



***Alabama
Department of
Postsecondary Education***

Representing Alabama's Public Two-Year College System

OAD 218

Office Procedures

Plan Of Instruction

Effective Date: 2006

Version Number: 2006-1

COURSE DESCRIPTION

This course is designed to develop an awareness of the responsibilities and opportunities of the office professional through classroom instruction. Emphasis is on current operating functions, practices and procedures, work habits, attitudes, oral and written communications, and professionalism. Upon completion, the student should be able to demonstrate the ability to effectively function in an office support role. This course supports CIP code 52.0401.

CREDIT HOURS (applicable if entire course is taught in a career/technical education degree or non-degree program)

Theory	3 credit hours
Lab	0 credit hour
Total	3 credit hour

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Colleges may schedule lab hours as manipulative (3:1 contact to credit hour ratio) or experimental (2:1 contact to credit hour ratio). Lab credit is 3:1.

PREREQUISITE COURSES

Determined by college unless stated otherwise

CO-REQUISITE COURSES

Determined by college unless stated otherwise.

INSTRUCTIONAL NOTE:

This course is designed to give students the knowledge and understanding of the technical and human relations skills necessary for an administrative professional position. It is recommended that job preparation skills be covered in this class unless covered in other classes within the college plan of study.

INDUSTRY/PROFESSIONAL COMPETENCIES:

- Apply knowledge of the present and future workplace.
- Apply knowledge of effective communication and technology.
- Apply knowledge of computer technology, meetings and travel arrangements.

GENERAL INSTRUCTIONAL OBJECTIVES

The **cognitive objective** for this course is for each student to comprehend foundational knowledge of an administrative professional's role and responsibilities.

The **performance objective** of this course is for each student to apply and demonstrate foundational knowledge of an administrative professional's role and responsibilities.

INDUSTRY/PROFESSIONAL COMPETENCIES/STUDENT PERFORMANCE

MODULE A – PRESENT AND FUTURE WORKPLACE		
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES	
A. A1.0 Apply knowledge of the present and future workplace. (B)	A1.1 This competency is measured cognitively.	
ENABLING OBJECTIVES/KEY INDICATORS		KSA Indicator
A1.1.1 Identify forces that are changing the workplace environment.		A
A1.1.2 Identify workplace strategies for coping with change.		B
A1.1.3 Describe career opportunities available for the administrative professional.		B
A1.1.4 Determine the effects of stress in the workplace.		B
A1.1.5 Identify factors that contribute to workplace stress.		A
A1.1.6 Identify time wasters		A
A1.1.7 Describe the relationship among stress, anger, and time.		B
A1.1.8 Explain the importance of ethical behavior in the workplace.		B
A1.1.9 Determine how to achieve ethical change.		B
A1.1.10 Identify characteristics of an ethical employee.		A
A1.1.11 Develop an understanding of effective team behavior and workplace team composition.		B
A1.1.12 Demonstrate effectiveness in dealing with diverse environments.		B
A1.1.13 Describe the role of safety and health in the workplace.		A

MODULE B – EFFECTIVE COMMUNICATION		
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES	
B1.0 Apply knowledge of effective communication. (B)	B1.1 This competency is measured cognitively.	
ENABLING OBJECTIVES/KEY INDICATORS		KSA Indicator
B1.1.3	Identify nonverbal communication gestures.	A
B1.1.4	Describe effective nonverbal communication.	A
B1.1.6	Apply elements of effective correspondence.	b
B1.1.8	Describe how telecommunications affects individuals' lives today and in the future.	B
B1.1.9	Describe the major telecommunication pipelines.	A
B1.1.10	Identify messaging services.	A
B1.1.11	Describe proper cell phone and standard telephone etiquette.	A
B1.1.12	Identify mail classifications and mail services.	A
B1.1.13	Explain the processing of outgoing and incoming mail.	B

MODULE C – MEETINGS AND TRAVEL		
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES	
C1.0 Apply knowledge of meetings and travel arrangements (B)	C1.1 This competency is measured cognitively.	
ENABLING OBJECTIVES		KSA Indicator
C1.1.1 Explain the importance of effective meetings,		B
C1.1.2 Describe the wide variety of meeting formats.		B
C1.1.3 Describe the roles and responsibilities of individuals associated with a meeting.		A
C1.1.4 Explain domestic travel arrangements.		B
C1.1.5 Explain international travel arrangements.		B

MODULE D - REPROGRAPHICS		
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES	
D.0 Use reprographics (3b)	D1.1 No student performance associated with this competency during this module of instruction	
ENABLING OBJECTIVES		KSA Indicator
D1.1.1 Identify the types of copiers that are available.		A
D1.1.2 Describe copier maintenance, copier selection, and copy centers.		A
D1.1.3 Describe fax machines and their features.		A

COURSE CONTENT OUTLINE

MODULE A – Present and Future Workplace

- Workplace Changes
 - Anger, Stress, and Time Management
 - Ethical Theories and Behaviors
 - Workplace Team and Environment

MODULE B – Effective Communication

- Office Communication
 - Nonverbal Communication
 - Written Communication
 - Presentation Skills
 - Telecommunications
 - Workplace Mail

MODULE C – Meetings and Travel

- Meetings and Travel
 - Face-to-Face Meetings
 - Electronic Meetings
 - Domestic Travel Arrangements
 - International Travel Arrangements

MODULE D – Reprographics

- Copiers
- Maintenance
- Fax Machines

LEARNING OBJECTIVES TABLE OF SPECIFICATIONS

The table of specifications below identifies the percentage of objectives at a cognitive level for each module. **Instructors should develop sufficient** numbers of test items at the appropriate level of evaluation.

ENABLING OBJECTIVES TABLE OF SPECIFICATIONS				
	Cognitive Domain			
	Facts/ Nomenclature A/a	Principles/ Procedures B/b	Analysis/ Operating Principles C/c	Evaluation/ Complete Theory D/d
Module A	38%	61.5%	-	-
Module B	66%	33%	-	-
Module C	20%	80%	-	-
Module D	100%	-	-	-

Knowledge, Skills, and Abilities (KSA) Indicators

	Value	Key Word(s)	Definition
Performance Ability	4	Highly Proficient	Can do the complete competency quickly and accurately. Can tell or show others how to do the competency.
	3	Proficient	Can do all parts of the competency. Needs only a spot check of completed work
	2	Partially Proficient	Can do most parts of the competency. Needs help only on hardest parts.
	1	Limited Proficiency	Can do simple parts of the competency. Needs to be told or shown how to do most of the competency.
Knowledge of Skills	d	Complete Theory	Can predict, isolate, and resolve problems about the competency
	c	Operating Principles	Can identify why and when the competency must be done and why each step is needed.
	b	Procedures	Can determine step-by-step procedures for doing the competency.
	a	Nomenclature	Can name parts, tools, and simple facts about the competency.
Knowledge	D	Evaluation	Can evaluate conditions and make proper decisions about the subject.
	C	Analysis	Can analyze facts and principles and draw conclusions about the subject.
	B	Principles	Can identify relationship of basic facts and state general principles about the subject.
	A	Facts	Can identify basic facts and terms about the subject
<p>Alpha Scale Values - Any item with an upper case letter (A, B, C, D) by itself is taught as general information on a topic. This information may be related to the competency or encompass multiple competencies. Examples might include mathematical computations or knowledge of principles such as Ohm's Law.</p> <p>A lower case letter indicates a level of "Knowledge of Skills." Individuals are taught information pertaining to performing a competency. These may be indicated alone or in conjunction with a numerical scale value. A lower case letter by itself indicates the individual is not required to perform the task-just know about the task. (Example: Can state or explain procedures for doing a task).</p> <p>Numerical Scale Values - The numbers reflect the levels the individual will be able to perform a competency. Number values are always accompanied by lower case letters (i.e. 1a, 2b, 3c...etc.) in order to specify the level of knowledge of skills associated with the competency.</p> <p>Example: An individual with a competency with a scale indicator of 3b has received training of knowledge of skills whereby he or she can determine the correct procedures and perform with limited supervision; only requiring evaluation of the finished product or procedure.</p> <p>NOTE: Codes indicate terminal values.</p>			

RECOMMENDED INSTRUCTIONAL METHODOLOGIES: The table below links the teaching methods and activities most effective for facilitating student achievement of learning outcomes published in this plan of instruction.

Cognitive Level (Thinking)	Goal for Students	Teaching Methods	Teaching Activities
Knowledge Descriptive Verbs: Defines, Lists, States, Describes, Identifies	Knows common terms, specific facts, methods, procedures, basic concepts, principles	Lecture Computer-based Instruction Video Demonstration	Mnemonics Examples or Illustrations Repetition Summaries Reviews
Comprehension Descriptive Verbs: Describe, Explains, Summarizes	Understands facts and principles Interprets verbal material Interprets charts and graphs Translates verbal material to mathematical formulas Estimates future consequences Justifies methods and procedures	Informal Lecture Discussion Demonstration Participation Interactive Computer Based Instruction	1. Teach to the Knowledge Level 2. Explains and demonstrates concept, principle or procedure learned 3. Put students in new situation, and instructor and students co-solve employing the indicated concept, principle, or procedure. 4. Put students in a new situation, and the students solve the new situation using the concept, principle, or procedure while instructor supervises. 5. Remediate/Reteach as required
Application Descriptive Verbs: Uses, Solves, Operates, Produces, Demonstrates, Constructs	Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs charts, graphs, or simple mechanisms Demonstrates correct usage of a method or procedure	Demonstration Individual Research Lab Exercises Case Studies Experiments Clinicals	1. Teach to the Knowledge Level 2. Teach to the Comprehension Level 3. Student must identify the concept, principle, or procedure and use it to solve new scenario(s) 4. Remediate/Reteach as required
Psychomotor Level (Doing)	Goal for Students	Teaching Methods	Teaching Activities
Mechanism Descriptive Verbs: Assembles, calibrates, inserts, removes, constructs, measures, fixes, dismantles, sketches	Learned responses have become habitual and can be performed with some confidence and proficiency as designated by the KSAs	Lab Exercises Case Studies Experiments	1. Demonstration 2. Observation 3. Evaluation 4. Feedback 5. Remediate/Reteach as required

Glossary of Terms	
Plan of Instruction (POI)	A teaching-learning plan which includes student centered instructional objectives, outlined content, instructional and evaluation strategies, and other relevant information needed to guide the development and/or revision of learning experiences such that students achieve stated educational and performance outcomes.
Industry/Professional Competencies	A major task that individuals perform in a given industry or profession . From these major tasks, performance objectives can be developed. Meeting performance objectives indicates a student has attained the associated industry/professional competencies. Taken together, these support the Course Instructional Objectives.
Course Instructional Objectives	The overall goal of the course of instruction stated in broad terms. This is supported by the attainment/completion of the competencies and associated competency tasks and sub-tasks.
Task	A skill that individuals perform that enables them to accomplish and satisfactorily complete/attain as given competency.
Student Performance Objectives	The skills each student is required to demonstrate during or at the conclusion of each module or course. These skills are the direct result of the attainment/completion of the professional competencies.
Enabling Objectives/Key Indicators	The required knowledge and/or skill each student must acquire in order to have the best chance of achieving the stated Student Performance Objective.
Knowledge, Skills, and Abilities (KSA) Indicator	A table that provides an alpha/numeric indicator of knowledge, knowledge of skills, and performance ability(s) students must demonstrate at the conclusion of specified instruction. Each competency designates the terminal level of KSA students must achieve. Enabling objectives/Key Indicators have a separate KSA designating the level of knowledge students must have in order to perform the associated competency(s).
Modules	A grouping of interrelated knowledge and skills representing a sub-task of a course. Modules may be taught independently of other course content.
Prerequisite Courses	Courses students are required to successfully complete before being allowed entrance into other courses
Instructional Note	Knowledge and skills relevant to the course that students will be demonstrating during the course. For example: computer, technical writing, mathematics, and speaking skills.

GLOSSARY OF TERMS (Cont)	
Course Prefix/numbers	Used to identify courses taught in multiple disciplines.
Co-requisite Course	Course required in conjunction to the specified course often in the form of a lab
Modules	A grouping of interrelated knowledge and skills representing a sub-element of a course.
Course Content Outline	A listing of topics for instruction in a particular course
Contact/Credit hours	Specifies the recommended contact to credit hours for each course. Mandates the total credit hours awarded for each course.
Prerequisite Knowledge	Intellectual capabilities required for handling the academic rigors of the discipline.
Recommended Methods of Evaluation	Suggests test item options for measuring student achievement of enabling objectives. Suggests the number of test items required to adequately measure student achievement of enabling objectives. Mandates the evaluation of criterion objectives.
Recommended Instructional Methodologies	Suggests the most effective instructional methods for achieving stated learning levels
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