, prepared records for closing files, and other duties as assigned.

THE PRESS ENTERPRISE
Delivery Person - (1991-1992)
Duties: Delivered the paper to subscribers.

SKILLS

- Knowledgeable in AUTOCAD and Computer Graphics
- Skilled in WordPerfect
- Experienced in public relations and answering multi-line phone systems

REFERENCES

Available upon request.

Reynold Guzman
23781 Rowe Drive
Moreno Valley, CA 92557
(909) 247-8001

JOB OBJECTIVE
To obtain a position in an office that will give me the opportunity to utilize my skills.

EDUCATION
Canyon Springs High School   Class of '97

VOCATIONAL EXPERIENCE
4/96 to Present

Air Force Village West

My duties include taking customer orders, checking orders for accuracy, interacting with kitchen staff, and at the end of the day I have to do the closing duties which includes cleaning the kitchen, checking tables for correct silverware, and various other duties. I have excellent customer service skills.

1/95 to 6/95   Bureau of Land Management (Internship)

Bureau of Land Management

I worked with different computer programs such as AUTOCAD and Lotus. I also did some work In accounts payable as well as learned how to read and make topographic maps. (Supervisor: Mrs. Connie Quarterman)

9/95 to 6/96   Regional Occupational Program

Word Processing

Learned computer skills that are required for employment in a business environment. Along with the basic skills necessary to compose business letters, I also acquired experience with tabs, merging, macros, columns and various other features. I received an Outstanding Attendance Certificate and a Certificate of Training upon completion of the course.
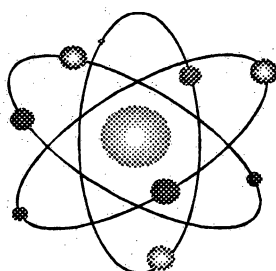
SKILLS AND ABILITIES
I know the computer programs WordPerfect 5.1, 6.0 and Microsoft Word. I am reliable, responsible, and hard working. I have excellent salesman skills and also work well with other people. I am fluent in both English and Spanish, and I am able to read and write in both languages.

REFERENCES
Available upon request.

BULLETS

&

NUMBERING

ST. FRANCIS MEDICAL CENTER

INSTRUCTIONS TO PERSONNEL

ON-DUTY

- Remain at your post-of-duty until reassigned or requested to report elsewhere.

- Keep ALL switchboard lines open for emergency use.

- Accept transfer of station or change of duties without question.

- Remain on duty until relieved.

OFF-DUTY

- Keep your phone free. Do NOT call the hospital.

- If you are not called, REPORT on duty at your REGULAR scheduled time or as determined by your unit-specific plan.

IF CALLED TO DUTY

- Carry and present name tag, I.D. card, or other form of identification for admission to that area.

- Park in employee parking lot.

- Enter hospital through any hospital entrance other than Emergency Department entrance.

- Report to preassigned unit as SOON as possible. If not needed there, or if without reassigned service area, report to manpower pool in Emergency Department waiting room.

ST. FRANCIS MEDICAL CENTER

INSTRUCTIONS TO PERSONNEL

ON-DUTY

1. Remain at your post-of-duty until reassigned or requested to report elsewhere.

2. Keep ALL switchboard lines open for emergency use.

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3. Enter hospital through any hospital entrance other than Emergency Department entrance.

4. Report to preassigned unit as SOON as possible. If not needed there, or if without reassigned service area, report to manpower pool in Emergency Department waiting room.

BUSINESS LETTERS AND TABS
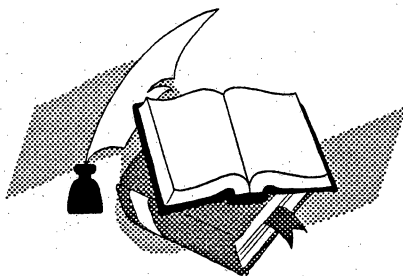
March 1, 1997

Dr. John Cavetti
Association for Education
530 North Pine Street
Alexandria, VA 22354

Dear Dr. Cavetti:

QUALITY READER CLUB

We haven't heard from you. We want to be sure that you have one final opportunity to renew your membership. If you return the enclosed form today with your dues payment, your membership will be reinstated, and you will receive FREE a special publication.

If you don't renew, here is what you will be missing: our association's regular publications, plus the quarterly journals, the yearbook, the resource files, and lastly, the need-to-know conference information.

In just a few minutes, you can renew your membership. Take the time, NOW. Don't miss this last opportunity.

Sincerely,

Mark Lemke, President
Quality Reader Club

jj

Enclosure

March 1, 1997

Mrs. Maria Gonzalez
2102 Mountain View Drive
Mountain Center, WA 98002

Dear Mrs. Gonzalez:

As another tax season ends, we want to thank you for making 1996 the best year yet for *Tax Advantage*. With the almost constant changes in tax laws, however, there are sure to be many additional challenges and opportunities in the coming year. So we've taken your suggestions, added some ideas and innovations of our own, and already started working to make 1997's *Tax Advantage* even better.

Mrs. Gonzalez, here is your chance to get a jump on next year's taxes.
Become a priority Tax Advantage customer now!

As a priority *Tax Advantage* customer, you will get the final version of *Tax Advantage* (for Windows), first to ship priority status when we begin shipping the 750,000 orders we expect to fulfill next January and shipment via U.S. Priority Mail.

Next year's Tax Advantage will prepare your return the same
dependable way you have come to rely on!

Because these are truly remarkable savings, this nontransferable offer is for *Tax Advantage* customers only. Order today so you don't have to worry about placing your order during next year's busy tax season.

Sincerely,

Carol Wyman
President

jj

Enclosure

City of Moreno Valley

MORENO VALLEY POPULATION GROWTH

Year	Population	Population Growth	Population Projection
1950	6,067		
1960	13,291	12.0%*	
1970	18,871	4.0%*	
1980	28,139	5.0%*	
1984	49,702	19.0%*	
1985	57,615	15.9%	
1986	65,549	13.8%	
1987	80,166	22.3%	
1988	92,532	14.2%	
1989	102,286	11.7%	
1990	118,779	16.1%	
1991	126,000	6.0%	
1992	129,400	2.7%	
1993	130,900	1.1%	
1994	132,100	.9%	
1995	131,900	-0.1%	
1996	133,400	1.1%	
2000			141,585**
2005			150,658**
2010			162,301**

* Average Annual Rate of Growth
** Population Projections developed by the City of Moreno Valley

Source: State Department of Finance/Demographic Research Unit

Community and Economic Development Department • 144177 Frederick Street • Moreno Valley • CA 92553

COLUMNS

Package Tours Spring & Fall 1997				
Tour	Lodging	Food	Local Transportation	Total
Town & Country	200	75	75	350
Pastoral Idyll	100	50	50	200
Sport Adventure	125	0	20	145

Town & Country

Stay in exclusive, luxury 5-star hotels. Dine in Michelin 3-star (or better) restaurants. You will be transported in luxurious motorcoaches that include a lunch. Day trips include these popular destinations:
- Lucerne
- Gstaad
- Zermatt
- Montreux

Fees include private first-class train travel to *The Top of Europe*. Home base is Interlaken.

Pastoral Idyll

Stay in comfortable well-appointed 3-star hotels. Dine in hotel restaurants. Enjoy the convenience of our mini-bus to transport you to each new and exciting day. Includes second-class train travel to *The Top of Europe*. Day trips include easy terrain hikes, plus a steam ferry to a fishing village. Home base is the sport center and resort of Grindelwald.

Sport Adventure

For the hardy explorer, this economical package includes lodging at 2-star bed and breakfasts that also provide evening meals. Midday meals are not included in this package. Travel fee includes regional rail pass for second-class travel for the entire region, plus second-class travel to *The Top of Europe*. Also includes gondola fees and lift tickets. Mountain guide fee and overnight stay in high altitude hut are also included. Home base is the rustic village of Stechelberg.

Still Can't Decide?

In making a decision about which tour package to purchase, some of our customers have found it helpful to know more about their fellow travelers. Our research has shown that the Town & Country tour is popular with travelers over 50; while the Sport Adventure tour is popular with travelers under 34. The Pastoral Idyll tour is popular with travelers of all ages.

OCTOBER SPORTS ACTIVITIES

Day	Activity
October 1	Junior Varsity Football, Cedar Middle School vs. Lakeview Middle School
October 3	Ninth Grade Volleyball Jamboree, Oakridge Middle School
October 4	Varsity Football Game, Meeker High School vs. Rollins High School
October 14	Varsity Tennis Tournament, Meeker Ninth Grade Volleyball Jamboree, Oakridge Middle School
October 15	Junior Varsity Football, Lakeview Middle School vs. Ewing Middle School
October 18	Varsity Football Game, Rollins High School vs. Roosevelt High School
October 22	Varsity Tennis Tournament, Meeker High School vs. Rollins High School

CHOOSING HOUSEPLANTS TO SUIT YOUR ENVIRONMENT

Introduction

There has recently been a noticeable increase in the popularity of houseplants. It seems that more and more people are reacting to the mechanization and urbanization of our society by bringing pots of nature into their living and working spaces.

A visit to a well-stocked greenhouse can present the indoor gardener with a bewildering selection of plants from all around the world as well as a large number of very specific kinds of growing mediums, containers, fertilizers, and other supplies. Such an array can as easily intimidate beginning gardeners as it can assure them.

Gardeners need not be intimidated if they have a few basic facts and a determination to start

simple. So, starting a garden can be an exciting experience.

Choosing Plants for Your Space

Not every plant will grow in every environ-ment. There are two considerations that you must remember in choosing your plants: light and temperature. Other factors of plant health (planting medium, pots, water, and fertilizer) are easily controlled by the gardener and so they will not be discussed here.

Light. If you live in a house with light exposure on all four sides, you will be able to select a variety of different kinds of indoor plants. Apartment and town house dwellers find their choices more limited.

When you have located a plant that you like,

check the marker (usually stuck in the dirt in the pot) for the recommended amount of light. That marker in the pot will generally say one of the following:

Direct sunlight or full sunlight.
This is the amount of sun you get from an unobstructed southern window. It is the fullest amount of sunlight available indoors and is generally required only for cactus and flowering plants like begonias, poinsettias, gardenias, hyacinths, geraniums, and so forth.

Bright sunlight
Southeastern and south- western and western windows provide bright sunlight. This is the kind of light required by the greatest number of houseplants.

FONTS
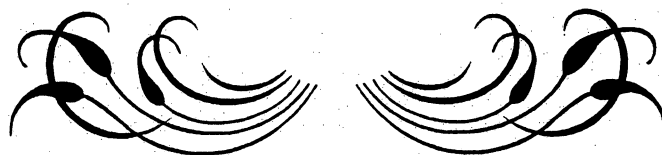
Distinguished Employee Award

Wednesday, June 5, 1997

Rochelle Theater

1320 Rialto Drive
Kansas City

6:30 p.m. to 10:00 p.m.

RSVP: 1-800-241-9742   *By: May 20, 1997*

MEMORANDUM

TO: Chris Walden

FROM: Nicole Kringer

DATE: March 1, 1997

SUBJECT: STATISTICAL ANALYSIS

I have been running an analysis on the areas mentioned in your April 3 memo. Completing the computations has brought up the following questions:

1. With small section ratios of r^1 and r^2 (.10 to .25)[1], what will by the yield increase?

2. What is the interaction effect on the scores of X_1, X_2, *and* X_3 ?

I will try to report on the findings to these questions by the end of next week. Please call me immediately if you need additional information.

jj

GRAPHICS
AND
CHARTS

Package Tours
Spring & Fall 1997

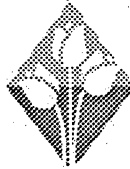| Tour	Lodging	Food	Local Transportation	Total
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Pastoral Idyll	100	50	50	200
Sport Adventure	125	0	20	145

Town & Country
Stay in exclusive, luxury 5-star hotels. Dine in Michelin 3-star (or better) restaurants. You will be transported in luxurious motorcoaches that include a lunch. Day trips include these popular destinations:
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- Montreux

Fees include private first-class train travel to *The Top of Europe*. Home base is Interlaken.

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HEADERS
AND
FOOTERS

CHOOSING HOUSEPLANTS TO SUIT YOUR ENVIRONMENT

Introduction

There has recently been a noticeable increase in the popularity of houseplants. It seems that more and more people are reacting to the mechanization and urbanization of our society by bringing pots of nature into their living and working spaces.

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Gardeners need not be intimidated if they have a few basic facts and a determination to start simple.

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When you have located a plant that you like, check the marker (usually stuck in the dirt in the pot) for the recommended amount of light.

Special Lighting Instructions

That marker in the pot will generally say one of the following:

Direct sunlight or full sunlight.

This is the amount of sun you get from an unobstructed southern window. It is the fullest amount of sunlight available indoors and is generally required only for cactus and flowering plants like begonias, poinsettias, gardenias, hyacinths, geraniums, and so forth.

Bright sunlight

Southeastern, southwestern, and western windows provide bright sunlight. This is the kind of light required by the greatest number of houseplants.

Bright, indirect light.

This is the degree of sunlight you get I the middle of a room with white or very light-colored walls when the windows get southern or southwestern exposure. There are a few blooming plants that thrive in this light (for example, African violets and fuchsia); a far greater number of foliage plants prefer bright, indirect light.

Medium light.

Medium light is the least light by which you can read the newspaper. Generally, northern windows as well as spots a few feet away from an eastern or western window provide medium light.

MERGING

DATABASE
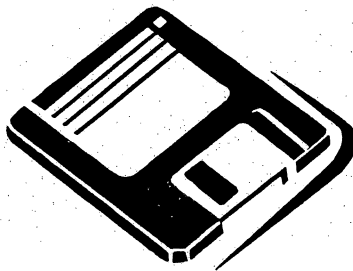
May 23, 1997

«Title» «FirstName» «LastName»
«Address1»
«City», «State» «PostalCode»

Dear «Title» «LastName»:

Thank you for coming in to WalMart this past week and taking advantage of our Fall sale!
Your purchase of a «item» for «dollar2» was a wise buy. We have found, «Title»
«LastName», that in addition to the sale's savings, you are entitled to a rebate of «dollar1».
Enclosed is a check for that amount.

Our next great sale will be coming up soon. According to our records your phone number is
«HomePhone». We will call you, «Title» «LastName», personally to be sure that you are
aware of your special shopping day on «date».

Again, thank you for your business, and we hope you enjoy your new «item».

Sincerely,

Jim Wagner, Manager
WalMart Stores, Inc.

Jh
Enclosure

Title	FirstName	LastName	Company	Address1	City	State	PostalCode	HomePhone	dollar1	dollar2	item	date
Mr.	Juan	Martinez	ABC Company	4387 Rancho Road	Riverside	CA	92507	(909) 985-4566	$50	$4,600	bedroom set	January 29
Mrs	Susan	Turner	General Dynamics	785 Alessandro	Moreno Valley	CA	92557	(909) 934-5683	$30.50	$1,300	computer	January 30
Mr.	James	Stuart	Pacific Ocean Company	893 Main Avenue	Central City	NJ	29834	(314) 875-3421	$75	$3,500	diamond ring	January 15
Mrs.	Joanne	Lopez	XYZ Company	Post Office Box 83	Santa Ana	CA	94897	(714) 243-5873	$55	$2,400	computer	

60

May 23, 1997

Mr. Juan Martinez
4387 Rancho Road
Riverside, CA 92507

Dear Mr. Martinez:

Thank you for coming in to WalMart this past week and taking advantage of our Fall sale!
Your purchase of a bedroom set for $4,600 was a wise buy. We have found, Mr.
Martinez, that in addition to the sale's savings, you are entitled to a rebate of $50.
Enclosed is a check for that amount.

Our next great sale will be coming up soon. According to our records your phone number
is (909) 985-4566. We will call you, Mr. Martinez, personally to be sure that you are
aware of your special shopping day on January 29.

Again, thank you for your business, and we hope you enjoy your new bedroom set.

Sincerely,

Jim Wagner, Manager
WalMart Stores, Inc.

jh
Enclosure
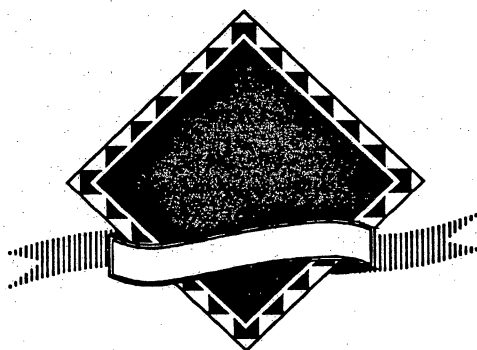
SORTING

UNSORTED

Name	School	Ext.
Sinclair, Rodney	Rollins H.S.	3201
Rosello, Kathryn	Overman E.S.	1023
McKenzie, Douglas	Oakridge M.S.	2213
Riveria, Martha	Rollins H.S.	3205
Burnett, Russel	Overman E.S.	1239
Sinclair, Andy	Overman E.S.	1892
Burnett, Amber	Vista Heights M.S.	3245
Kingsley, Rhonda	Rollins H.S.	3340
Holmes, Michelle	Jefferson E.S.	4521
Clizbe, Ellen	Vista Heights M.S.	3478

SORTED - by Name

Name	School	Ext.
Burnett, Amber	Vista Heights M.S.	3245
Burnett, Russel	Overman E.S.	1239
Clizbe, Ellen	Vista Heights M.S.	3478
Holmes, Michelle	Jefferson E.S.	4521
Kingsley, Rhonda	Rollins H.S.	3340
McKenzie, Douglas	Oakridge M.S.	2213
Riveria, Martha	Rollins H.S.	3205
Rosello, Kathryn	Overman E.S.	1023
Sinclair, Andy	Overman E.S.	1892
Sinclair, Rodney	Rollins H.S.	3201

SPREADSHEET
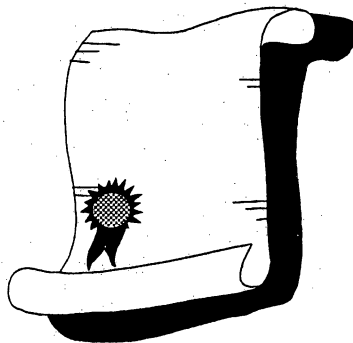
	A	B	C	D	E	F	G	H
1			BURLINGTON NATIONAL BANK		PAYROLL			
2					FOR THE WEEK ENDING MAY 15,1997			
3								
4	CARD	MPLOYE	HOURLY	HOURS	GROSS			NET
5	NUMBER	NAME	RATE	WORKED	PAY	F.I.C.A.	F.W.T.	PAY
6								
7	12567	CARTER	5.55	15	83.25	6.37	16.65	60.23
8	12750	FINCKEL	7.23	32	231.36	17.70	46.27	167.39
9	12816	JAMISON	6.18	16	98.88	7.56	19.78	71.54
10	12925	MILLS	4.66	28	130.48	9.98	26.10	94.40
11	12345	POTTER	6.57	12	78.84	6.03	15.77	57.04
12	12716	SAMUELS	8.65	21	181.65	13.90	36.33	131.42
13								
14	TOTALS		38.84	124	162.84	61.54	160.89	222.43
15	AVERAGES		6.47	20.67	134.08	10.26	26.82	97.00
16								
17			BURLINGTON NATIONAL BANK		PAYROLL			
18					FOR THE WEEK ENDING MAY 22,1997			
19								
20	CARD	MPLOYE	HOURLY	HOURS	GROSS			NET
21	NUMBER	NAME	RATE	WORKED	PAY	F.I.C.A.	F.W.T.	PAY
22								
23	12567	CARTER	5.55	20	111	8.49	22.20	80.31
24	12750	FINCKEL	7.23	31	224.13	17.15	44.83	162.16
25	12816	JAMISON	6.18	23	142.14	10.87	28.43	102.84
26	12925	MILLS	4.66	22	102.52	7.84	20.50	74.17
27	12345	POTTER	6.57	15	98.55	7.54	19.71	71.30
28	12716	SAMUELS	8.65	25	216.25	16.54	43.25	156.46
29								
30	TOTALS		38.84	136	174.84	68.44	178.92	247.35
31	AVERAGES		6.47	20.67	149.10	11.41	29.82	107.87

TABLES

MOUNTAIN COMMUNITY COLLEGE
500 Silverdale Drive
Colorado Springs, CO 87422
(719) 555-3100

Name: Date:

Department:

Description	Qty.	Cost
Paper, white regular stock	30 boxes	$1,239.00
Paper, parchment	15 boxes	855.00
Paper, linen	10 boxes	752.98
Laser, HP IV, ink cartridge	4 each	325.50
Desk, computer	1 each	150.00
Paper clips, large	6 boxes	5.50
Paper clips, regular	12 boxes	8.00
Pen, Black Bic, medium point	2 boxes	3.00
Pen, Blue Bic, medium point	2 boxes	3.00
Pen, Red Bic, medium point	2 boxes	3.00

TELEPHONE LOG

Associate:		Office:	
Date	**Time**	**Client**	**Remarks**

TO ALL STAFF		Calls this week	
Complete this form by Monday		Calls month to date	
Check each call received		Calls year to date	

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