

Sean Fornelli

From: Barbara Adams
Sent: Thursday, February 21, 2008 2:24 PM
To: Sean Fornelli; Jeff Weaver; Michael Adams; Letitia Senechal
Cc: Pedro Mendez
Subject: RE: Changes to MACH 223/295/212 classes
Attachments: MACH 223 Expedited Approval Request.doc

From: Jeff Weaver
Sent: Friday, February 01, 2008 4:58 PM
To: Barbara Adams; Michael Adams; Sean Fornelli; Letitia Senechal
Cc: Pedro Mendez; Jeff Weaver
Subject: Changes to MACH 223/295/212 classes

A number of curriculum related items surfaced during the fall semester that need to be addressed. I have spoken with Pedro Mendez who directed me to contact Sean Fornelli. On Friday, February 01, 2008, Sean and I spoke at length concerning these issues and he advised me to contact the co-chairs of the curriculum committee to best address the problem. He indicated that it should not be an issue to make the corrections, but that he must be directed to do so by you. The issues are stated below and I would like to get started on this ASAP.

MACH 395 A&B – These are now CR / NC only. They are supposed to be letter grade with a CR / NC option.

These are new classes that were among a series of classes that I developed via Curricuweb. They were first offered in the Fall of 07 and until I attempted to enter the letter grades that students had earned at the end of the term in December, I had no indication that these classes had been entered as CR / NC grading **ONLY**. These should be CR / NC **OPTION** classes. CR / NC grading presents a hardship for a number of my students that, as a condition of employment advancement, must receive a letter grade of “B” or better in their coursework.

Please change these classes to standard letter grading with an option of CR / NC grading.

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MACH 223 This advanced Computer Numerical Control (CNC) operations class was first offered and beta tested last Fall. At that time I closely monitored the time that the students that had enrolled in the class were spending on the 19 lab assignments by use of a time clock as well as personal observation. This was a good group to beta test and the developed curriculum and lab assignments proved to be excellent. However, the allotted lab time necessary to complete the required projects proved to be greatly underestimated. I estimated that the 26.25hrs allotted for the ½ unit portion would be a bit aggressive, but my test group spent between 71 and 90 hours to complete the assignments. This would be consistent with a 1.50 unit lab requiring 78.75hrs. The labs were very well organized, documented, and received by the students in the class. When debriefed at the end of the course as to recommendations to improve the class content or execution, all students indicated that the class in its present presentation format should not be modified. To do so would detract from the intent of the course. To be consistent with, and to reflect with the rigor of this recently beta tested class, **I respectfully request that you direct Sean Fornelli to make the appropriate changes to the original course outline to increase the lab hours for MACH 223 from 26.25hr to 78.75hr and increase the class unit value from 2 to 3 units.**

It is understood that all of the above changes must be approved at some level by the curriculum Committee before they can be legitimate. I am requesting that Sean be directed to make these simple changes directly into the system as I apparently do not currently have access to do so. I am very hesitant about starting from scratch and re-inputting everything to make these changes as I feel that this would be asking for trouble, a good deal of work, as well as unnecessary.

Please expedite this matter so that the changes will be reflected in the next schedule of classes as well as the catalog.

Jeff Weaver

3/5/2008

AA/AS Degree

MODESTO JUNIOR COLLEGE

Date Originally Submitted: _____

Non-Degree

COURSE OUTLINE

Date Updated: 10/4/2005

Noncredit

I. **DIVISION:** Agriculture, Environmental Sciences and Technical Education **DIV./DEPT. NO.:** 73-5880

PREFIX/NO.: MACH 212 **COURSE TITLE:** Machine Tool Technology 2

Formerly listed as: _____ Date Changed: _____

II. **ALSO OFFERED AS:**

Div: _____ Prefix/No.: _____ Title: _____

Div: _____ Prefix/No.: _____ Title: _____

III. **COURSE INFORMATION:**

Units: _____ or Variable Units: X=1/2 unit A=1 unit B=2 units C=3 units D=4 units E=5 units

Total Hours: Lecture: 52.5 Lab: 52.5 or 105 Other: _____

Explain Other hours: _____

Transfer Credit: CSU - UC - CAN - _____

General Ed: _____ AA/AS Area: _____ CSU GE Area: _____ IGETC Area: _____

Offered Only: Fall - Spring - Summer - Eve - Not offered every semester -

IV. **PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:**

(Please check all that apply and list below. Also attach appropriate documentation forms)

Prerequisite (P) - Corequisite (C) - Recommended for Success (R) - Limitation on Enrollment (L) -

MACH 211 or MACH 301

V. **CATALOG DESCRIPTION:**

This class is intended to address the situation of the traditional daytime student with little or no experience in the manufacturing areas of the economy and has completed MACH 211. The principles and fundamental use of precision grinders and advanced applications of the manual engine lathe and milling machine are a primary focus. Advanced levels of measuring systems, the study of basic metalurgy, and the techniques of heat treating to enhance the properties of metallic parts are addressed. This course meets California apprenticeship standards.

VI. **FIELD TRIPS REQUIRED?** Yes No Maybe

VII. **GRADING:** A-F Only CR/NC Only CR/NC Option Non-Graded

VIII. **REPEAT PROCEDURES:** Credit: No *Yes Maximum Completions: _____ Maximum Units: _____

Non-Credit: No Yes Maximum Completions: _____

**(If course is repeatable ,attach a memo with the appropriate justification)*

IX. **EXPLAIN FEE REQUIRED:** _____

X. PREREQUISITE SKILLS

Before entering the course, the student will be able to:

- A. Identify the setup and proper use various work holding devices on the lathe and vertical milling machine.
- B. Calculate the appropriate cutting speed, spindle speed and feed rates for all cuts.
- C. Turn cylindrical and conical surfaces both internal and external, using the lathe
- D. Determine proper size and be able to cut key slots using an end mill cutter and vertical milling machine.
- E. Cut aluminum and steel parts to rectangular size within .005 inch.
- F. Define screw thread terminology and describe the means by which screw threads are produced and measured
- G. Conduct precision and semi-precision measurement in the traditional inch system.
- H. Convert fractions to their decimal equivalents.
- I. Measure with steel rules to 1/64 inch and with micrometers and vernier calipers to .001 inch.
- J. Interpret lines, symbols and notes on one and two view mechanical drawings.
- K. Identify cutting tool geometry and grind single point lathe tools and twist drills.
- L. Safely operate the drill press, pedestal grinder, engine lathe, and vertical milling machine.
- M. Inspect and evaluate finished work pieces utilizing precision measuring tools.

XI. OBJECTIVES (Expected outcomes for students)

Upon successful completion of the course, the student will be able to:

- A. Identify the operational components of horizontal and vertical milling machines.
- B. Identify, know the functions of, and operate standard and special milling cutters.
- C. Select the proper feed, speed and depth of cut for various milling operations.
- D. Apply various work holding devices utilized in milling operations and be able to set up the machine to allow their use.
- E. Identify and correct causes of milling cutter failure.
- F. Identify and apply the correct cutters for reaming, boring, counter-boring and counter-sinking holes.
- G. Apply a selection of dial indicators, inside micrometers, surface plates and gauge blocks in machine setups and inspection work.
- H. Appraise the construction and safe operation of standard surface grinders.
- I. Demonstrate the use of a surface grinder to machine a rectangular workpiece square and parallel.
- J. Categorize grinding wheels according to composition, characteristics, and shapes.
- K. Generate close tolerance holes by honing.
- L. Classify ferrous metals according to composition using SAE system.
- M. Conduct hardness tests on metallic parts, both ferrous and non ferrous.
- N. Describe the effect of alloying elements on steel.
- O. Select and apply the proper heat treating procedures for various types of steel.
- P. Cut and measure standard English threads by single point method using the engine lathe.

XII. CONTENT

Note: The content of this class is basically the same as MACH 302, as are the Objectives. The primary difference between the two classes is the population that each has been developed to serve. The sequential 200 series of Machine Tool Technology classes (MACH 212) is designed to address the needs of the younger, traditional student who has not been exposed to various machining practices employed in the manufacturing workplace. More time is required to introduce and develop concepts that are new and to develop the needed skills to operate the equipment effectively. The sequential 300 series of classes (MACH 302) have been developed to meet the needs and time constraints of the older, working student, who is currently involved in a manufacturing industry and needs to further develop skills to maintain employability or position themselves for advancement. This student typically is not available to take daytime classes, has had considerable exposure to the subject matter, is likely to be familiar with the equipment, and is able to move through the curriculum at a much faster pace. It is the intent in each series of classes to address the same topics and at the end of each sequential course advance the student to the same level of competency.

A. Milling machines

1. Construction
 - a. Horizontal
 - b. Vertical
2. Cutters
 - a. Slab
 - b. Plain
 - c. Face
 - d. Form
 1. angle
 2. gear
 3. radius
 - e. Fly cutters
 - f. End mills
3. Work holding devices
 - a. Vises
 - b. Fixtures
 - c. Clamping
4. Attachments
 - a. Dividing head
 - b. Rotary table
 - c. Vertical shaper
 - d. Right angle head
5. Hole Machining
 - a. Reaming
 - b. Boring
 - c. Counter-sinking
 - d. Counter-boring

6. Speeds and feeds
7. Setups and operations
 - a. Squaring stock
 - b. Milling keyways
 - c. Angular cuts

B. Abrasive Metal Removal

1. Honing
2. Grinding
 - a. Grinding Wheels
 1. Characteristics
 2. Composition
 3. Shapes
 4. Dressing, truing and balancing
 - b. Surface Grinders
 1. Machine types
 2. Flat and parallel surface production
 3. Square surface production
 - c. Cylindrical Grinders
 1. Machine types
 2. Cylindrical surface production

C. Dial indicators

1. Types
2. Applications

D. Precision layout and inspection

1. Height gage
2. Gage blocks
3. Sine bar
4. Surface plate

E. Metallurgy

1. Ferrous and Non Ferrous properties
2. Effect of alloying elements

F. Heat Treatment of Metallic Parts

1. Process
2. Hardness testing to determine properties

XIII. TEACHING METHODS

A. Methods to achieve course objectives:

1. Related material is discussed in lecture class

2. Instructor led demonstration of all skills to the class
3. Field trips--students visit and observe local industry
4. Video tapes that provide supplemental demonstrations and information
5. Student demonstrate learned skills via competency based projects

B. Typical assignments used in achieving learner independence and critical thinking:

1. Student, weighing options, plots the most efficient and appropriate operations sequence.
2. Student inspects, evaluates, and if necessary, reworks project.
3. Student submits project and completed operational sequence form and inspection report

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:

Krar, S., Gill, A., Smid, P. (2005). *Technology of Machine Tools*. (6th Ed.) McGraw-Hill.

Hoffman, Edward & McCaully, Christopher. (2001). *Shop Reference for Students and Apprentices*. Industrial Press.

Weaver, Jeff. *MACH 212 Syllabus*.

B. Other readings:

Oberg (2004). *Machinery's Handbook*. (27th Ed.) Industrial Press Inc.

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

Protective Eye Wear, Padlock

XVI. METHODS OF EVALUATING STUDENT PROGRESS

- A. Midterm and final exams
- B. Observation of performance and work habits
- C. Mechanical inspection and measurement of projects
- D. Use performance rating sheets to judge safety, accuracy and workmanship

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3/5/2008

AA/AS Degree

MODESTO JUNIOR COLLEGE

Date Originally Submitted: _____

Non-Degree

COURSE OUTLINE

Date Updated: _____

Noncredit

I. DIVISION: Agriculture, Environmental Sciences & Technical Education DIV./DEPT. NO: _____

PREFIX/NO.: MACH 395 COURSE TITLE: Advanced Machine Tool Technology Laboratory

Formerly listed as: _____ Date Changed: _____

II. ALSO OFFERED AS:

Div: _____ Prefix/No.: _____ Title: _____

Div: _____ Prefix/No.: _____ Title: _____

III. COURSE INFORMATION:

Units: _____ or Variable Units: X=1/2 unit A=1 unit B=2 units C=3 units D=4 units

Total Hours: Lecture: _____ Lab: 52.5, 105, 157.5 Other: _____

Explain Other hours: _____

Transfer Credit: CSU - UC - CAN - _____

General Ed: _____ AA/AS Area: _____ CSU GE Area: _____ IGETC Area: _____

Offered Only: Fall - Spring - Summer - Eve - Not offered every semester -

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

(Please check all that apply and list below. Also attach appropriate documentation forms)

Prerequisite (P) - Corequisite (C) - Recommended for Success (R) - Limitation on Enrollment (L) -

MACH, 211, MACH 221, MACH 222, or MACH 301

V. CATALOG DESCRIPTION:

Provides access to a Machine Tool Technology laboratory setting for advanced students for the purpose of continued skills development applicable to production machining processes.

VI. FIELD TRIPS REQUIRED? Yes No Maybe

VII. GRADING: A-F Only CR/NC Only CR/NC Option Non-Graded

VIII. REPEAT PROCEDURES: Credit: No *Yes Maximum Completions: 4 Maximum Units: 8

Non-Credit: No Yes Maximum Completions: 2

*(If course is repeatable ,attach a memo with the appropriate justification) Proficiencies are enhanced by supervised repetition and practice.

IX. EXPLAIN FEE REQUIRED: _____

X. PREREQUISITE SKILLS

Before entering the course, the student will be able to:

1. Set tool and work offsets on both CNC lathes and mills.
2. Indicate fixtures in the CNC mill.
3. Change vice and collets in CNC lathe.
4. Install cutting tools into both lathe and mill.
5. Validate programs graphically.
6. Run first article parts using approved safety procedures.
7. Measure with steel rules to 1/64 inch, and with micrometers and vernier calipers to .001 inch.
8. Interpret lines, symbols and notes on one and two view mechanical drawings.
9. Safely operate the drill press, pedestal grinder and engine lathe.
10. Inspect and evaluate finished work pieces utilizing precision measuring tools.
11. Identify the primary operating components of typical CNC machine tools.

XI. OBJECTIVES (Expected outcomes for students)

Upon successful completion of the course, the student will be able to:

1. Develop an improved level of competency in the operation one or more equipment available in the Machine Tool Technology Lab (i.e. lathe, grinding, vertical mill and CNC programming related machines).
2. Gain further confidence and familiarity with common procedures required to accurately produce parts.

XII. CONTENT

Will vary, as this is a lab access class to which the student will focus efforts either on assigned tasks by the instructor or the skills development associated with a particular process to which introductory instruction has already been given. The content for this course will focus on at least one of the following:

- A. Job success through proper project design and preparation
- B. Operation of Manual Turning machines
- C. Operation of Manual Milling machines
- D. Operation of Manual Precision grinding machines
- E. Operation of Manual Honing machines
- F. Operation of Precision Tool and Cutter Grinders
- G. Operation of Precision measuring and Inspection Equipment
- H. Operation of CNC Turning Machines
- I. Operation of CNC Milling Machines
- J. Operation of EDM Equipment

MACH 395 Advanced Machine Tool Technology Laboratory

- K. Operation of Drilling Machines
- L. Operation of metallurgical heat treating equipment
- M. Operation of metallurgical fusion equipment
- N. Production of programs for the operation of computer controlled equipment (CNC)

XIII. TEACHING METHODS

- A. Methods to achieve course objectives:
 - 1. Self paced learning by laboratory experience
 - 2. Demonstration by instructor
- B. Typical assignments used in achieving learner independence and critical thinking:
 - 1. Student works independently to plan, setup, produce, and inspect parts and processes.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

- A. Required texts:
 - None.
 - Required information for labs are provided via handouts by instructor.
- B. Other readings:

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

- 1. Approved safety eyewear and clothing appropriate to the task by industry safety standards.

XVI. METHODS OF EVALUATING STUDENT PROGRESS

- 1. Instructor observation of performance and work habits
- 2. Recorded time-at-task in lab via time clock

Modesto Junior College ATEC 315 Course Data Summary Report

AUTEC 315 - A1: Engine Repair	3.5 Unit(s)
Action Type: Change Course Components	
Effective: May 1, 2007	
Primary Author: Gerald Wray	
Other Author(s):	
CC Representative Approval By: Pedro Mendez	
Division Staff Review By: Judy Gonzales	
Division Dean Approval By: Mark Anglin	

Rationale for course action

This course is being modified to avoid the loss of accreditation from an outside agency (NATEF) National Automotive Technician's Education Foundation. We have previously submitted other auto courses for updating to the new accreditation requirements which include title and hours changes and this is the last in that process.

Course Data Elements

Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: **SAM Code:** C **State Classification:** I
Open Entry/Open Exit: No **Work Experience:** No

Modified Elements

Catalog Description, Course Content, Course Goal, Hours, Learning Goals (Objectives), Methods of Assessment, Title, Typical Assignments, Units

Instructor Load

Course	Type of Hours	Number of Hours	Faculty Load	Override Load %
AUTEC-315	LEC	35	10%	
AUTEC-315	LAB	78.75	22.5%	
	TOTAL	113.75	32.5%	0

Materials Fees

Modesto Junior College ATEC 315 Course Data Summary Report

Items:

ItemName	Quantity	Cost
Safety glasses	1	6.50
Disposable gloves (box)	1	8.00
3 ring binder	1	1.85

These items are related to the Student Learning Goals because:

The use of safety glasses and gloves demonstrates safe working practices in the automotive laboratory. A binder is required to record and organize performed tasks.

These items have continuing value because:

Both the glasses and gloves can be used outside the classroom and are valuable safety equipment when working with hazardous substances or materials.

If the District is NOT the only source of these materials, explain why the students have to pay a fee to the District rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

Cost savings to the student and health/safety issues.

Enrollment Restrictions & Advisories

Prerequisite(s):

Satisfactory completion of ATEC 311

Levels of Scrutiny:

Level 1 - Completed

Level 2 - Completed

Level 5 - The data has met the established criteria. The division requests that the curriculum committee approve this requisite.

Program Relationships

Program: Automotive Technician **Award:** AS Degree **Program:** Automotive Technician **Award:** Certificate

Attachments

Modesto Junior College

AUTEC 315 Course Outline

Effective Date: 05/05/2008

Printed On: 3/4/2008 8:13:06 AM

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

AUTEC 315 - A1: Engine Repair 3.5 Unit(s)

Prerequisite: Satisfactory completion of AUTEC 311.

Use of automotive type of machine shop equipment. Engine disassembly, cleaning, inspection, measuring, and reassembly procedures.

A-F Only. Materials fee required. Applicable to the Associate Degree.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Engines

1. Cylinder heads
2. Valve mechanisms
3. Cylinder blocks
4. Pistons
5. Connecting rods
6. Crankshafts
7. Camshafts
8. Lubrication

B. Machine shop operations

1. Boring
2. Honing
3. Pressing
4. Grinding
5. Crack repair

2. ENROLLMENT RESTRICTIONS

1. **Prerequisite(s):**
Satisfactory completion of AUTECH 311

Prerequisite Skills

Before entering the course, the student will be able to:

1. Identify the various types of hand and power tools used in the automotive industry as well as their uses.
2. Research various repair manuals and service publications to acquire information on repairs and maintenance of vehicles.
3. Demonstrate the proper and safe use of tools and equipment used in the automotive industry.
4. Describe the basic automotive systems and their respective functions.

3. HOURS OF INSTRUCTION PER TERM

Prorated Hours and Units		
TYPE of HOURS	TERM HOURS	UNITS EARNED
Lecture/Discussion	35	2
Lab/Studio/Activity	78.75	1.5
Total Units Earned:		3.5

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

Face-to-face education -

Related technical material will be presented through designated class lecture

and laboratory demonstrations.

Student work performed in the laboratory will strengthen the lecture and demonstration information.

Visual aids from automotive manufacturer's and suppliers are used to clarify technical information.

Students demonstrate the mastery of each competency by the successful completion of related laboratory projects.

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. Students will disassemble a cylinder head and analyze parts for wear to determine it's condition during operation.
2. Students will calculate shim thickness to correct valve spring height.
3. VSI shims are available in 0.015", 0.030", and 0.060" sizes. True or false?
4. What is done to a replacement valve seat insert to shrink it for easier installation?

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Students will be assigned approximately 2 hours of reading each week.
2. Students must also complete weekly homework and prepare for class quizzes and tests.

6. TEXTS AND OTHER READINGS

A. Required Texts: Automotive Engines, 5th Edition, Tim Gilles, 2007

B. Other reading material:

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

demonstrate competence in the use of automotive engine machining equipment and be prepared to pass the A1 Automotive Service Excellence

Exam.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:

1. Demonstrate proper safety practices in the automotive laboratory.
2. Use various types of hand and power tools for engine rebuilding.
3. Research various repair manuals and service publications for information relating to the repair and maintenance of automotive engines.
4. Determine and record manufacturer's specifications for specific engines.
5. Compile a list of parts needed to complete an engine overhaul.
6. Analyze engine component wear patterns to determine condition, cause of wear, and serviceability.
7. Demonstrate skills in performing valve and cylinder head service.
8. Calculate valve height and adjust to manufacturer's specification.
9. Demonstrate the proper service procedures for valve trains.
10. Diagnose problems relating to the valve train.
11. Rebore a cylinder and hone to manufacturer's specification.
12. Recondition connecting rods to manufacturer's specification.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Weekly homework
2. Quizzes
3. Mid-term examination
4. Laboratory assignments

B. SUMMATIVE ASSESSMENT:

1. Final examination
2. Final project evaluation

Modesto Junior College
DAIND 304 Course Data Summary Report

DAIND 304 - Sensory Evaluation	1 Unit(s)
Action Type: Change Course Components	
Effective: May 1, 2007	
Primary Author: Rhonda Wolf	
Other Author(s): Donna Yarnal, Gloria Wilson, Mark Anglin	
CC Representative Approval By: Marlies Boyd	
Division Staff Review By: Rhonda Wolf	
Division Dean Approval By: Mark Anglin	

Rationale for course action

Update course content, student learning goals and assessments.

Course Data Elements

Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: SAM Code: C **State Classification:** I
Open Entry/Open Exit: No **Work Experience:** No

Modified Elements

Course Content, Course Goal, Field Trips, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Textbooks and Other Readings, Typical Assignments

Instructor Load

Course	Type of Hours	Number of Hours	Faculty Load	Override Load %
DAIND-304	LEC	17.5	5%	
	TOTAL	17.5	5%	0

Program Relationships

Program: Dairy Industry Technician **Award:** Certificate **Program:** Dairy Industry **Award:** AS Degree

Attachments

Modesto Junior College

DAIND 304 Course Outline

Effective Date: 05/05/2008

Printed On: 3/3/2008 1:26:11 PM

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

DAIND 304 - Sensory Evaluation 1 Unit(s)

Develop skills for sight, taste, smell and touch, in the evaluation of various dairy products. Course content follows the California Agriculture Teaching Association Curricular Code used for Career Development Events--dairy product evaluation. May be completed up to 2 times. Field trips may be required. A-F Only. Applicable to the Associate Degree.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. Milk quality judging
 - a. Intensity of flavor
 - b. Off flavor
2. Cheese identification
3. Real vs. imitation
 - a. Butter/margarine
 - b. Dairy cream/non-dairy cream
 - c. Chocolate milk/imitation chocolate milk
 - d. Sour cream/imitation sour cream
 - e. Cheese/imitation cheese
4. Butter grading
5. Cheese grading
6. Dairy products scoring terms and point values

2. ENROLLMENT RESTRICTIONS

None

3. HOURS OF INSTRUCTION PER TERM

Prorated Hours and Units

TYPE of HOURS	TERM HOURS	UNITS EARNED
Lecture/Discussion	17.5	1
Total Units Earned:		1

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

Face-to-face education -

1. Lectures.
2. Hands-on demonstration.
3. Class discussion.

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. Given 20 milk samples, students will recognize characteristics and defects.
2. Given 10 cheese samples, students will identify each.
3. Given 10 samples of real and artificial dairy products, students will identify each product.
4. Discussion of dairy products scorecards.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Weekly written homework assignments that review dairy product quality standards.
2. Study for practical exams.

6. TEXTS AND OTHER READINGS

A.Required Texts:

B. Other reading material: Instructor Handouts

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be

prepared to:

Differentiate different problems in fluid milk associated with quality.
Recognize and describe various qualities associated with both real and imitation dairy products.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:

1st Completion

1. Recognize ten milk flavors with regard to intensity of flavor as well as off flavors associated with industry problems.
2. Identify the “range” of defects in whole milk as: slight, definite or pronounced by use of a numerical scale.
3. Identify defects in whole milk.
4. Identify seven different cheese varieties.
5. Recognize real vs. imitation dairy products.
6. Demonstrate proper technique for completing dairy product scorecards.
7. Describe terms associated with dairy products evaluation.

2nd Completion

1. Recognize 15 milk flavors with regard to intensity of flavor as well as off flavors associated with industry problems.
2. Explain the range of defects in whole milk as: slight, definite or pronounced by use of a numerical scale.
3. Identify 13 varieties of cheese.
4. Explain the difference between real and imitation dairy products.
5. Teach other students how to properly complete dairy products scorecards.

RECOMMENDED LEARNING GOALS

Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:

1. Visit a local dairy processing facility to observe industry techniques for monitoring dairy product quality.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Practical exams that reflect dairy product evaluation.

B. SUMMATIVE ASSESSMENT:

1. Final exam that encompasses an evaluation of all dairy products studied in the class.

Modesto Junior College
DAIND 305 Course Data Summary Report

DAIND 305 - HACCP and Food Safety	1 Unit(s)
Action Type: Change Course Components	
Effective: May 1, 2007	
Primary Author: Rhonda Wolf	
Other Author(s): Donna Yarnal, Gloria Wilson, Mark Anglin	
CC Representative Approval By: Marlies Boyd	
Division Staff Review By: Rhonda Wolf	
Division Dean Approval By: Mark Anglin	

Rationale for course action

Update course content, student learning goals and assessments.

Course Data Elements

Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: **SAM Code:** C **State Classification:** I
Open Entry/Open Exit: No **Work Experience:** No

Modified Elements

Course Content, Course Goal, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Textbooks and Other Readings, Title, Typical Assignments

Instructor Load

Course	Type of Hours	Number of Hours	Faculty Load	Override Load %
DAIND-305	LEC	17.5	5%	
	TOTAL	17.5	5%	0

Program Relationships

Program: Dairy Industry Technician **Award:** Certificate **Program:** Dairy Industry **Award:** AS Degree

Attachments

Modesto Junior College

DAIND 305 Course Outline

Effective Date: 05/05/2008

Printed On: 2/21/2008 10:55:16 AM

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

DAIND 305 - HACCP and Food Safety 1 Unit(s)

Introduction to hazardous analysis critical control point programs, including the importance of HACCP and the identification of critical control points. Class will demonstrate how to design and implement an HACCP plan.

May be completed up to 2 times. Field trips are required. A-F Only. Applicable to the Associate Degree.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

HACCP plans vary depending on the type of processing facility, the equipment used and the technology available. As technology changes, HACCP plans must be modified to meet new circumstances. Export requirements and government standards change to reflect new sanitation procedures.

1. Importance of food safety in the dairy plant
2. Common causes for food borne illnesses
3. Identification of critical control points
4. Developing a hazardous analysis critical control point plan for an individual plant
5. Establishing corrective action plans
6. Assessing hazards and risks in the dairy plant

2. ENROLLMENT RESTRICTIONS

None

3. HOURS OF INSTRUCTION PER TERM

Prorated Hours and Units		
TYPE of HOURS	TERM HOURS	UNITS EARNED
Lecture/Discussion	17.5	1
Total Units Earned:		1

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

Face-to-face education -

1. Lecture.
2. Discussion.
3. Analysis of potentially hazardous scenarios in product facilities.

Â

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. Given a hazardous scenario, students will analyze the situation and provide solutions utilizing HACCP standards.
2. Reading assignments that reflect current industry protocol in food sanitation.
3. Develop a HACCP plan for a food processing facility.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Weekly reading assignments.
2. Development of a HACCP plan submitted at the end of the semester.

6. TEXTS AND OTHER READINGS

A.Required Texts:

B. Other reading material: Instructor handouts

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Write a HACCP plan for a food processing facility.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:

1. Explain the importance of food safety in the dairy plant and the ramifications of unsafe dairy product handling practices.
2. Name common bacteria associated with food borne illness.
3. List types of food safety hazards and their origin.
4. Identify critical control points and provide solutions for proper food handling.
5. Establish critical limits.
6. List corrective actions to be taken.
7. Diagram a process flow and identify the critical control points.
8. Demonstrate documentation methods used in HACCP programs.
9. Set up a verification system.
10. Describe actual HACCP standards implemented at local food processing plants (field trip).

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Essay exams or other equivalent writing assignments.
2. Short answer tests.
3. Problem-solving.

B. SUMMATIVE ASSESSMENT:

1. Completion of a HACCP plan.

Modesto Junior College
DAIND 306 Course Data Summary Report

DAIND 306 - Dairy Industry Employability	1 Unit(s)
Skills	
Action Type: Change Course Components	
Effective: May 1, 2007	
Primary Author: Rhonda Wolf	
Other Author(s): Donna Yarnal, Gloria Wilson, Mark Anglin	
CC Representative Approval By: Marlies Boyd	
Division Staff Review By: Rhonda Wolf	
Division Dean Approval By: Mark Anglin	

Rationale for course action

Update course content, student learning goals and assessments.

Course Data Elements

Credit Type: Degree applicable credit
Credit Sub-Type: Associate Degree Only
TOP Code: **SAM Code:** C **State Classification:** I
Open Entry/Open Exit: No **Work Experience:** No

Modified Elements

Course Content, Course Goal, Field Trips, Learning Goals (Objectives), Methods of Assessment, Methods of Instruction (Teaching Modalities), Repetition Policy, Textbooks and Other Readings, Typical Assignments

Instructor Load

Course	Type of Hours	Number of Hours	Faculty Load	Override Load %
DAIND-306	LEC	17.5	5%	
	TOTAL	17.5	5%	0

Program Relationships

Program: Dairy Industry Technician **Award:** Certificate **Program:** Dairy Industry **Award:** AS Degree

Attachments

Modesto Junior College

DAIND 306 Course Outline

Effective Date: 05/05/2008

Printed On: 3/4/2008 8:15:52 AM

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

DAIND 306 - Dairy Industry Employability Skills 1 Unit(s)

Resume preparation, interviewing skills, and job search techniques that are unique to the dairy processing industry.

A-F Only. Applicable to the Associate Degree.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. Careers in the dairy industry
2. Preparing a resume as prescribed by Human Resource Departments of leading dairy processing companies
3. Specific interviewing skills
4. Mock interviews
5. Processing skill demonstrations
6. Manufacturer's team concepts

2. ENROLLMENT RESTRICTIONS

None

3. HOURS OF INSTRUCTION PER TERM

Prorated Hours and Units		
TYPE of HOURS	TERM HOURS	UNITS EARNED
Lecture/Discussion	17.5	1
Total Units Earned:		1

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

Face-to-face education -

1. Lecture.
2. Role-playing.
3. Discussion groups.
4. Mock interviews.

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. List careers in the dairy processing industry and describe the skills required for each.
2. Develop a functional resume.
3. Participate in a mock interview.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Preparation for weekly quizzes.
2. Preparation for class discussion and mock interviews.
3. Weekly homework assignments.

6. TEXTS AND OTHER READINGS

A.Required Texts:

B. Other reading material: Instructor handouts

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Prepare a resume and discuss requirements for a career in the dairy processing industry.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve

the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:

1. Discuss typical careers in the dairy industry and describe necessary qualifications for these jobs.
2. Prepare a resume for submission for employment.
3. Identify proper dress for interviewing.
4. Demonstrate oral skills for successful interviewing.
5. Participate in mock interviews.
6. Analyze actual job interviews.
7. Identify interview criteria as presented by Human Resource professionals from the dairy foods industry.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Weekly quizzes.
2. Skill demonstration.
3. Participation in class discussion.

B. SUMMATIVE ASSESSMENT:

1. Development of a resume that meets industry standards.
2. Participation in a mock interview.

TO: Curriculum Committee

FROM: Jeff Weaver

RE: MACH 223 Expedited Approval Request

DATE: February 1, 2008

This advanced Computer Numerical Control (CNC) operations class was first offered and beta tested last Fall. At that time I closely monitored the time that the students that had enrolled in the class were spending on the 19 lab assignments by use of a time clock as well as personal observation. This was a good group to beta test and the developed curriculum and lab assignments proved to be excellent. However, the allotted lab time necessary to complete the required projects proved to be greatly underestimated. I estimated that the 26.25 hrs allotted for the ½ unit portion would be a bit aggressive, but my test group spent between 71 and 90 hours to complete the assignments. This would be consistent with a 1.50 unit lab requiring 78.75hrs. The labs were very well organized, documented, and received by the students in the class. When debriefed at the end of the course as to recommendations to improve the class content or execution, all students indicated that the class in its present presentation format should not be modified. To do so would detract from the intent of the course. To be consistent with, and to reflect with the rigor of this recently beta tested class, I respectfully request that you direct Seán Fornelli to make the appropriate changes to the original course outline to increase the lab hours for MACH 223 from 26.25hr to 78.75hr and increase the class unit value from 2 to 3 units.

Please expedite this matter so that the changes will be reflected in the next schedule of classes as well as the catalog.

Modesto Junior College

MACH 223 Course Outline

Effective Date: 05/01/2007

Printed On: 2/21/2008 2:54:31 PM

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2007-2008 Catalog.

MACH 223 - Advanced CNC Machine Operations **3 Unit(s)**

Prerequisite: Satisfactory completion of MACH 222.

Advanced setups, controller issues, and inspection techniques that may be encountered in the use of CNC controlled machine tools.

May be completed up to 2 times. A-F and CR/NC. Materials fee required.

Applicable to the Associate Degree. Transfer to CSU. MJC-GE - 2.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. Tooling
 1. Selection for appropriate process
 2. Insert selection and replacement
 3. Selection of tool holder and attachment of cutter
 4. Editing of existing programs
2. Tool offsets
 1. Setting multiple offsets for one tool if needed
 2. Use of tool presetting device
3. Bar feed for lathe set-up and operate
4. Manually bore lathe chuck soft jaws to fit workpiece
5. Install dedicated fixturing in machining center
 1. Verify that all program-embedded work offsets are downloaded
 2. Install and operate multiple/progressive fixture
6. Rotary 4th axis fixture
7. Install and change CNC controller settings to permit operation
8. Set work and tool offsets to centerline of axis

B. RECOMMENDED

1. Write a lathe program using conversational format
2. Produce a part on an electronics engine lathe using conversational programming format.

2. ENROLLMENT RESTRICTIONS

1. **Prerequisite(s):**
Satisfactory completion of MACH 222

Prerequisite Skills

Before entering the course, the student will be able to:

1. Set basic tool and work offsets on both CNC turning and machining centers
2. Indicate fixtures in a CNC machining center
3. Change chuck and collets in a CNC turning center
4. Install cutting tools in both CNC turning and machining center
5. Validate programs graphically
6. Run first article product using approved safety protocol

3. HOURS OF INSTRUCTION PER TERM

Prorated Hours and Units		
TYPE of HOURS	TERM HOURS	UNITS EARNED
Lecture/Discussion	26.25	1.5
Lab/Studio/Activity	78.75	1.5
Total Units Earned:		3

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

Face-to-face education -

1. Lecture
2. Video tape, and
3. Laboratory demonstration

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

You will need to scan the active program to determine if it is necessary to set

multiple tool offsets for an individual tool. If so required, the multiple offset numbers designated in the program must be determined, the distance from the machine home position calculated, and the resulting initial diameter offsets entered into the appropriate registers. After producing the resulting first article for inspection, you will need to adjust these individual offsets to bring the part into required size as determined by stated tolerance on the drawing for that dimension.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Weekly assigned reading assignments
2. Weekly study and planning of assignment covered during the previous lecture in preparation for the lab assignment for that week.
3. Weekly identify and review relevant procedures covered during the prerequisite class, MACH 222, necessary to successfully complete the upcoming lab assignment.
4. Weekly review of class handouts

6. TEXTS AND OTHER READINGS

A. Required Texts: CNC Machining Handbook, 2 Edition, James Madison, 1996

B. Other reading material: Syllabus containing reference material, homework, and lab assignments

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Perform more complex setups and produce parts using Computer Numerically Controlled vertical machining centers and turning centers. These advanced setups will include parts produced using 4th axis fixtures, fixtures that have position work offsets embedded in the operational program, 3-dimensional machined parts, turned parts produced using a bar feeder, and production parts requiring multiple setups and tool offsets.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve

the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:

1. Perform minor editing on existing programs
2. Set up and operate a pneumatic bar feed device on a CNC lathe
3. Bore chuck soft jaws to size needed to properly hold workpiece
4. Establish multiple tool offsets for a single tool
5. Replace cutting tool inserts
6. Select and properly install toolholders into CNC lathes and machining centers
7. Select and properly install tooling into toolholders
8. Install a 4th axis rotary device on a CNC machining center
9. Install and operate a machining center with multiple progressive fixturing
10. Install, verify, and operate fixed position production tooling using embedded work offsets in the operational program.

RECOMMENDED LEARNING GOALS

Upon satisfactory completion of this course (when the related recommended content is covered), the student will be able to:

Observe how the utilization of 4th axis positioning systems can increase the productivity of a CNC machining center in the production facility.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Instructor observation of student performance and work habits
2. Evaluation of student ability to complete assigned projects and work sheets in a timely manner
3. Mechanical inspection of completed projects

B. SUMMATIVE ASSESSMENT:

1. Mechanical inspection of complex projects submitted during the end of the term
2. Final examination covering material and skill presented during the

course

AA/AS Degree
Non-Degree
Noncredit

MODESTO JUNIOR COLLEGE
COURSE OUTLINE

Date Originally Submitted: 2/19/1986
Date Updated: 2/22/2000

I. DIVISION: Business, Behavioral & Social Sciences **DIV./DEPT. NO.:** 41-0514

PREFIX/NO.: OFADM 232 **COURSE TITLE:** Advanced Word Processing and Desktop Publishing

Formerly listed as: _____ Date Changed: _____

Hours/Week: Lecture: 3 Lab: 2 Other: _____ If catalog is to read lecture/lab check here
% Load: .167 % Load: .111 % Load: _____

Other (explain): _____

II. ALSO OFFERED AS:

Div: _____ Prefix/No.: _____ Title: _____

Div: _____ Prefix/No.: _____ Title: _____

III. COURSE INFORMATION:

No. Weeks: 18 TOP: 0701.00 State Class: I Method of Instruction: 30

Units: 3 SAM: B Wk/Ex: _____ In-Service: _____

Tot % Load: .278 CAN: _____ Apprentice: _____

Offered Only: Spring Summer Fall Eve Not offered every semester:

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

Prerequisite (P) Corequisite: (C) Recommended for success (R)

(Please check all that apply and list below. Also attach appropriate documentation forms)

(R) OFADM 231/CMPSC 231 or prior knowledge of word processing software

V. CATALOG DESCRIPTION:

Application of advanced word processing techniques and procedures including those features relating to desktop publishing. For students who are already knowledgeable in word processing software.

VI. FIELD TRIPS REQUIRED? Yes No Maybe

VII. GRADING: A-F Only CR/NC Only CR/NC Option Non-Grades

VIII. REPEAT PROCEDURES: Credit: No Yes Maximum Completions: _____ Maximum Units: _____ *

Non-Credit: No Yes Maximum Completions: _____

*

IX. EXPLAIN FEE REQUIRED: _____

OFADM 232 Advanced Word Processing and Desktop Publishing

X. PREREQUISITE SKILLS

Before entering the course, the student will be able to:

XI. OBJECTIVES (Expected outcomes for students)

Upon successful completion of the course, the student will be able to:

1. List and describe how advanced formatting features of word processing software are used.
2. Identify and explain timesaving features of word processing software.
3. Identify correct business format for documents
4. List and describe the steps to create advanced mail merge, macros, tables, and styles.
5. Describe features of software relating to desktop publishing.
6. Select and evaluate appropriate reading dealing with subject matter from current trade magazines.
7. Define typography terminology presented in the course.
8. Describe several types of design elements used in desktop publishing.
9. Demonstrate through the completion of laboratory assignments the advanced features of word processing software, including mail merge, macros, tables, and styles.
10. Demonstrate the ability to use the software to create desktop publishing documents.
11. Demonstrate the mastery of word processing software through a written and oral presentation on an original piece of work.
12. Demonstrate the use of various typographical elements in the creation of documents.
13. Demonstrate the ability to use different types of output devices.
14. Demonstrate the use of scanning equipment and software.
15. Demonstrate the ability to produce various types of documents incorporating the use of specific design elements.

XII. CONTENT

- A. Reinforcement in use of word processing software
- B. Formatting of business and desktop publishing documents
- C. Advanced features of word processing software
 1. Graphics
 2. Headers/Footers
 3. Columns
 4. Sorts and selects
 5. Macros
 6. Mail merge
 7. Tables
 8. Styles

OFADM 232 Advanced Word Processing and Desktop Publishing

- D. Production Reports to measure output and efficiency
- E. Independent readings on word processing desktop publishing
- F. Terminology related to typography
- G. Scanner and scanned file extensions
- H. Page layout and design principles

XIII. TEACHING METHODS

- A. Methods to achieve course objectives:
 1. Material presented through class lecture and hands-on lecture/laboratory demonstrations
 2. Additional study will be required from word processing manuals
 3. Additional study will be required from word processing/computer magazines
 4. Students demonstrate formatting mastery and software mastery through completion of laboratory assignments.
 5. Instruction in course will require demonstration of advanced word processing techniques in the preparation of business documents and desktop publishing documents. Written analysis and documentation of timesaving features will be used in presentations of class projects. Problem-solving techniques will be employed to make modification to laboratory assignments.

- B. Methods used in achieving learner independence and critical thinking:
 1. Each student is required to provide written analysis of independent reading required.
 2. Given a problematical task the student is to define in writing the correct procedures for formatting and the features of the word processing software needed to complete the task.
 3. Student will be required to demonstrate mastery and application of advanced macro features.

XIV. TEXTBOOKS (Typical)

Advanced Microsoft Word 97 with Desktop Publishing, EMC Paradigm Company

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

- A. Class presentation
- B. Magazine article summaries
- C. Laboratory assignments
- D. Written examinations including essays
- E. Timed computer examinations.

Modesto Junior College

OFADM 312 Course Outline

Effective Date: 05/01/2007

Printed On: 3/3/2008 3:57:35 PM

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2007-2008 Catalog.

OFADM 312 - Alphabetic Notetaking 3 Unit(s)

Advisories: Before enrolling in this course, students are strongly advised to satisfactorily complete OFADM 301.

Abbreviated writing system, using the alphabet, designed to give students a quick and easy method of writing in a short period of time. Designed for academic or job-related activities with emphasis on increasing speed in taking notes for college or business.

A-F Only. Applicable to the Associate Degree.

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. Complete presentation of alphabetic writing system theory including abbreviations, word beginnings, and word endings using all 26 longhand letters of the alphabet.
 1. Introduction to rules for notetaking using alphabetic symbols
 2. Memorization of brief forms
 3. High-frequency word groups
2. Comprehensive drill on theory principles through specifically designed dictation material.
 1. Sound-Spelling exercises
 2. Reading, writing, and transcription exercises
3. Techniques of taking dictation and transcribing.
 1. Listening and memorizing tips
 2. Writing efficiency
 1. Notetaking tools
 3. Phrasing

4. Comprehension accuracy
4. Techniques of using reference books to aid in judging correctness of transcription.
 1. Punctuation review
 2. Business document formatting
5. Dictation practice beginning at 50 wpm for 1 minute and increasing to 60 wpm for 3 minutes.
 1. Application exercises
 2. Word review

2. ENROLLMENT RESTRICTIONS

1. Advisories:

Before enrolling in this course, students are strongly advised to satisfactorily complete OFADM 301.

3. HOURS OF INSTRUCTION PER TERM

Prorated Hours and Units		
TYPE of HOURS	TERM HOURS	UNITS EARNED
Lecture/Discussion	52.5	3
Total Units Earned:		3

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

Face-to-face education -

1. Lecture and demonstration of correct techniques to construct dictated outlines
2. Repetitive dictation practice of words, phrases, special abbreviations, and sentences
3. Accelerated dictation through the use of speed building techniques
4. Lecture and demonstration of techniques used in transcribing
5. Formatting techniques for memos and letters
6. Software and pre-recorded voice text to practice listening skills
7. Homework and outside reading
8. Collaborative projects
9. Quizzes and examinations

5. TYPICAL ASSIGNMENTS

A. Quality: Assignments require the appropriate level of critical thinking

1. Analyze written and oral dictation to determine the scope of the situation.
2. Collaborate on team projects involving analysis, transcription, formatting of dictated material.
3. Apply decision-making skills to determine proper layout of dictated lesson material.
4. Analyze oral or written dictation content to answer questions or statements.

B. Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Transcribe a variety of instructions, notes, and documents from oral and pre-recorded dictation lessons (minimum of 1 hour/week).
2. Practice written drills on letters of the alphabet and short and long word forms (minimum of 1 hour/week).
3. Practice team dictation drills of short- and medium-length sentences and paragraphs (minimum of 1/2 hour/week)
3. Transcribe oral and written dictated notes into correctly formatted outlines, memos, and letters (minimum of 2 hours/week).
4. Take 3-4 exams consisting of oral and/or written dictated material that is transcribed and typed in the appropriate format (4 hours/term).
5. Take a final comprehensive exam consisting of both oral and written dictated material that will be transcribed and typed in the appropriate format (2 hours/term).

6. TEXTS AND OTHER READINGS

A. Required Texts: Stenoscrypt ABC Shorthand, Rev. Ed. Edition, M. Asadi, 1989

Comments: Used to teach alphabetic notetaking principles. Last revision was in 1989.

B. Other reading material: Gregg Reference Manual, McGraw Hill Publishing.

Per the Instructor - the reason the text is so dated is it is no longer in print, AND this is the format the Instructor learned on and therefore that it why this text is preferred.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

prepare to take notes quickly and accurately in a vareity of academic or career settings and will transcribe these notes into the appropriate typed format.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:

1. Write dictation from verbal or pre-recorded electronic media at a rate of 60 wpm with 95% accuracy on a 3-minute timing.
2. Transcribe and type verbal and written dictation in prescribed format (notes, outlines, research papers, letters, etc.) for use in college courses and careers.
3. Read and transcribe handwritten notes with speed and accuracy.
4. Record verbal directions and lectures more effectively.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Dictation and transcription of words and abbreviated forms to be graded on a 95% accuracy standard.
2. Timed transcription of pre-recorded or oral dictation material.
3. Dictation and transcription of 1-3 minute rate letters and memos at a variety of speeds to be graded on a 95% accuracy standard.

B. SUMMATIVE ASSESSMENT:

1. Oral and/or written dictation exams (3-4/semester)
2. Transcription assignments (10-15/semester)
3. Final comprehensive oral and written examination

From: Karen Walters Dunlap
Sent: Tuesday, March 04, 2008 10:27 AM
To: Brian Sanders; Barbara Adams; Letitia Senechal; Michael Adams
Subject: FW: ENDORSEMENT OF LOW UNIT CERTIFICATE OF ACHIEVEMENT APPLICATIONS

Attachments: CERTIFICATE BALLOT MASTER LISTCentralRegion.xls
fyi

Karen

Karen Walters Dunlap, Ph.D.
Vice President of Instruction
Modesto Junior College
435 College Avenue
Modesto, CA 95350
(209) 575-6056

From: George Railey
Sent: Monday, March 03, 2008 8:47 AM
To: Karen Walters Dunlap
Subject: FW: ENDORSEMENT OF LOW UNIT CERTIFICATE OF ACHIEVEMENT APPLICATIONS

[12-17 unit certificates approved list 1](#)

From: Sue Clark
Sent: Friday, February 29, 2008 5:05 PM
To: George Railey
Cc: Gary Mendenhall
Subject: ENDORSEMENT OF LOW UNIT CERTIFICATE OF ACHIEVEMENT APPLICATIONS

George,

Please accept this email message as official notification from the Central Region Consortium that the 12-17.5 low unit certificate of achievement applications submitted by Modesto Junior College, and listed on the attached Excel document, were unanimously endorsed by the lead vocational education administrators of the Central Region on February 22, 2008.

Please forward the original signature page for the application to me at Columbia College. I will ask Gary Mendenhall, Chair, to sign each application. The signed applications will be returned to your office.

Sue Clark

Program Specialist
Central Region Consortium
c/o Columbia College
11600 Columbia College Drive

Sonora, CA 95370

209.575.6915 (Office)

209.575.6587 (Fax)

clarks@yosemite.cc.ca.us

Regional Resources on the Web

<http://www.crconsortium.com>

Your Regional Resource for Career Technical Education & Economic & Workforce Development

<http://www.training4me.com>

Your Regional Resource for Careers, Education, & Job Training

MASTER LIST 12-18 Unit Certificates from Central Region Colleges

CERTIFICATE TITLE	NUMBER OF UNITS	TOP CODE	PROGRAM AREA	COLLEGE	CONTACT	CONTACT EMAIL	VOTE DATE	ENDORSED	DENIED	REASONABLE IF DENIED	COMMENTS
Accounting Clerk	14.5-16.5	0514	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu	2/22/2008	X			
Computer Applications Specialist	16	0701	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Computer Network Administration	15	0701	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Computer Network Technician	17	0701	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Computer Programming Specialist	16	0701	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Ethnic Studies	15	n/a	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
International Business	17	0501	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Office Computer Applications	17	0514	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Office Support	17	0514	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Records Management / Data Entry Specialist	16	0514	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Supervisory Management in Public Safety	12	2105	Business & Behavioral Sci	Modesto	Ken White	whitek@yosemite.edu		X			
Dairy Industry Technician	17	0102	Agriculture & Environmental Sci	Modesto	Mark Anglin	anglmm@mc.org		X			
Presses & Bindery	14	0936	Technical Education	Modesto	George Railey	raileyg@mc.org		X			
Prepress	17	0936	Technical Education	Modesto	George Railey	raileyg@mc.org		X			
Machine Tool Technology I	15	0956.30	Technical Education	Modesto	George Railey	raileyg@mc.org		X			
Print Maintenance	15	0936.00	Technical Education	Modesto	George Railey	raileyg@mc.org		X			
Flexographic Printing	17	0936	Technical Education	Modesto	George Railey	raileyg@mc.org		X			
Automotive Technology	12.5	0948	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Business Administration - Organizational Behavior	16	0501	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Business Administration - Account Clerk	15.5 - 16	0501	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Business Administration - Payroll Clerk	14	0501	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Business Admin - Small Business Mgmt	16	0501	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Business Admin - Tax Clerk	15	0501	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Assoc Child Dev Teacher	12 - 13	1305	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Computer Science Web Development	12.5-19	0701	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Computer Science Computer Support Technician	17	0701	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Computer Science - Digital Graphic Arts	17	0701	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			

MASTER LIST 12-18 Unit Certificates from Central Region Colleges

CERTIFICATE TITLE	NUMBER OF UNITS	TOP CODE	PROGRAM AREA	COLLEGE	CONTACT	CONTACT EMAIL	VOTE DATE	ENDORSED	DENIED	REASONABLE IF DENIED	COMMENTS
Computer Science - Multimedia Web Design	14 - 19	0701	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Computer Science - Network Support Technician	17	0701	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Tourism & Recreation Studies	17	1306	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			
Welding Technology	12	0956.5	Instructional Services	Columbia	Gary Mendenhall	mendenhallg@yosemite.edu		X			

PROGRAMS ADDED 2/13/08

Basic Fire Academy	15.00	2133.00	Community & Economic Dev	Modesto	George Boodrookas	boodrookasg@yosemite.edu		X			
Child Development Associate Teacher	12 or 13	1305	Family & Consumer Sciences	Modesto	George Railey	railevg@mic.org		X			
Veterinary Technician	17.00	0102.00	Ag and Environmental Science	Modesto	Mark Anglin	angelinn@mic.org		X			

To: Sean Fornelli

Subject: [CaCurricChairs] Sample of approved compliant degrees

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] **On Behalf Of** Low, Stephanie

Sent: Wednesday, March 05, 2008 10:27 AM

To: CaCurricChairs@yahoogroups.com

Subject: RE: [CaCurricChairs] Sample of approved compliant degrees

Sierra College has approval for their degree in Social and Behavioral Sciences. The other approvals are for certificates of achievement in CSU Breadth and IGETC.

I have worked with American River College and Cosumnes River College to revise their proposals, which are now going back through their college curriculum committees and district board for approval. These proposed degrees will be approved as soon as the local process is completed.

I don't have electronic copies of these proposals, but perhaps the college curriculum chairs will share.

In the meantime, please note that I have stopped previewing degree proposals so that I can focus on reviewing applications. These are the criteria being used in my review of the CCC-520 forms:

Titles of Proposed Degrees:

The System Office will allow a degree title that includes "transfer" or "university studies" because changing them is not required by Title 5 regulations. However, we are concerned about the use of these titles and would prefer that colleges use something else, such as General Studies, Interdisciplinary Studies, Liberal Arts, or Liberal Arts & Sciences.

- The **Liberal Studies** title should be reserved for degrees that prepare students for the Multiple Subject Teaching Credential baccalaureate degree.

General Education:

General education transfer patterns do not, by themselves, satisfy the requirement for a major or an area of emphasis. In other words, an Associate Degree cannot consist of CSU breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in electives, selected at the student's discretion.

- If your proposed degree is intended for transfer, please include language in your proposed program description that clarifies which GE pattern students will be counseled to complete.

Major or Area of Emphasis:

In your proposed program description, the terms "major" and "area of emphasis" should be used carefully. They are not interchangeable.

- A **major** may be defined by the lower-division requirements of a specific major at the University of California or California State University or 18 units in a field or related fields selected by the community college. In addition, it should be noted that when a college offers a major, it is obligated to offer the required courses within a reasonable time frame in order to permit students to complete the requirements.
- An **area of emphasis** is considered to be a broader group of courses and may be defined as 18 units in related fields intended to prepare a student for a particular major at the four-year institution or to prepare a student for a particular field as defined by the community college. An area of emphasis is similar to patterns of learning that a student in the first two years of attendance at a 4-year institution might follow in order to explore an area of interest as a possible major. However, the composition of the associate degree cannot be so broad that it lacks focus. Title 5 § 55061 discusses the philosophy of the associate degree and needs to be considered while developing an area of emphasis. Please note that this section specifically states that the associate degree must “represent more than an accumulation of units.” It goes on to describe certain capabilities and insights that students are expected to develop while completing the degree requirements.

We are also looking for titles and descriptions for these areas of emphasis that represent the capabilities and insights that students will gain.

- The proposed area of emphasis **must list courses** from which the student chooses to complete a minimum of 18 semester units (27 quarter units). This should not include any units that are described as “general education” courses or as “recommended” electives.
- The courses in an area of emphasis must have a clear relationship that represents a pattern of learning (pursuant to Title 5 §55061). In order to convey this relationship, there needs to be a description for each area of emphasis. The description should identify the main focus of this area of emphasis. Example:

ARTS & HUMANITIES: *These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation.*

- Be careful when selecting the title for the area of emphasis. For example, if you do not intend for students to complete both mathematics and science courses, then the area should not have a title or description that implies that students will complete both types of courses. Here are some options:
 - Create two areas of emphasis and list courses accordingly: one for “Mathematics” and the other for “Science.” Under each area, the range of courses can be broad.
 - Keep the title “Mathematics and Science” and direct students to take courses from each area. Include a statement that advises students to meet with a counselor to select courses.

I regret that workload prevents me from advising you in any more detail. Please note that I am reviewing requests on the CCC-520 application immediately upon receipt, and will contact you about any problems with your applications as quickly as I can. Most colleges are now faced with catalog publication deadlines, and I am aware that expedient approval of these degrees is important.

Stephanie Low

Specialist, Academic Planning & Development
Chancellor's Office, California Community Colleges
(916) 322-6888
fax (916) 445-6268

New! <http://www.cccco.edu> » **System Office** » **Divisions** » **Academic Affairs** » **Credit Program and Course Approval**

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] **On Behalf Of** Thomas Heaney
Sent: Wednesday, March 05, 2008 10:02 AM
To: CaCurricChairs@yahoogroups.com
Subject: RE: [CaCurricChairs] Sample of approved compliant degrees

Same here. Could a couple of colleges who have successfully created replacement majors post some examples or the URL to such examples?

Thanks,

--Tom Heaney, PhD

Feather River College

"Oh, you can't go back! You've got to go forward to go back."

-- Willie Wonka

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] **On Behalf Of** Maggie Taylor
Sent: Wednesday, March 05, 2008 9:24 AM
To: CaCurricChairs@yahoogroups.com
Subject: RE: [CaCurricChairs] Sample of approved compliant degrees

Ditto for Fresno City. We keep rewriting depending on what we hear.

Thank you,

Maggie Taylor, RN, MS
Registered Nursing Faculty
Chair, Curriculum Committee
Fresno City College

1101 E. University Ave.
Fresno, CA 93741
(559) 499-6006
maggie.taylor@fresnocitycollege.edu

From: CaCurricChairs@yahoogroups.com [mailto:CaCurricChairs@yahoogroups.com] **On Behalf Of** Sue Gonda

Sent: Monday, March 03, 2008 8:46 PM

To: CaCurricChairs@yahoogroups.com

Subject: [CaCurricChairs] Sample of approved compliant degrees

Hello all--I understand there are four degrees that have been approved in the new CCC-520 review for general studies degrees with an area of emphasis. Would the colleges who have had their degree approved be so kind as to send us a copy? It would be very useful to see an example of a new compliant degree with an area of emphasis.

Thanks so much,

Sue Gonda

Susan Gonda, Ph.D.

Chair, History Department, & Curriculum Co-Chair, Grossmont College
8800 Grossmont Center Dr., El Cajon, CA 92020

Please note my new email address: sue.gonda@gcccd.edu

(619) 644-7875

Curator & Past President, Women's History Museum
& Educational Center
Adjunct, SDSU Women's Studies

Meeting Dates & Submission Deadlines 2008-2009

All meetings take place in Yosemite 205 from 2:40 pm - 5:00 pm.

To put a course or program before the committee			
Meeting date:	Deans Submit by:	Effective Year:	Pertinent Deadlines:
N/A	Apr 8, 2008	2009-2010	Deadline to submit courses to Ruth to request UC transferability (TCA)
Sep 5, 2008	N/A	2009-2010	Curriculum Training
Sep 23, 2008	Aug 25, 2008	2009-2010	
Oct 7, 2008	Sep 8, 2008	2009-2010	
Oct 21, 2008	Sep 22, 2008	2009-2010	
Nov 4, 2008	Oct 6, 2008	2009-2010	Last meeting for inclusion in Summer 2009 - Spring 2010 Catalog/Schedules
Nov 18, 2008	Oct 20, 2008	2010-2011	Request placement on Breadth Patterns for '09 – '10 (MJC-GE, CSU-GE, IGETC)
Jan 20, 2009	Dec 22, 2008	2010-2011	
Feb 3, 2009		2010-2011	Policy Meeting
Feb 17, 2009	Jan 19, 2009	2010-2011	
Mar 3, 2009		2010-2011	Policy Meeting
Mar 17, 2009	Feb 16, 2009	2010-2011	
Mar 31, 2009		2010-2011	Policy Meeting
To articulate courses with other schools (UC, CSU, etc.)			
			Submitted by articulation:
UC Transfer (TBA)	(TBA)	???	Phase 1: TBA Phase 2: TBA
CSU-GE Nov 18, 2008	Oct 20, 2008	???	December ??, 2008
IGETC Nov 18, 2008	Oct 20, 2008	???	December ??, 2008
LDTP		???	(Dates TBA) LDTP is determined through... No Curriculum Committee review nor approval is required.

2008

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