



SKILLS TRAINING CATALOG

Revised: February 2012

MERS Goodwill Skills Training

Policies and Procedures

MERS Goodwill is approved to operate by Missouri Department of Higher Education

Admission

To gain admission to one of MERS Goodwill's training programs, please call or visit the campus (see locations and phone numbers on page 6-8) in which you would like to enroll. After reviewing information to verify minimum program requirements have been met, a MERS Goodwill staff person will provide necessary paperwork to be completed. Once paperwork has been signed, the student will then be admitted into programming.

Attendance

Attendance and punctuality are a crucial part of work and are equally important in a vocational training setting. For this reason students should attend and be on time to every class. More than one unexplained absence per month is considered to be a potential job problem and will result in counseling from the instructor, director and/or referral agency (if applicable). An absence rate in excess of 10 percent of the classes scheduled may result in dismissal from school unless the student provides information acceptable to the Campus Director of a condition meeting the criteria for extenuating circumstances. A student who accumulates ten consecutive days of absence is considered to have withdrawn from school. Whenever possible, prior notification of medical appointments or other necessary absences should be given to the instructor or counselor.

Criteria for Extenuating Circumstance

The Campus Director may permit a student to continue in training regardless of attendance policy violation if a student is absent for any of the following reasons: death of an immediate household member, jury or witness duty, military leave, communicable disease, or an emergency situation such as an automobile or medical accident that happened proximate to the missed class time. Supporting documentation may be required to support requests for extenuating circumstances.

Conduct

MERS expects that trainees will conduct themselves in a businesslike manner appropriate to a professional work environment. This includes (but is not limited to) no bad language, horseplay, destructive behavior, and no use of drugs or alcohol. It is expected that trainees will work in a cooperative manor with instructors and coworkers and that they actively pursue their training goals. Expulsion, suspension, or some lesser sanction may be imposed for any of the following offenses: destruction or purposeful damage to school equipment, theft of school or private property, use or possession of alcohol, controlled substances, or weapons, academic cheating or plagiarism, interruption or interference with the normal operation of the school, or other action that, in the opinion of the administration, is contrary to the best interests of the school community.

Sanctions that may be imposed are warning, suspension, or expulsion. The school will, in general, issue a warning prior to more serious sanction but may dismiss or suspend a student without warning if the offense is of a more serious nature. Offenses directed at and/or harmful to others are considered to be of a more serious nature. The Director of Services will make the decision as to the seriousness of any offense. Any appeal to this decision should be made to the agency President.

MERS is a smoke free building. Smoking is permitted in designated outside areas at breaks and lunch.

Credit for Prior Experience or Education

MERS courses are designed to meet individual learning needs, styles, and speeds. The instructor will evaluate your skills and strengths using a variety of standardized tests or product specific tests. For example, a trainee with previous experience in computer hardware repair may be administered a test to measure his/her level of expertise in this subject matter. If it is found that a trainee has mastered a concept or a course objective that trainee may choose to move on to other material. In this way a trainee with prior experience or education may complete training ahead of schedule. Course completion will be based on command of the subject matter.

Cancellation, Withdrawal and Refund Policy

Students may cancel this enrollment agreement within three days (excluding Saturdays, Sundays and holidays) of signing the enrollment agreement and will receive a full refund. Students may withdraw at anytime prior to starting courses and will receive a full refund. Cancellations or Withdrawals must be made in writing to the particular location that student was enrolled. These campus addresses are located on pages 6 and of this catalog. To determine the amount of refund, terms will be prorated on a weekly basis and students who withdrawal after attending courses will be refunded the prorated per week amount for any unattended weeks remaining in a term. Attending classes for one day of a given week will constitute enrollment and no refund will be given for that week. This refund policy also applies for students who have been terminated by the school. All refunds will be made within 30 days. While in some instances a third party provides funding, in those instances all refunds will be made directly to that third party.

Dress Code

Each student will dress in a manner that is appropriate for his or her vocational goal. For example, overalls are permitted in the building maintenance class because building maintenance employees can wear overalls. However overalls are not acceptable in the computer technician classroom because employees in the computer technician field do not wear overalls. The classroom instructor will determine professional attire for each class and provide assistance to students that cannot obtain clothing on their own. A verbal warning will be issued to students who dress inappropriately for their training program. If a student continues to violate the dress code, then consequences will include a staffing with the referring counselor and potential suspension and/or termination from the course.

Enrollment

MERS/ Missouri Goodwill Industries accepts new students on a weekly basis. The entrance requirements for training are specific to each program and can be found in the program's individual section.

Environment

MERS/Missouri Goodwill Industries programs are designed to present material addressing all three major learning styles (Visual, Auditory and Kinesthetic). As such, Students will, with guidance from the instructor, complete chapter readings, lab assignments and participate in lecture. Lectures are available for students currently on a particular topic, as well as students who have struggled with this particular section and wish to review this material. Lectures will range in duration depending on the complexity of the topic.

Governing Body and Instructors

MERS/Goodwill is a private, nonprofit organization governed by a Board of Directors. The Board members. CEO and instructors are listed below.

Board Officers:

Kraig Kreikemeier, Chairperson
Jay Summerville, 1st Vice Chairperson
Paul Kravitz, 2nd Vice Chairperson
Tani Wolff, Treasurer
Christopher Tabourne, Secretary
Arturo Corral, Assistant Secretary

Chief Executive Officer:

Lewis Chartock

Instructor Building Maintenance

Donald Ousley

Instructor Culinary Arts Skills Training

Charlie Donner

Instructor Data Entry

Bertha Vinson

Instructors Office Computer and Administrative Skills Training

Janel Barber
Liz Drennan
Julie Casey
Don Vaisvil
James Simmons
Bertha Vinson

Instructor

PC Technician Skills Training (A+)

Don Vaisvil

Instructor

PC Technician Skills Training (Network+)

Don Vaisvil

Holidays

MERS/Missouri Goodwill Industries will be closed on the following days during the calendar year 2012.

Jan. 16 Martin Luther King Day

Feb. 21 President's Day

May 28 Memorial Day

July 4 Independence Day

Sept. 3 Labor Day

Nov. 22 Thanksgiving Day

Nov. 23 Thanksgiving Day After

Dec. 25 Christmas Day

Policy for Filing a Grievance

The MERS/Goodwill staff is committed to providing you with the best possible service at all times. If, however, you at any time feel that you have been treated unfairly or have a complaint, you have the right to register a grievance with no fear of retaliation. You should meet with your Case Manager as soon as possible, preferably within five working days following the incident about which you have a complaint. If you are not satisfied with the decision with of your Case Manager, you may meet with the Program Director. The Program Director will provide a written response to your complaint within five working days. If you are still not satisfied, you may meet with the Vice President or Designee, the Assistant CEO, the President of MERS/Goodwill, and then the Board of Directors, if necessary. At each of these levels, a written response will be prepared within five working days of the meeting. At any of these meetings, you may bring your parent, family member, guardian, or advocate.

You may also contact your referral/funding source, the Missouri Protection and Advocacy Service or Equip for Equality (Illinois) for help at any time to register a complaint or obtain assistance in filing a grievance.

You may also request a complete copy of the Grievance Procedure from you Case Manager.

Progress

A copy of your progress reports will be given to you and the referring agency responsible for financial arrangements (If applicable). In all training programs, the criteria for successful completion (a certificate indicating program completion) is 70% or better on tests of textbook materials and 70% or better on performance for each phase of the training. If the 70% criteria is not reached in any phase, you may be requested to repeat that same phase. Attendance, punctuality, work habits, style of dress, and behavior must also be at acceptable levels.

A student's overall academic progress will be assessed at four points: completion of 25%, 50%, 75%, and 100% of the course. Should a student's progress be below 70% at any of these points he/she will be placed on academic probation. The student will have one quarter to bring his/her performance to at least 70% before being terminated from training services. Should a student's performance be below 50% at any of these benchmarks he/she may be terminated from training services immediately and without academic probation.

Schedule

All Skills training programs are offered Monday – Friday from 8:00am – 3:30pm.

Due to the individualized nature of MERS Goodwill's Skills Training Programs, all efforts will be made to accommodate individuals requiring a modified schedule so as long as program requirements are satisfied.

Transcripts and Certificate of Completion

A student will be awarded a certificate of completion after the requirements for a program completion have been satisfied. Transcripts may be requested in writing to the address listed for the school or campus.

FACILITIES

MERS/Missouri Goodwill Industries
Downtown (Aftergut) Center
1727 Locust st.
St. Louis, Missouri 63103
314-241-3464

Our downtown MERS/Missouri Goodwill location is located in Downtown St. Louis on the Corner of 18th and Locust. This location is accessible by bus and is approximately 4 blocks from the metro-link stop located at Union Station.

The downtown location houses a daycare center on the first floor (additional fees apply for daycare services) as well as a cafeteria that serves breakfast and lunch with meals ranging between \$3-5. Skills training programs are located throughout the floors located in the building. Accessible restrooms and water fountains are located on each floor of the building and each floor can be accessed by one of two passenger elevators.

There is a Parking lot for this location located across the street and accessible parking can be found on the side of the building. Metered parking spaces are also available on both Locust and 18th Street. A smoking area is available on the West side of the building.

MERS/Missouri Goodwill Industries
Mid-County (Lippman) Center
2545 S. Hanley Rd
Brentwood, MO 63144
314-647-7453

Our Lippman Center location is located approximately 2 miles south of Highway 40. Parking is available onsite and this location is near a Metro Link station and is on the bus line with a bus stop located within 2 blocks. This is a two-story facility with food available for purchase on the premises and space provided in the break room for storage of lunches brought onto the premises. Accessible restrooms and water fountains are located on each floor of the building and each floor can be accessed by one of two passenger elevators.

MERS/Missouri Goodwill Industries
St. Charles Center
#1 Westbury Drive, suite 220
St. Charles, MO 63301
636-946-7559

Our St. Charles location is located on the north outer road to I-70. The building is approximately 4000 square feet and is a single story building with two accessible restrooms. There are vending machines on the premises. The parking lot is located in front of the building and public transportation is currently not available to this location.

MERS/Missouri Goodwill Industries
South County Center
7321 S. Lindbergh, Suite 50
St. Louis, MO 63125
314-845-1922

Our South county location is located across from South County Mall on Lindbergh near Lemay Ferry Rd. This location is accessible including an accessible restroom and training area. There are several restaurants nearby.

MERS/Missouri Goodwill Industries
North County Center
1760 New Florissant Rd
Florissant, MO 63033
314-831-9171

Our North County location is located in the Flo-Lin Plaza on the corner of Lindbergh and New Florissant Rd. This location is accessible and has two restrooms, one of which is accessible. There are vending machines at this location and several restaurants nearby. This location is on the bus line with a bus stop at the plaza.

MERS/Missouri Goodwill Industries
Springfield Center
308 Park Central East
Springfield, MO 65806
417-862-5005

Our Springfield located on Park Central Square with free parking in the garage. There is a small Snack area with vending machines and refrigerator for students to bring their lunch. The classroom is located on the main floor with two accessible restrooms. This location is located two blocks from the bus terminal. The SMSU shuttle also makes a stop at this location multiple times per day.

MERS/Missouri Goodwill Industries
Cape Girardeau Center
340 South Silver Springs Rd
Cape Girardeau, MO 63701-6312
573-339-0071

Our Cape Girardeau location is located next to West Park Mall. This location is accessible and has a private restroom, which is also accessible. There are several restaurants nearby. This location is a quarter mile from I-55.

**MERS/Missouri Goodwill Industries
Poplar Bluff Center
2511B North Westwood Blvd
Poplar Bluff, MO 63901-2338
573-686-6004**

This location is located across from Three Rivers Hospital. This location is accessible with one accessible restroom. There is a refrigerator for students to use. There is currently no bus service available to this location.

**MERS/Missouri Goodwill Industries
Franklin County Center
1600 A West Main
Washington, MO 63090
636-239-2225**

Our Franklin County location is 1.4 miles from Highway 100 West . There is ample parking in front of the building with accessible parking. This location has one accessible restroom, and lunchroom with a refrigerator and microwave for student use.

**MERS/Missouri Goodwill Industries
Farmington Center
400 N. Washington Street, Suite 202
Farmington, MO 63640
573-756-1773**

Our Farmington center is located in Liberty Hall, approximately 2 miles East of Highway 67 South and 2 blocks South of Highway 32 East (Karsh Blvd.). Parking is available on the West and South ends of the building. This facility is located on the second floor of a two-story building which has an accessible front entry with 5 alternate entry and exit points. There is a centrally located elevator, snack room and handicap accessible restrooms on the first and second floor of the building.

For more information regarding MERS/Goodwill services and the results they produce, please visit our website at <http://www.mersgoodwill.org> or call one of our office locations.

BUILDING MAINTENANCE SKILLS TRAINING

Name: MERS/Missouri Goodwill Industries
Downtown (Aftergut) Center
Address 1727 Locust Street
City: St. Louis
State: MO
Zip: 63103

Program Length: 30 weeks/900 hours

Instructors: Donald Ousley

Donald Ousley has been with MERS/Missouri Goodwill as the Building Maintenance instructor since 2000. Prior to coming to MERS/Missouri Goodwill, Donald earned his certificate as a Stationary Engineer from Rankin Technical Institute and then went on to earn his Stationary Engineers license.

He then worked for multiple companies in the St. Louis Area concentrating on Boilers, heating and cooling systems and pumps. Donald then expanded his skills to include carpentry, electrical wiring, plumbing and framing. Donald brings extensive experience and certifications to the classroom.

Description: This course is an entry-level study of the basic principles of carpentry, electricity, plumbing and air conditioning. This program prepares students for basic building maintenance, including EPA approved certification for HVAC Recovery. It includes extensive time in a shop completing actual work projects.

This program also offers Adult Basic Education/GED, Support Counseling, Job Readiness Training, and Placement Services. During placement services, individuals are assigned to a job developer who will determine with the student what specific placement services will be provided. Specific placement services may include; providing job leads, transportation assistance, mock interviewing, resume and cover letter preparation, career counseling, and retention follow along services for the first 90 days of employment.

Equipment: This program is located in the Basement of the Downtown building and has a classroom area within the overall lab. The classroom area has been designed into the lab so instructor led lectures can focus on tools and systems that students can then apply in labs. Equipment available includes carpentry tools such as compound miter power saw, band saw, grinders and a variety of hand tools. For HVAC portions of the class the lab has available recycling machines, pumps, vacuums and gauges. The lab also has complete water heaters, air-conditioning systems, and both gas and electric furnaces for

students to work on.

Requirements: At least 16 years of age, reading and math at an 8th grade level or above, good physical condition, ability to lift 70 pounds, and the ability to work from a ladder and overhead.

Tuition: See Addendum 1 (pg.55)

Books/Supplies: See Addendum 1 (pg. 55)

Comments: Rolling admission with start date every Monday
A Certificate of Completion is awarded at the completion of this program

CULINARY ARTS SKILLS TRAINING

Name: MERS/Missouri Goodwill Industries
Downtown (Aftergut) Center
Address 1727 Locust Street
City: St. Louis
State: MO
Zip: 63103

Program Length: 20 weeks/600 hours

Instructor: Charlie Donner

Charlie began working at MERS/Goodwill in 2007 and has over 20 years experience in the food service industry. Prior to working at MERS/Goodwill Charlie owned a restaurant. As the owner, he was responsible for creating menus, meeting health/safety standards, hiring staff, ordering food, preparing meals, and completing all necessary paperwork. Charlie has earned his Sanitization Certification and attended the UM-St. Louis and the University of Dayton.

Description: Designed for students who have little or no experience in food service and are interested in pursuing a career as a professional cook, short order cook, dishwasher, baker, bus person, server, salad preparer, dessert server, host/hostess, or beverage handler with a long-term goal of becoming a chef. Emphasis is placed on building a solid understanding of principles of professional cooking, extensive hands-on training in the major stations of the kitchen, and on developing socially competent behaviors. This course offers the same curriculum as the Line Cook training, with additional areas of menu costing, baking skills, banquet layout and planning.

This program also offers Adult Basic Education/GED, Support Counseling, Job Readiness Training, and Placement Services. During placement services, individuals are assigned to a job developer who will determine with the student what specific placement services will be provided. Specific placement services may include; providing job leads, transportation assistance, mock interviewing, resume and cover letter preparation, career counseling, and retention follow along services for the first 90 days of employment.

Equipment: Students learn in the kitchen located on the first floor of our downtown building. The kitchen has an array of cooking utensils, ovens, grills and microwaves. The kitchen includes a food prep area, desert station, a commercial grade dishwashing system, and a buffet style serving line. There is a storage room for supplies and a walk-in refrigerator and freezer. The

kitchen is located adjacent to a cafeteria with seating for 50 persons.

Requirements: At least 16 years of age, reading and math at the 8th grade level or above, ability to lift 50 pounds, ability to stand for long periods of time, and good personal hygiene.

Tuition: See Addendum 1 (pg. 55)

Books/Supplies: See Addendum 1 (pg. 55)

Comments: Rolling admission with start date every Monday

DATA ENTRY SKILLS TRAINING

Name: MERS/Missouri Goodwill Industries
Downtown (Aftergut) Center
Address 1727 Locust Street
City: St. Louis
State: MO
Zip: 63103

Program Length: 26 weeks/780 hours

Instructor: Bertha Vinson

Bertha Vinson has been with MERS/Missouri Goodwill industries for more than 25 years. She began her career with MERS/Missouri Goodwill as the instructor for clerk typing and data entry. As the clerical industry has continued to become more technologically oriented, Bertha has continued to implement the core office values throughout this changing industry. Prior to coming to MERS/Missouri Goodwill, Bertha was the Assistant Director for Professional Business School. While completing her associate's degree, Bertha has excelled in the Microsoft Office suite and has integrated this software into the curriculum.

Description: This course includes Business Math, Spelling, English, Filing and General Office Procedures. Students will learn Information Processing and Software applications including Database, Spreadsheets and Word Processing.

This program also offers Adult Basic Education/GED, Support Counseling, Job Readiness Training, and Placement Services. During placement services, individuals are assigned to a job developer who will determine with the student what specific placement services will be provided. Specific placement services may include; providing job leads, transportation assistance, mock interviewing, resume and cover letter preparation, career counseling, and retention follow along services for the first 90 days of employment.

Equipment: This course is located on the sixth floor of our downtown building. The student lab provides computers to complete tutorials, typing exercises and timed typing exams. Student computers are on a Windows network and students log into the network, and share network resources such as folders and printers, simulating an office environment. A classroom located adjacent to the student lab provides a quiet environment for students to receive lectures from the instructor

Requirements: Reading, spelling, grammar and math at the 8th grade level or above and good

manual dexterity.

Tuition: See Addendum 1 (pg. 55)

Books/Supplies: See Addendum 1 (pg. 55)

Comments: Rolling admission with start date every Monday

OFFICE COMPUTER AND ADMINISTRATIVE SKILLS TRAINING

Name:	MERS/Missouri Goodwill Industries Mid-County (Lippman) Center	MERS/Missouri Goodwill Industries Downtown (Aftergut) Center
Address	2545 S. Hanley Rd.	1727 Locust St.
City:	St. Louis	St. Louis
State:	MO	MO
Zip:	63144	63103

Name:	MERS/Missouri Goodwill Industries St. Charles Center	MERS/Missouri Goodwill Industries South County Center
Address:	#1 Westbury Drive, Suite 220	3865 Lemay Ferry Rd.
City:	St. Charles	St. Louis
State:	MO	MO
Zip:	63301	63125

Name:	MERS/Missouri Goodwill Industries Cape Girardeau Center	MERS/Missouri Goodwill Industries Poplar Bluff Center
Address:	340 South Silversprings Rd	2511B North Westwood Blvd
City:	Springfield	Poplar Bluff
State:	MO	MO
Zip:	63701	63901

Name:	MERS/Missouri Goodwill Industries Springfield Center	MERS/Missouri Goodwill Industries Franklin County Center
Address:	113 Park Central Square	1600 A West Main
City:	Springfield	Poplar Bluff
State:	MO	MO
Zip:	65806	63090

Name:	MERS/Missouri Goodwill Industries	MERS/Missouri Goodwill Industries
Address:	1760 New Florissant Rd N.	400 N. Washington Street, Suite 202
City:	Florissant	Farmington
State:	MO	MO
Zip:	63033	63640

Program Length: 26 weeks/780 hours

Instructors: Janel Barber, Liz Drennan, Julie Casey, Don Vaisvil, James Simmons, and Bertha Vinson

Janel Barber joined MERS Goodwill in 2005 as the Director and Instructor of the Poplar Bluff Location. Janel has her Bachelors Degree in Business Management from William Woods University and has served as the Director

of a nursing home and has also worked for the Daily American Republic newspaper.

Liz Drennan is the instructor and director at the Springfield location. She has her Masters Degree in Rehab Counseling and has many years of experience in using office products. Liz brings a vast experience in business to the classroom.

Julie Casey is the director and instructor at the Cape Girardeau MERS Goodwill. She has a master's degree in Public Administration. Julie is proficient with a variety of office software and procedures, and has ten years of office related work experience.

Don Vaisvil is the Coordinator of Skills training and the Instructor for the Lippman Center location. He earned a MBA from Fontbonne University in 2007 and has been working with office technology for over 20 years in his professional and personal experience. He has over 10 years of experience providing technical training to adults and individuals that have barriers to learning.

Bertha Vinson has been with MERS/Missouri Goodwill industries for 25 years and is the Office CAST instructor at the downtown St. Louis location. She began her career with MERS/Missouri Goodwill as the instructor for clerk typing and data entry. As the clerical industry has continued to become more technologically oriented, Bertha has continued to implement the core office values throughout this changing industry. Prior to coming to MERS/Missouri Goodwill, Bertha was the Assistant Director for Professional Business School. While completing her associate's degree, Bertha has excelled in the Microsoft Office suite and has implemented this software into the curriculum.

Description:

The Office Computer and Administrative Skills training course is designed to prepare students for clerical/administrative support positions in the business community allowing for maximum professional growth and employer satisfaction. Office Computer and Administrative Skills training will provide students with individualized experience in Microsoft Office including Excel, PowerPoint, Word, and Access. Students will also learn typing correspondence, creating forms, transcribing from tapes, filing and record keeping, operating copiers and other office machines, performing math calculations, and practicing effective customer service techniques. Students' skills will be enhanced in the areas of English grammar, sentence structure and spelling.

This program also offers Adult Basic Education/GED, Support Counseling, Job Readiness Training, and Placement Services. During placement services, individuals are assigned to a job developer who will determine with the

student what specific placement services will be provided. Specific placement services may include; providing job leads, transportation assistance, mock interviewing, resume and cover letter preparation, career counseling, and retention follow along services for the first 90 days of employment.

Equipment:	The student lab provides computers to complete lessons and tutorials using Microsoft Office suite. Student computers are on a Windows network and students log into the network, share network resources such as folders and printers, simulating an office environment. A classroom located adjacent to the student lab provides a quiet environment for students to receive lectures from the instructor
Requirements:	Reading, spelling and grammar of 8 th grade level or above, and good dexterity.
Tuition:	See Addendum 1 (pg. 56)
Books/Supplies:	See Addendum 1 (pg. 56)
Comments:	Rolling admission with start date every Monday

PC TECHNICIAN SKILLS TRAINING (A+)

Name: MERS/Missouri Goodwill Industries
Address Mid-County (Lippman) Center
City: 2545 S. Hanley Rd.
State: St. Louis
Zip: MO
63144

Program Length: 20 weeks/600 hours

Instructors: Don Vaisvil

Don Vaisvil is the Coordinator of Skills training and the Instructor for the Lippman Center location. He earned a MBA from Fontbonne University in 2007 and has been working with office technology for over 20 years in his professional and personal experience. He has over 10 years of experience providing technical training to adults and individuals that have barriers to learning.

Description: Student will be prepared to take the A+ certification test and obtain an entry-level position in a field such as computer technician or help desk specialist. This course also serves as a foundation for an individual seeking advanced certification. In order to accommodate students with differing learning styles, a mixture of lecture, book, and hands-on lab experience will be used to cover course-work in computer hardware and operating systems.

This program also offers Adult Basic Education/GED, Support Counseling, Job Readiness Training, and Placement Services. During placement services, individuals are assigned to a job developer who will determine with the student what specific placement services will be provided. Specific placement services may include; providing job leads, transportation assistance, mock interviewing, resume and cover letter preparation, career counseling, and retention follow along services for the first 90 days of employment.

Equipment: This course has a variety of computers available for student software labs and testing stations designed to give students with exposure to all possible systems. The lab includes printers, hubs, routers, switches and modems. Software library includes the array of Windows operating systems. A resource library provides students with a variety of perspectives from different technicians and authors. Electronic software provides simulated lab exercises, exams and video demonstrations of common PC Technician tasks.

Requirements: Math, reading, and grammar of 8th grade level or above with good dexterity and problem solving ability. GED completed or concurrent.

Tuition: See Addendum 1 (pg. 56)

A+ Books/Supplies: See Addendum 1 (pg. 56)

Comments: Rolling admission with start date every Monday

PC TECHNICIAN SKILLS TRAINING (Network+)

Name: MERS/Missouri Goodwill Industries
Address Mid-County (Lippman) Center
City: 2545 S. Hanley Rd.
State: St. Louis
Zip: MO
63144

Program Length: 10 weeks/300 hours

Instructors: Don Vaisvil

Don Vaisvil is the Coordinator of Skills training and the Instructor for the Lippman Center location. He earned a MBA from Fontbonne University in 2007 and has been working with office technology for over 20 years in his professional and personal experience. He has over 10 years of experience providing technical training to adults and individuals that have barriers to learning.

Description: This course will cover concepts of networking computers, network installation and maintenance, and configuration of hardware drivers and is intended to build upon skills gained in A+ certification. Upon completion of this course a student will be prepared to take the Network+ certification exam and obtain positions such as help desk specialist, or network installer. Network+ serves as a solid foundation for advanced certifications such as MCP, MCSE, Novell Certification, and CISCO Certification.

This program also offers Adult Basic Education/GED, Support Counseling, Job Readiness Training, and Placement Services. During placement services, individuals are assigned to a job developer who will determine with the student what specific placement services will be provided. Specific placement services may include; providing job leads, transportation assistance, mock interviewing, resume and cover letter preparation, career counseling, and retention follow along services for the first 90 days of employment.

Equipment: This course has a variety of computers available for student software labs and testing stations designed to give students with exposure to all possible systems. The lab includes printers, hubs, routers, switches and modems. Software library includes the array of Windows operating systems as well as DOS, Linux and Novell. A resource library provides students with a variety of perspectives from different technicians and authors. Electronic software provides simulated lab exercises, exams and video demonstrations of common PC Technician tasks.

Requirements: Math, reading, and grammar of 8th grade level or above with good dexterity and problem solving ability. GED completed or concurrent.

Tuition: See Addendum 1 (pg. 56)

N+ Books/Supplies: See Addendum 1 (pg. 56)

Comments: Rolling admission with start date every Monday.

Building Maintenance Skills Training

Classroom Environment

The MERS/Goodwill Building Maintenance Program is an entry-level study of the basic principles of carpentry, electricity, plumbing and air conditioning. Operating under the adult learning theory that learning works best when it is meaningful and active, the program splits the learner's day between classroom instruction and shop experience. Information gained in the classroom is delivered through lectures, videos, and group discussions.

Learners are given the opportunity to apply what they know (as well as to allow the instructor to do on-going assessment of skills learned) in the shop. The shop is a simulated training area consisting of central air conditioners, furnaces, electrical test boards, room air conditioners, service entrance panels, basic hand tools and power tools, and hot water heaters. The shop also includes wall systems so that learners can practice dry walling, painting tile laying, and cove-base installation. The shop allows learners to participate in a series of projects where they will build, repair, and observe the techniques that are taught in the classroom. In this way, learners are given experience in an actual work setting.

Curriculum Outline

Week	Objectives
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PHASE I: CARPENTRY

- | | |
|---|--|
| 1 | <p>Basic Carpentry: Objectives include gaining a better understanding of carpentry; performing basic measurements; reading a tape measure; selecting lumber based on classification; building a frame for stud walls, floors, and layout; and properly using basic tools.</p> <p>Shop: Projects include basic tool usage; building wall and floor module.</p> |
| 2 | <p>Basic Drywall: Objectives include gaining a better understanding of drywall; explaining the proper installation of drywall; and properly sealing seams (drywall taping).</p> <p>Painting: Objectives include selecting the right kind of paint; explaining the different types of paint and their uses.</p> <p>Shop: Projects include drywall installation; taping and painting.</p> |
| 3 | <p>Painting-continued: Objectives include properly using and cleaning brushes.</p> <p>Floor Tile: Objectives include removing old floor tile; cutting new floor tile; and properly installing floor tile to meet appropriate standards.</p> |

Cove Base: Objectives include properly cutting and installing the cove base on the wall.

Shop: Projects include painting; installing floor tile; and installing cove base.

- 4 **Basic Carpentry-continued:** Objectives include pricing a job based on job material costs and labor; planning the stair layout; cutting and installing steps; planning rafter layout; analyzing how to best support the ceiling; installing the ceiling.

Shop: Projects include using power tools and hand tools; making stair layouts; and making rafter layouts.

- 5 **Class Projects:** Objectives include building a room mock-up using the techniques learned in previous sections; troubleshooting a roof for leaks; and repairing and installing roofs.

Shop: Projects include choosing and making a project; installing a roof; and repairing a roof.

- 6 **Key Systems:** Objectives include identifying the different types of locks; and installing different lock types.

Cylinders: Objectives include troubleshooting and repair of cylinders; properly installing cylinders.

Doors: Objectives include properly repairing and installing doors; measuring for proper door size; installing and hanging various types of doors.

Shop: Projects include duplicating keys; removing and repairing cylinders; making door adjustments; and installing/adjusting the door closer.

PLUMBING SYSTEMS

- 7 **Introduction to Plumbing Systems:** Objectives include becoming familiar with various types of plumbing systems; properly sweating pipes, rough-ins, and traps; explaining and demonstrating the proper steps to protecting against blood-borne pathogens on the job.

Shop: Projects include practice in sweating water pipes; threading pipes; working with plastic pipe; practicing shop safety.

- 8 **Plumbing Design:** Objectives include describing the design of various plumbing systems; properly using the tools of the plumber; demonstrating the proper procedures for heating and cooling water.

Shop: Projects include building plumbing systems; using pipe supports and proper pipe layout; installing sinks and commodes.

- 9 **Water Heaters:** Objectives include describing the proper steps to install a water heater; troubleshooting and repairing water heaters; properly repairing faucet/ flush meter.

Shop: Projects include installing a water heater; installing commercial and industrial sinks, faucets, flushometers, and lavatories.

- 10 **Plumbing Review:** Objectives include reviewing the past three weeks of instruction; demonstrating mastery through testing.

Shop: Projects include an actual repair in field. (Real-world work experience)

BASIC ELECTRICITY

- 11 **Introduction to Basic Electricity:** Objectives include gaining a better understanding of basic electricity; explaining the path of electricity from the plant to your home; demonstrating the proper steps to read and use test meters; applying Ohm's Law in sizing up wires, and circuit breakers; properly breaking a panel to safely work with electric; and explaining wire sizes and types.

Shop: Projects include making up circuits on test boards; wiring circuits by following diagrams; using meters to test wiring; demonstrating shop safety; practicing basic wiring (national electric code)

- 12 **Codes:** Objectives include listing the steps to check home for safety (household codes); describing the color codes for wiring; and properly setting up circuit breakers using correct wire sizes.

Shop: Projects include wiring simple circuits; replacing faulty switches/receptacles; wiring doorbell circuits; and wiring ground fault interrupters.

- 13 **Wiring:** Objectives include explaining the accurate procedures for wiring three and four-way switches and light fixtures.

Shop: Projects include wiring three and four-way switches and light fixtures.

- 14 **Basic Electricity Review:** Objectives include reviewing the procedures learned in the previous sections; demonstrating mastery through testing.
Shop: Projects include doing actual electrical repairs in the shop.

PHASE II: ADVANCED ELECTRIC

- 15 **Prints:** Objectives include properly reading schematics and diagrams.

Shop: Projects include troubleshooting circuits; using Ohm's law and meters.

- 16 **Cable:** Objectives include explaining the proper steps to take in the cutting, bending and installation of conduit, BX cable, Greenfield

Shop: Projects include installing BX cable.

- 17 **Wiring:** Objectives include properly wiring service entrance boxes, 120-volt and 220-volt electrical circuits.

Shop: Projects include hands-on experience wiring service entrance boxes, 120-volt and 220-volt electrical circuits.

- 18 **Lighting:** Objectives include troubleshooting, repairing and maintaining lighting; figuring lighting costs; and analyzing and explaining steps to save energy.

Shop: Projects include the actual repair of building lights; figuring building lighting costs; and calculating building energy savings.

H.V.A.C.R. (HEATING)

- 19 **Introduction to Furnaces:** Objectives include understanding how a furnace operates; controlling gas; listing the safety procedures for working on a furnace; and testing.

Shop: Projects include identifying various furnaces and their controls; and taking a furnace apart and reassembling it.

- 20 **Diagnosing:** Objectives include troubleshooting furnace to diagnose problem; explaining the proper ventilation and combustion of a furnace; and identifying various types of furnaces.

Shop: Projects include continuing to identify various furnaces; wiring gas and electric furnaces; and troubleshooting actual furnace problems.

- 21 **Controls:** Objectives include exploring the differences in single-phase and gas-piping furnace motors; properly reading electric furnace schematics; and explaining the steps to take when running an A/C line.

Shop: Projects include troubleshooting furnace controls.

- 22 **H.V.A.C.R. Review:** Objectives include reviewing the procedures and information learned in the previous sections; identifying each component a heating system; and demonstrating mastery through testing.

Shop: Projects include reviewing heating equipment and procedures learned during the past shop activities.

H.V.A.C.R. (COOLING)

- 23 **Introduction to Air Conditioning:** Objectives include listing the procedure to safely handle refrigerant; gaining a basic understanding of air conditioning; and identifying the components of an air conditioning system.

Shop: Projects include touring of building equipment; recognizing air delivery systems; and sweating pipes and refrigerant lines.

- 24 **Technical Training:** Objectives include charging and discharging a system; operating a recovery machine; quizzing and testing on above procedures.

Shop: Projects include actual hands-on training in charging and discharging an air conditioning unit.

- 25 **System Recovery:** Objectives include explaining the proper procedure to cleaning and recycling a type 4 automotive machine; exploring the ACT 3000 recovery recycle machine.

Shop: Projects include using an ACT 3000 machine for recovery.

- 26 **Piping:** Objectives include recognizing piping system layout; selecting the right size pipes for piping GRT 10A and Carrier GRT 10A units.

Shop: Projects include working with pipe system layout, copper and black iron; sweating, brasing and welding pipe; explaining the differences in sweating, brasing and welding procedures.

- 27 **A/C Systems:** Objectives include gaining a better understanding of various air conditioning systems; and listing the different types of GTACI-4.

Shop: Projects include the repair and identification of: split systems, window units and package units.

- 28 **Controls:** Objectives include demonstrating the proper operation of controls in air conditioning systems; explaining the controls of GRAC-9 systems.

Shop: Projects include troubleshooting control circuit boards.

- 29 **Accessories:** Objectives include adjusting and superheating heating and cooling systems; defining heating and cooling lows; properly using accessories and metering devices; explaining the operation of evaporators and condensers GRAC, GRACI-10, and GRACI-8

Shop: Projects include identifying accessories and metering devices in a workshop.

30

H.V.A.C.R. (Cooling) Review: Objectives include reviewing information studied in previous sections; R.S.E.S. EPA-608; MAC's EPA-609; quiz; pre-test, before ***final test**.

Shop: Projects include reviewing air conditioning systems and films.

*** Note:** Certification is necessary for employment in the building maintenance technician field in order to buy or work on refrigeration units.

Culinary Arts Skills Training

Classroom Environment

The MERS/Goodwill Culinary Arts Skills Training Program is an entry-level study of the basic principles of professional cooking. This program is designed for learners with a long-term goal of becoming a chef. Short-term goals for this training include professional cook, short order cook, dishwasher, baker, bus person, server, salad preparer, dessert server, host/hostess and beverage handler. This training program divides the learners' day into classroom time and "on-the-job" time.

In the classroom, information is given through books, lectures and videos. Learning is self-paced with individual instruction given as needed. Quizzes and tests will be given for learners to receive a "Food Service Sanitation Certificate" from the Illinois Health and Sanitation Department. (The certificate can also be used in Missouri). The "on-the-job" training comes when learners apply what they have learned in the classroom to an actual cafeteria located on site. In this way, learners are given extensive hands-on experience in the dishwashing station, fryer station, salad and pantry station, broiler station, cooking soups and sauces, and the baker's station. Students will also participate in actual work situations such as banquet preparation, inventory, ordering, cost control and service.

Curriculum Outline

Week	Objectives
1	<p>Introduction to the food service industry: After completing this section, learners will be able to identify the kind of jobs available in food service; list the qualities employers look for in food service employees; and describe the advantages and disadvantages of food service work.</p> <p>Introduction to Health and Hygiene: After completing this section, learners will have a basic knowledge of health and hygiene appropriate for the food service industry; and the importance of these procedures, especially when dealing with food.</p>
2	<p>Sanitation and Safety: After completing this section, learners will be able to identify causes of food-borne illnesses and ways to prevent them; practice correct sanitation and safety procedures; and demonstrate first aid practices.</p> <p>Nutrition: After completing this section, learners will be able to describe how eating habits can affect job performance; explain how the body uses food; describe the functioning of the six types of nutrients; and use the Food Guide Pyramid to make meaningful health choices.</p> <p>Training with Food Service Equipment: Learners will begin this section and when completed, will be able to identify major food service equipment.</p>

- 3 **Training with Food Service Equipment-Continued:** After completing this section, learners will be able to safely operate major food service equipment; clean and maintain food service equipment; and select the best equipment for the task.
- 4 **Training in the Dish Station:** In this section, learners receive hands-on training in working in the dish station of a food service operation. The focus is on proper washing and loading techniques; and the proper handling of hot dishes.
- Tools and Small Equipment:** Learners will begin this topic and when finished will be able to identify tools and small equipment used in the food service industry.
- 5 **Tools and Small Equipment-continued:** After completing this section, learners will be able to select, use and care for tools and small equipment correctly.
- Working in stations:** After completing this section, learners will be able to list and identify the stations used in the kitchen; use work flow and work simplification techniques; and make time and production schedules.
- 6 **Training in the Pot and Pan Station:** Learners will receive hands-on training in the pot and pan section of the kitchen. Proper handling, washing and storing of pots and pans will be covered.
- Meats:** After completing this section, learners will be able to identify the factors that affect meat selection; and select and store meat correctly.
- 7 **Meats-continued:** After completing this section, learners will be able to prepare meat using appropriate cooling methods.
- Poultry:** After completing this section, learners will be able to identify the factors in quality grading of fresh poultry; handle and store poultry correctly; and identify and prepare various kinds of poultry.
- 8 **Fish and Shell Fish:** After completing this section, learners will be able to identify and select fish and shell fish; prepare seafood for cooking; and practice correct storing, handling and cooking procedures for seafood.
- Training in Preparation of Meat, Chicken, and Fish:** In this section, learners will receive hands-on training in preparation of meat, chicken and fish, using the techniques learned in the previous section.
- 9 **Vegetables:** After completing this section, learners will be able to identify and select a variety of vegetables; store vegetables correctly; and correctly prepare fresh, frozen, canned and dried vegetables using several methods.
- Sandwiches:** After completing this part of the section, learners will be able to identify and describe the various kinds of sandwiches.

- 10 **Sandwiches-continued:** After completing this section, learners will be able to prepare and serve a variety of sandwiches; and set-up a production line for making sandwiches in quantity.
- Fast Food Techniques:** After completing this section, learners will be able to explain the basic fast food techniques.
- 11 **Grilling:** After completing this section, learners will be able to grill and assemble a hamburger using fast food techniques; grill a variety of foods such as meats, fish and eggs.
- 12 **Broiling:** After completing this section, learners will be able to identify foods suitable for broiling; broil meats to the correct degree; and demonstrate proper care of the broiler.
- 13 **Frying:** After completing this section, learners will be able to prepare sautéed, pan-fried, and stir-fried foods; prepare deep-fried foods; identify two fast food methods of preparing chicken.
- 14 **Pizza and Mexican Food:** After completing this section, learners will be able to identify common pizza variations and prepare pizzas that meet standards of excellence; prepare a variety of Mexican foods; and identify seasonings used in the preparation of Mexican foods.
- 15 **Beverages:** After completing this section, learners will be able to prepare coffee in an automatic drip coffee maker; list the steps in the preparation of hot tea and iced tea; and correctly fill milk shakes and soft drinks.
- Training in Beverages:** This section offers learner's hands-on training in the beverage techniques they learned in the last section.
- 16 **Cereals, Rice and Pasta:** After completing this section, learners will be able to identify various cereal, rice and pasta products; summarize the principles of starch cookery; and correctly prepare cereals, rice and pasta.
- Training in the Pantry Station:** This section offers learners hands-on training in the pantry station using techniques they learned in earlier sections.
- Cost Control:** After completing this section, learners will be able to explain the importance of cost control in the food service industry.
- 17 **Cost Control-continued:** After completing this section, learners will be able to complete purchase order forms; receive, inventory, requisition, and issue food and supplies; compute food costs; and identify and perform cost control measures.
- Standardization:** After completing this section, learners will be able to explain the

purposes of standardization; identify the parts of a standardized recipe; correctly increase or decrease recipes; and demonstrate correct measuring procedures.

- 18 **The Menu:** After completing this section, learners will be able to identify the kinds of menus and how they are used; describe the influences on the type of menu offered; identify the principles of menu planning; and write well-planned meal menus.

Recipe Understanding: This is an interactive, hands-on training of the learner's understanding of recipes, using techniques learned in the previous section.

- 19 **Training in the Sauté Station:** After completing this section, learners will be able to explain the sautéing procedure; identify the foods appropriate for sautéing; and properly sauté a variety of foods.

- 20 **Training in Ethnic Food:** After completing this section, learners will be able to identify a variety of ethnic foods; explain the different spices used in a variety of ethnic foods; and properly prepare various ethnic foods.

Data Entry Skills Training

Classroom Environment

The MERS/Goodwill Data Entry Skills Training Program is designed to honor the Adult Learning Theories that adults learn best when learning is; a) self-directed, b) meaningful and c) interactive. With this in mind, learning is self-paced and activities are designed to use all three major learning styles (Visual, Auditory and Kinesthetic). As a model of non-traditional classroom instruction, the instructors move around the room answering questions and targeting training to each individual's specific needs. Lectures, group activities, self-study computer tutorials, books and videos are all incorporated into the training. Much planning went in to making the classroom resemble a true office setting, even giving students cubicles within which to work. Learners are taught to assess their own progress and discuss their assessments weekly with the instructor.

OBJECTIVE: To prepare students for entry-level positions performing data entry or a position that utilizes computer based work-processing applications. Students will be provided with an understanding of computers with an emphasis on building speed and accuracy. Students will have individualized experiences with: Microsoft computer operating systems, navigating through Microsoft Windows, Word, Excel, Power Point, and Access, typing correspondences, creating forms, filing, record keeping and operating copier, fax, TTY machines and the Internet. Student skills in data entry will be enhanced in the areas of: English, grammar, sentence structure, spelling, essential business math and customer service. The Data Entry Program is conducted in a classroom structured to be reflective of an office environment.

The Data Entry Program is conducted in 6 phases:

- **Phase 1:** Keyboarding development training, introduction to the numeric keypad, numeric entry practice, typing timings, typing drills, academic skills review, office procedure, introduction to computers, computer hardware and software, Windows applications. During this phase a staffing will be conducted that will include the client, instructor/case manager, coordinator of skills training services and the funding source. Phase one consists of five concepts.
- **Phase 2:** Numeric entry practice, typing timings, typing drills, academic skills review, office skills procedure review, Windows applications, computer memory concepts, customizing windows, navigating through windows, and utilizing the Internet. The typing speed goal of this phase is 20 words per minute. Phase two consists of five concepts.
- **Phase 3:** Alpha entry practice, review numeric entry, typing timings, typing drills, academic skills review and office skill procedure review. Understanding Microsoft Word: spell check, the office assistant, creating, saving and printing documents. The typing speed goal of this phase is 25 words per minute. Phase three consists of four concepts.
- **Phase 4:** Alpha entry practice, review numeric entry, typing timings, typing drills academic skills review and office skills procedure review. Utilize standard office equipment: fax and copy machine. Microsoft Word: creating and formatting documents, creating tables, merging

and sort data. The typing speed goal of this phase is 30 words per minute. Phase four consists of four concepts.

- **Phase 5:** Alphanumeric entry practice, Typing timings, typing drills, academic skills review and office skills procedure review. Create memos, letters and forms. Learn the difference between writing professional business letters and personal letters. Microsoft Word: page headers and footers, creating section breaks and columns. The typing speed goal of this phase is 35 words per minute. Phase five consists of four concepts.
- **Phase 6:** Alphanumeric entry practice, typing timings, typing drills, become familiar with A TTY machine, academic skills review, office skill procedure review and job readiness training. Become familiar with the purpose and interface of Excel, PowerPoint and Access. Office review and final exam. The typing speed goal of this phase is 40-50 words per minute. Phase six consists of four concepts.

Eight weeks prior to completion of the six phases clients will begin attending Job Readiness Training.

Curriculum Outline

Phase 1

Concept 1

- Correct posture for typing:
 - Keyboarding development training
 - Chair, elbow and feet position
 - Back alignment
 - Introduction to numeric keypad

Concept 2

- Academic skills:
 - Math review:
 - Whole numbers addition and subtraction
 - Whole numbers multiplication and division
 - English & grammar:
 - Sentence structure
 - Nouns, pronouns and verbs

Concept 3

- Numeric entry:
 - Drills
 - Timing
 - Ten-Key practice

Concept 4

- Office skills:

- The office environment
- Your attitude at work and getting along with people at work

Concept 5

- Computer system components:
 - The client will be introduced to the hardware and software components that make up the computer system
 - They will also begin to understand the windows operation system and common functionality that is provided with this operation system
 - Clients will become familiar with computing concept basics such as how to access the different drives and storage areas of the computer
- Concept review, skills review, independent challenges and visual workshop

Phase 2

Concept 6

- Academic skills:
 - Math review
 - Decimal addition and subtraction
 - Decimal multiplication and division
 - English & grammar:
 - The tense of verbs
 - Adjectives and adverbs

Concept 7

- Numeric entry:
 - Drills
 - Timing
 - Ten-Key practice

Concept 8

- Office skills:
 - Office computer systems
 - Network systems and telecommunications
 - Filing and managing records

Concept 9

- Computer system components:
 - Clients will be introduced to the different areas of memory on a computer
 - Directory structures
 - Navigating through Windows based on directory structures
 - Creating and managing files and folders
 - Customizing windows
- Explore the internet
- Concept review, skills review, independent challenges and visual workshop

Concept 10

- Applications:
 - WordPad
 - NotePad
 - Paint

Phase 3

Concept 11

- Academic skills:
 - Math - fractions
 - English & grammar:
 - Prepositions and conjunctions
 - Phrases and clauses

Concept 12

- Alphanumeric entry:
 - Drills
 - Timing

Concept 13

- Office skills:
 - Computer and equipment issues
 - Telephone procedures
 - Accounting and other financial activities

Concept 14

- Microsoft Word:
 - Create documents
 - Save documents
 - Print documents
 - Understand the benefits of word processing software, specifically:
 - Spell check
 - Help
 - The office assistant

Phase 4

Concept 15

- Academic skills:
 - Math-percents
 - English & grammar:
 - Punctuation and capitalization
 - Word choice
 - Writing sentences and paragraphs

Concept 16

- Alphanumeric entry practices:
 - Drills
 - Timings

Concept 17

- Office skills:
 - Send and receiving mail
 - Managing office activities
 - Essential of office equipment
- Work with standard office equipment:
 - Fax
 - Copier

Concept 18

- Microsoft Word:
 - Format Documents:
 - Work with various fonts
 - Change margins
 - Alter indents
 - Apply shading
 - Edit line and character spacing
 - Add bullets and numbering
 - Create tables:
 - Sorting and merging cells in tables
- Concept review, skills review, independent challenges and visual workshop

Phase 5

Concept 19

- Academic skills:
 - Math-business consumer math:
 - Bank Statements
 - Payroll statements
 - Taking inventory
 - Depreciation
 - English & grammar:
 - Spelling
 - Vocabulary

Concept 20

- Alphanumeric entry practices:
 - Drills
 - Timings

Concept 21

- Write professional documents:
 - Create memos
 - Create professional business letters
 - Create forms
 - Write correspondence
 - Understand the difference between writing professional business letters and personal letters
- Concept review, skills review, independent challenges and visual workshop

Concept 22

- Microsoft Word:
 - Page headers and footers
 - Create section breaks and columns
- Concept, skills review, independent challenges and visual workshop

Phase 6

Concept 23

- Alphanumeric entry practices:
 - Drills
 - Timings

Concept 24

- Office skills:
 - Utilize the TTY machine
 - Communicating in groups
 - Problem solving
 - What to expect on the job

Concept 25

- Microsoft Excel:
 - Understand the purpose and functionality offered by Excel
 - Become familiar with the application and the interface
- Microsoft PowerPoint:
 - Understand the purpose and the functionality offered by PowerPoint
 - Become familiar with the application and the interface
- Microsoft Access:
 - Understand the purpose and the functionality offered by Access
 - Become familiar with the application and the interface

Concept 26

- Microsoft Office review
- Final Microsoft Office exam

Office Computer and Administrative Skills Training

Classroom Environment

The MERS/Goodwill Office Computer and Administrative Skills Training Program is designed to honor the Adult Learning Theories that Adults learn best when learning is; a) self-directed, b) meaningful and c) interactive. With this in mind, learning is self-paced and activities are designed to use all three major learning styles (Visual, Auditory and Kinesthetic). As a model of non-traditional classroom instruction, the instructors move around the room answering questions and targeting training to each individual's specific needs. Lectures, group activities, self-study computer tutorials, books and videos are all incorporated into the training. Much planning went in to making the classroom resemble a true office setting, even giving students cubicles within which to work. Learners are taught to assess their own progress and discuss their assessments weekly with the instructor.

Objective: To prepare students for clerical / administrative support positions in the business community which will allow for maximum professional growth and employer satisfaction. To Provide students with individualized experience in: Microsoft Computer Operating Systems, Navigating through Microsoft Windows, Internet, Word, Excel, Power Point, and Access; typing correspondence, creating forms, filing, record keeping and operating copy, Fax and TTY machines.

Student skills in Microsoft Office Suite will be enhanced in the areas of: English grammar, Sentence structure, spelling, Essential Business Math, Customer Service.

The Office Cast Program is conducted in six phases:

- **Phase 1:** Four Concepts/weeks: To conduct evaluation of clients typing skills and computer skills. A staffing will be conducted in Concept four with client, instructor/case manager, coordinator of skills training services and funding source to continue in the Office Cast Program.
- **Phase 2:** Nine Concepts/weeks: Microsoft Word Comprehensive skills. At this time client will have completed thirteen Concepts of training in Microsoft Operating System, Microsoft Word Comprehensive, and Typing skills. Client will, in addition to Microsoft Word, access academic skills to include: Language Arts/Writing (Business Orientation), Math (Business Orientation), Reading (Strategies for effective reading while in the Cast Program), and begin customer service components.
- **Phase 3:** Four Concepts/weeks: Microsoft Excel Comprehensive skills and customer service components.
- **Phase 4:** Four Concepts/weeks: Microsoft Access Comprehensive skills and customer service components.
- **Phase 5:** Four Concepts/weeks: Microsoft Power point Comprehensive skills and customer service components.

- **Phase 6:** One Concept/weeks: Office Review, Final exam.

Eight Weeks prior to the completion of all six phases' students will be referred to the Placement Job Readiness Training.

Phase 1 – Windows XP

Concept 1

- Windows operating system:
 - Getting Started with Windows, Learn concepts of windows, desktop, using the mouse, Navigating in windows desktop, accessing the internet, Resizing windows, using menus, toolbars and scroll bars, Using dialog boxes windows help, shutting down windows, Logging off windows
- Working with windows programs:
 - Starting a program, opening and saving a WordPad document, editing text and formatting text in WordPad, Using paint program, copying data between programs, printing, video clips and sound
- Concept review, skills review, independent challenges and visual workshop

Concept 2

- Managing files using my computer:
 - Understanding file management, opening and viewing my computer, formatting a disk, Viewing folders and files, creating a folder, moving files and folders, sending files and folders across the network, deleting files and folders, Using the recycle bin, creating a shortcut, backing up files
- Managing folders and files using windows explorer:
 - Viewing the Windows explorer window, opening and viewing folders in windows explorer, customizing the windows explorer window, creating and renaming folders in windows explorer, searching for a file, moving and copying a file to a folder, restoring a deleted file using undo command, customizing a folder
- Concept review, skills review, independent challenges and visual workshop

Concept 3

- Customizing windows using the control panel:
 - Customize the active desktop, change screen saver, change the desktop scheme, set time and date, customize the taskbar, customize the start menu
- Exploring the internet with Microsoft Internet Explorer:
 - Understanding Web Browsers, Starting internet explorer, exploring the browser window, opening web pages, searching the web, printing a web page
- Concept review, skills review, independent challenges and visual workshop

Concept 4

- E-mail:
 - Signing up for a mail service, address books, composing and sending email, retrieving and responding to email, managing email messages, deleting mail

- Managing shared files using my network places:
 - Understanding network, examining network properties, opening and viewing my network places, creating a shared folder, mapping a network drive, copying and moving shared files, disconnecting a network drive
- Concept review, skills review, independent challenges and visual workshop

Phase 2 – Microsoft Word

Concept 5

- Getting started with Microsoft Word:
 - Viewing the Word program window, creating a document, saving a document, previewing and printing a document, getting help, closing a document, exiting Microsoft Word
- Editing and proofing documents:
 - Planning a document, opening and saving documents, selecting and replacing text, understanding the office clipboard, moving text, copying text, spell check, grammar check, finding and replacing text
- Concept review, skills review, independent challenges and visual workshop
- Academic skills – business reading, language and math:
 - Reading comprehension and strategies, Sentence structure using verbs and complete sentences. Whole numbers in business math

Concept 6

- Formatting a document:
 - Changing fonts and font sizes, applying font effects, changing paragraph alignment, indenting paragraphs, changing line spacing, paragraph spacing, aligning text with tabs, creating bulleted and numbered lists, applying borders and shading
- Working with tables:
 - Creating a table, adjusting table rows and columns, adding and deleting rows and columns, formatting a table, calculating data in a table, sorting a table, drawing a table, splitting and merging cells
- Concept review, skills review, independent challenges and visual workshop
- Academic skills – business reading, language and math:
 - Note-taking skills and formats, sentence structure, business fractions

Concept 7

- Formatting pages:
 - Changing document margins, creating headers and footers, modifying headers and footers, inserting page numbers, inserting page breaks, creating sections, creating columns, balancing columns
- Adding graphics:
 - Inserting clip art, wrapping text around graphics, moving and resizing graphics, inserting pictures from files, drawing auto shapes, inserting text boxes, drawing lines, creating word art, using click and type
- Concept review, skills review, independent challenges and visual workshop

- Academic skills – business reading, language and math:
 - Note-taking skills and implementing notes, talking skills, language usage, business decimals

Concept 8

- Merging Word documents:
 - Understanding mail merge, creating a main document, creating a data source, editing records in a data source, inserting merge fields, performing a mail merge, creating labels, sorting records to merge
- Formatting with styles:
 - Understanding styles and templates, creating and applying paragraph styles, creating and applying character styles, modifying styles, using auto format and the style gallery, displaying style names, moving styles, replacing styles
- Concept review, skills review, independent challenges and visual workshop
- Academic skills – business reading, language and math:
 - Note-taking skills, implementing note-taking skills, language mechanics, spelling rules, plurals and possessive business percents

Concept 9

- Sharing information with other programs;
 - Understanding linking and embedding objects, linking excel worksheet, modifying a linked object, using paste special to embed an object, creating a power point presentation from a word outline, inserting a PowerPoint object, attaching an access data source, selecting records to merge
- Working with larger documents:
 - Creating a document in outline view, editing a document in outline view, organizing a document in outline view, inserting footnotes and endnotes, creating a table of contents, formatting pages in multiple sections, creating an index, creating master documents
- Concept review, skills review, independent challenges and visual workshop
- Academic skills – business reading, language and math:
 - Note-taking skills, reviewing for tests, language mechanics, punctuation marks and business math interest problems

Concept 10

- Collaborating with documents:
 - Inserting comments in a document, saving versions of a document, tracking changes in a document, comparing and protecting documents, accepting and rejecting changes, using advanced find and replace techniques, creating a bookmark and cross-reference, understanding outline collaboration
- Working with graphics:
 - Creating drop caps, grouping and ungrouping graphics, positioning graphics, layering graphics, aligning and distributing graphics, adding color effects to graphics, modifying shadow and 3-d settings, adding a watermark and page border
- Concept review, skills review, independent challenges and visual workshop

- Academic Skills – business reading, language and math:
 - Reading, language, and math study skills. Studying for tests, language review and math review. Final assessment- TABE language and math posttests.

Concept 11

- Creating and modifying charts:
 - Understanding charts and graphs, creating a chart modifying chart objects, modifying the chart type, changing the elevation and orientation of a pie chart, creating area and line charts, modifying values in a chart, importing data into a chart
- Creating and using forms:
 - Creating a form template, inserting a text form field, specifying calculations in a form field, inserting a check box form field, inserting a drop-down form field, adding help to a form field, preparing a form for a user, filling out a form as a user
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Your place in the modern office:
 - The office environment, career opportunities in the office, your attitude and work, getting along with people

Concept 12

- Customizing word with Auto text and macros:
 - Creating and inserting an auto text entry, recording a macro, applying a macro, editing a macro, copying, renaming and deleting macros, customizing a tool bar, using a custom toolbar, modifying default settings
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Your place in the modern office:
 - The office environment, career opportunities in the office, your attitude and work, getting along with people

Concept 13

- Review
- Create Resume / Cover letter Templates
- Final exam on Microsoft Word

Phase 3 – Microsoft Excel

Concept 14

- Getting started with Microsoft Excel:
 - Defining spreadsheet software, starting excel, viewing the excel window, opening and saving a workbook, entering labels and values, previewing and printing a worksheet, getting help, closing a workbook and exiting excel
- Building and editing worksheets:
 - Planning and designing a worksheet, editing cell entries and working with ranges, entering formulas, introducing excel functions, copying and moving cell entries, understanding relative and absolute cell references, naming and moving a sheet
- Concept review, skills review, independent challenges and visual workshop

- Customer Service Office Skills – Your place in the modern office:
 - The office environment, career opportunities in the office, your attitude and work, getting along with people

Concept 15

- Formatting a worksheet:
 - Formatting values, using fonts and font sizes, changing attributes and alignment of labels, adjusting column widths, inserting and deleting rows and columns, applying colors, patterns and borders, using conditional formatting, checking spelling
- Working with Charts:
 - Planning and designing a chart, creating a chart, moving and resizing a chart, editing a chart, formatting a chart, enhancing a chart, annotating and drawing on a chart, previewing and printing a chart
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Technical skills and knowledge:
 - Office computer systems, network systems and telecommunications, computer and equipment issues

Concept 16

- Working with formulas and functions:
 - Creating a formula with several operators, using names in a formula, generating multiple totals with auto sum, using dates in calculations, building a conditional formula with the if function, using statistical functions, calculating payments with the pmt function, displaying and printing formula contents
- Managing workbooks and preparing them for the web:
 - Freezing columns and rows, inserting and deleting worksheets, consolidating data with 3-d references, hiding and protecting worksheet area, saving custom views of a worksheet, controlling page breaks and page numbering, creating a hyperlink between excel files, saving an excel file as an HTML document
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Technical skills and knowledge:
 - Office computer systems, network systems and telecommunications, computer and equipment issues

Concept 17

- Automating worksheet tasks:
 - Planning a macro, recording a macro, running a macro, editing a macro, using shortcut keys with macros, using the personal macro workbook, adding a macro as a menu item, creating a toolbar for macros
- Using lists:
 - Planning a list, creating a list, adding records with the data form, finding records, deleting records, sorting a list by one field, sorting a list by multiple fields, printing a list
- Concept review, skills review, independent challenges and visual workshop.
- Customer Service Office Skills – Technical skills and knowledge:

- Office computer systems, network systems and telecommunications, computer and equipment issues

Concept 18

- Review
- Create Resume / Cover letter Templates
- Final exam on Microsoft Excel

Phase 4 – Microsoft Access

Concept 19

- Getting started with Microsoft Access:
 - Defining database software, learning database terminology, starting access and opening a database, viewing the database window, navigating records, entering records, editing records, previewing and printing a datasheet, getting help and exiting access
- Using tables and queries:
 - Planning a database, creating a table, using table design view, formatting a datasheet, understanding sorting, filtering and finding, sorting records and finding data, filtering records, creating a query, using query design view
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Office support skills:
 - Office computer systems, network systems and telecommunications, computer and equipment issues

Concept 20

- Using forms:
 - Planning a form, creating a form, moving and resizing controls, modifying labels, modifying text boxes, modifying tab order, entering and editing records, inserting an image
- Using Reports:
 - Planning a report, creating a report, grouping records, changing the sort order, modifying an expression, aligning controls, formatting controls, creating mailing labels
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Office support skills:
 - Telephone procedures, filing and managing records, processing business documents, accounting and other financial activities, sending and receiving mail, managing office activities

Concept 21

- Modifying a database structure:
 - Examining relational database, planning related tables, creating related tables, defining text field properties, defining number and currency fields, defining date/time and yes/no fields, defining field validation properties, creating one to many

relationships

- Creating multiple table queries:
 - Creating select queries, sorting a query on multiple fields, developing AND queries, developing OR queries, creating calculated fields, building summary queries, creating cross tab queries, modifying cross tab queries
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Office support skills:
 - Telephone procedures, filing and managing records, processing business documents, accounting and other financial activities, sending and receiving mail, managing office activities

Concept 22

- Developing Forms and Sub forms:
 - Understanding the Form/sub form relationship, creating forms with sub forms using the form wizard, creating sub forms using queries, modifying sub forms, adding combo boxes, adding option groups, adding command buttons, adding records with a form/sub form
- Building Complex Reports:
 - Using the database wizard, importing data, creating a report from a parameter query, enhancing reports, adding lines and rectangles, inserting an image, securing the database
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Communications and problem-solving skills:
 - Telephone procedures, filing and managing records, processing business documents, accounting and other financial activities, sending and receiving mail, managing office activities
- Access Final exam

Phase 5 – Microsoft PowerPoint

Concept 23

- Getting Started with Microsoft PowerPoint:
 - Defining presentation software, starting PowerPoint, using the auto content wizard, viewing the PowerPoint window, viewing a presentation, saving a presentation, getting help, printing and closing the file, exiting the program
- Creating a presentation:
 - Planning and effective presentation, choosing a look for a presentation, entering slide text, creating a new slide, working in outline view, entering notes, checking spelling in the presentation, evaluating a presentation
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Communications and problem-solving skills:
 - Telephone procedures, filing and managing records, processing business documents, accounting and other financial activities, sending and receiving mail, managing office activities

Concept 24

- Modifying a Presentation:
 - Opening an existing presentation, drawing and modifying an object, editing drawing objects, understanding aligning grouping and stacking objects, aligning and grouping objects, adding and arranging text, formatting text, customizing the color scheme and background, correcting text automatically
- Enhancing a presentation:
 - Inserting clip art, Inserting, cropping and scaling a picture, embedding a chart, entering and editing data in the datasheet, formatting a chart, using slide show commands, creating tables in PowerPoint, setting slide show timings and transitions, setting slide animation effects
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Communications and problem-solving skills:
 - Telephone procedures, TTY, filing and managing records, processing business documents, accounting and other financial activities, sending and receiving mail, managing office activities.

Concept 25

- Customizing your presentation:
 - Understanding PowerPoint masters, formatting Master text, changing master text indents, adjusting text objects, using advanced drawing tools, using advanced formatting tools, using the style checker, creating and customizing a toolbar
- Enhancing Charts:
 - Inserting data from a file into a datasheet, formatting a datasheet, changing a chart's type, changing a chart display, working with chart elements, animating charts and sounds, embedding and formatting an organizational chart
- Concept review, skills review, independent challenges and visual workshop
- Customer Service Office Skills – Employment skills:
 - Choosing your office career, finding and applying for a job, on the job; What to expect, moving ahead toward your career goal

Concept 26

- Working with embedded and linked objects and hyperlinks:
 - Embedding a picture, inserting a Word table, embedding an excel chart, linking an excel worksheet, updating a linked excel worksheet, inserting an animated GIF file, inserting a sound, inserting a hyperlink
- Using slide show features:
 - Setting up a slide show, creating a custom show, hiding a slide during a slide show, using the meeting minder, rehearsing slide timings, using the pack and go wizard, using the Microsoft PowerPoint viewer
- Concept review, skills review, independent challenges and visual workshop
- PowerPoint final exam
- Customer Service Office Skills – Employment skills:
 - Choosing your office career, finding and applying for a job, on the job; what to expect, moving ahead toward your career goal.

Phase 6 – Review and Final Exam

Concept 27

- Microsoft Office Review
- Final Microsoft Office Test

PC Technician Skills Training (A+) Curriculum

Classroom Environment

This program is designed to honor the Adult Learning Theories that Adults learn best when learning is; a) self-directed, b) meaningful and c) interactive. With this in mind, learning is self-paced and activities are designed to use all three major learning styles (Visual, Auditory and Kinesthetic). As a model of non-traditional classroom instruction, the instructors move around the room answering questions and targeting training to each individual's specific needs. Lectures, group activities, self-study computer tutorials and labs are all incorporated into the training.

Program Outline

Week	Objectives
1	<p>Electricity and Safety: This module will prepare students for working with electricity and computer components. Safety precautions and methods to prevent damage due to electrostatic discharge are covered.</p> <p>Hardware Needs Software to Work: This module will introduce students to basic hardware components, their function, and how they interact with software in order to work.</p> <p>PC Repair Fundamentals: This module will focus on PC Support Technician tools, personal computer preventive maintenance, how to work inside a computer case, understanding the boot process, general rules on how to troubleshoot a PC problem including a failed boot.</p>
2	<p>Form Factors and Power Supplies: This module will focus on computer case, motherboard, and power supply form factors, the measures and properties of electricity, and troubleshooting the electrical system.</p>
3	<p>Processors and Chipsets: This module will cover the technical specifications of computer processors and chipsets, heat sinks and cooling fans, including installation techniques.</p>
4	<p>Motherboards: This module will cover the details of motherboard form factors and specifications, including configuring and supporting a motherboard, replacing a motherboard, and troubleshooting a motherboard.</p> <p>Upgrading Memory: In this module all RAM Technologies will be described including how to upgrade computer memory and troubleshooting problems with computer memory.</p>
5	<p>Hard Drives: This module will focus on how hard drives work, including hard drive</p>

interface standards, selecting and installing a hard drive, and troubleshooting hard drives.

- 6 **Installing and supporting I/O devices:** The basic principles of supporting Input/Output devices will be covered in this module. Students will learn about working with keyboards, the mouse, specialty input devices, monitors, projectors, and video cards.

Multimedia Devices and Mass Storage: This module will focus on the variety of different multimedia devices available for PCs. Students will also learn about mass storage devices, hardware used for backups, and troubleshooting techniques.

- 7 **PCs on a Network:** In this module students will learn the basics of physical network architectures and how windows operates on a network. Students will also learn to install network interface cards, setup a wireless network, and troubleshoot network connections.

- 8 **Notebooks, Tablet PCs, and PDAs:** This module will focus on supporting the latest notebook (laptop) computers, replacing and upgrading parts, and troubleshooting techniques. Tablet PCs and PDAs will also be surveyed for general specifications.

Supporting Printers and Scanners: This module will cover how printers and scanners work, installing and sharing a printer, along with maintaining and troubleshooting printer problems.

- 9 Students will review the hardware objectives and prepare for the hardware final examination.

- 10 **Introducing Operating Systems (OS):** In this module students will learn about the various operating systems and the differences between them, how an OS interfaces with users, files and folders, applications, and hardware, and how a few OS tools can be used to examine and maintain a system.

Installing Windows 2000/XP: This module will cover Windows 2000/XP features and architecture. Students will learn how to plan a Windows 2000/XP installation, learn the steps to install Windows XP, learn what to do after Windows XP is installed, and learn how to install Windows 2000 Professional.

- 11 **Maintaining Windows 2000/XP:** This module will cover how to install and manage hardware and applications using Windows 2000/XP, and how to protect and maintain Windows 2000/XP system files. Students will also learn about the Windows 2000/XP registry and how to optimize the Windows 2000/XP environment for best performance.

- 12 **Supporting Windows 2000/XP Users and Their Data:** In this module students will learn how to set up and support Windows 2000/XP user accounts, learn to use the

tools to support users and their data, and how to maintain a hard drive and keep good backups.

- 13 **Troubleshooting Windows 2000/XP Startup:** This module will focus on the Windows 2000/XP starts up process. Students will learn about the tools that can help you when Windows fails to boot or boots with errors, and learn strategies that you can use to solve problems when Windows 2000/XP won't boot.
- 14 **Windows 9x/Me Commands and Startup Disk:** This module will cover what happens when you first turn on your PC and DOS and Windows 9x/Me start. Students will learn about the commands DOS and Windows 9x/Me use to manage memory, learn to use different commands at the command prompt, learn how to use a Windows 9x/Me startup disk to prepare a hard drive for first use, and to troubleshoot a failed boot.
- Supporting Windows 9x/Me:** This module will cover the Windows 9x/Me architecture, how to install Windows 9x/Me and how to install hardware and software applications. Students will learn about the Windows 9x/Me boot process, the tools to manage and troubleshoot Windows 9x/Me, and how to troubleshoot Windows 9x/Me.
- 15 **Windows on a Network:** In this module, students will learn about different types of physical network architectures, how networking works with Windows, how to configure a network card and a network protocol using Windows, and how to share resources on a network. Students will also learn how to set up and secure a wireless network and learn about troubleshooting tools and tips for network connections.
- 16 **Windows on the Internet:** This module will focus on the TCP/IP suite of network protocols. Students will learn how to connect to the Internet using cable modem, DSL, and dial-up connections and how to share those connections, and how to use a router to enhance and secure a network connection to the Internet. Students will also learn about supporting common Internet clients such as Web browsers, e-mail clients, file transfer software, Internet telephone, and Windows XP Remote Desktop.
- 17 **Securing Your PC and LAN:** This module will cover securing a desktop or notebook computer, and a local wired or wireless network. Students will also learn how malicious software works and how to clean an infected system.
- Supporting Printers and Scanners:** This module will focus on how to install printers and scanners, and how to share a printer over a local area network. Students will learn about routine maintenance tasks necessary to support printers and scanners, and how to troubleshoot printer and scanner problems.
- 18 **The Professional Technician:** In the final module of the course students will learn the job roles and responsibilities of those who sell, fix, or support personal computers, how to interact with customers when servicing and supporting personal

computers and all about software copyrights and your responsibilities under the law.

- 19 Students will review the software objectives and prepare for the software final examination.
- 20 Students will prepare for A+ Certification through practice exams and a review of course materials.

PC Technician Skills Training (Network+) Curriculum

Classroom Environment

This program is designed to honor the Adult Learning Theories that Adults learn best when learning is; a) self-directed, b) meaningful and c) interactive. With this in mind, learning is self-paced and activities are designed to use all three major learning styles (Visual, Auditory and Kinesthetic). As a model of non-traditional classroom instruction, the instructors move around the room answering questions and targeting training to each individual's specific needs. Lectures, group activities, self-study computer tutorials and labs are all incorporated into the training.

Program Outline

Week	Objectives
1	<p>Introduction of Computer Networks: This module will discuss the network concept and provide an overview of various networks and the features that are common regardless of operating system. This overview will also cover basic network terms that will familiarize students and serve as a foundation for the rest of the course.</p> <p>Bus Topologies: This module will cover the Bus topologies and common connectors associated with this topologies. Students will learn this history of this topology and how it has changed over the years.</p>
2	<p>Ethernet: This module will describe the Ethernet technology and its basic components. Students will learn the IEEE standards that apply to networks. Students will also cover how Ethernet packages data and sends it across the network. Students will also identify the cabling systems for Ethernet and will be able to recognize limitations of each.</p>
3	<p>Ring Topologies and Token Ring: This module will describe the Ring topology and will focus specifically on the Token Ring technology and its basic components. Students will learn the IEEE standards that applies to the Token Ring network. Students will also cover how a token is used to send data across the network. Students will also identify the cabling systems for Token Ring and will be able to recognize limitations of each.</p>
4	<p>The OSI Model - Layers 1 through 3: This module will introduce the student to the OSI model and its relevance to networks. Students will learn specific functions of the Physical Layer, the Data-Link Layer and the Network Layer. Students will also learn differences between hubs, bridges and routers and how they each factor into the OSI model.</p> <p>The OSI Model - Layers 4 through 7: This module will cover the remaining 4</p>

layers of the OSI model: Transport Layer, Session Layer, Presentation Layer and the Application layer. Students will be able to identify the function of each layer for the different type of networks.

- 5 **Protocol Suites:** This module covers the different protocol suites that have been developed and the networks that use them. Students will learn which layer of the OSI model uses the different protocols and why they are used at a particular level.
- 6 **IPX/SPX:** As the IPX/SPX protocol suite is widely used for Novell networks, this module will focus on this suite in detail. Students will cover basic components of the protocol suite and the limitations and strengths as compared to TCP/IP.
- 7 **TCP/IP:** This module will cover the TCP/IP protocol in great detail as it is the most frequently used protocol today. Students will cover the history of the TCP/IP protocol and Unix's contribution. Students will also learn why this protocol is so widely used in networks today.
- 8 **Network Operating Systems:** This module will cover the most common Network Operating Systems used today. Students will learn about user level vs. shared level of security and discuss the importance of passwords in networks.

 Complete Network PC: This module covers the hardware connection (specific to the PC) to a network as well as the core components of a network: connection, speed, reliability and protection of data. Students will also cover logical components of the PC and how it relates to being part of a network.
- 9 **Connectivity Hardware:** This module covers network hardware outside of the PC. This module focuses on standard equipment such as hubs, routers, bridges and the various types, advantages, and disadvantages of each.

 Remote Connectivity: This module covers connecting to the network from a remote location and the various ways to do so. This section will cover standard phone lines as they compare to data lines and the hardware necessary for both to work on a network.
- 10 **Maintenance and Troubleshooting Network:** This section will discuss necessary components of maintaining a network and will cover security, backup and redundancy techniques. This section will also discuss troubleshooting and logical steps to follow when network difficulties are encountered.

 Review and test preparation: Students will take practice tests, review other materials such as exam cram texts and software to prepare for the actual exam. Students will be given feedback of their practice tests and will complete instructor led reviews to assist them with measuring competencies.

ADDENDUM 1

Costs of Tuition and Books/Supplies

BUILDING MAINTENANCE SKILLS TRAINING

Tuition	Program costs are covered by terms. Students are projected to complete the course in 2 terms of 15 weeks each.	
	One Term (15 weeks):	\$3,942.00
	Two Terms (30 weeks):	\$7,884.00
Books/Supplies	\$661.06	
Exam & Other Fees	\$300.63	

CULINARY ARTS SKILLS TRAINING

Tuition	Program costs are covered by terms. Students are projected to complete the course in 2 terms of 10 weeks each.	
	One Term (10 weeks):	\$2,631.00
	Two Terms (20 weeks):	\$5,262.00
Books/Supplies	\$370.72	
Exam & Other Fees	\$177.50	

DATA ENTRY SKILLS TRAINING

Tuition	Program costs are covered by terms. Students are projected to complete the course in 2 terms of 13 weeks each.	
	One Term (13 weeks):	\$3,417.00
	Two Terms (26 weeks):	\$6,834.00
Books/Supplies	\$399.25	
Lab & Other Fees	\$49.00	

OFFICE COMPUTER AND ADMINISTRATIVE SKILLS TRAINING

Tuition Program costs are covered by terms. Students are projected to complete the course in 2 terms of 13 weeks each.

One Term (13 weeks): \$3,417.00

Two Terms (26 weeks): \$6,834.00

Books/Supplies \$450.67

Lab & Other Fees \$49.00

PC TECHNICIAN SKILLS TRAINING (A+)

Tuition Program costs are covered by terms. Many students are projected to complete the program in a 20-week period of time. Additional terms of 5 weeks per term may be authorized up to a maximum of three additional terms for students who may need that level of support.

1st Term of 20 Weeks: \$5,449.00

Additional 5-Week Terms: \$1,363.00

Books/Supplies \$521.29

Exam & Other Fees \$395.00

PC TECHNICIAN SKILLS TRAINING (Network+)

Tuition Program costs are covered by terms. Many students are projected to complete the program in a 10-week period of time. Additional terms of 5 weeks per term may be authorized up to a maximum of two additional terms for students who may need that level of support.

1st Term of 10 Weeks: \$2,725.00

Additional 5-Week Terms: \$1,363.00

Books/Supplies \$272.27

Exam & Other Fees \$295.00
