The Office Professional
Course Design
2002-2003

Course Information
Organization: EASTERN ARIZONA COLLEGE
Division: Business
Course Number: OFT 214
Title: The Office Professional
Credits: 3
Developed by: Dana Barnett
Lecture/Lab Ratio: 3 Lecture hours per week
Transfer Status: Transfers as a elective to ASU and NAU.

Extended Registration
Class: NO
CIP Code: 52.0402
Assessment Mode: Pre/Posttest, Raw Score = 100 questions 1 point ea
Semester Taught: Fall and spring.
Gen. Ed. Area: None
Separate Lab: No
Awareness Course: No

Goals:
To analyze the tasks and responsibilities of the office assistant as well as the professional image, personality traits, job attitudes, and interpersonal relationships of the office professional. To experience and/or perform the procedures and tasks of assisting the executive.
Description: Study and application of office procedures, skills, and responsibilities that reflect the technological changes, global influences and professionalism of the 21st century office professional. Students will learn to be productive team members; behave ethically; process information via technology; communicate effectively; prepare travel, meeting, and financial documents; and lead and supervise others.


Supplies: 3.5 Computer Disk
## Competencies and Performance Standards

### 1. Analyze the office environment.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Analysis</th>
<th>Importance--Essential</th>
<th>Difficulty--Medium</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Criteria--** Performance will be satisfactory when:
- learner identifies the components of a positive professional image.
- learner explains the expanding role of the administrative assistant.
- learner discusses the basic job responsibilities of the administrative assistant.
- learner analyzes office protocol situations.
- learner identifies employee positions in an organizational chart.
- learner discusses ergonomic, safety and health concerns in the office setting.
- learner identifies actions to take if emergencies occur in the office.
- learner describes electronic and paper methods used for calendaring and scheduling.
- learner identifies strategies for handling on-the-job stress.
- learner examines public relations responsibilities.
- learner articulates how to receive office visitors.
- learner demonstrates skills in handling incoming and outgoing communications.

**Conditions--** Competence will be demonstrated:
- by participating in class discussions.
- in the completion of assignments from activities manual.
- in the completion of a unit test.

**Learning Objectives:**
- a. Identify the components of a positive professional image.
- b. Explain the expanding role of the administrative assistant.
- c. Discuss the basic job responsibilities of the administrative assistant.
- d. Analyze office protocol situations.
- e. Identify employee positions in an organizational chart.
- f. Discuss ergonomic, safety and health concerns in the office setting.
- g. Identify actions to take if emergencies occur in the office.
- h. Describe electronic and paper methods used for calendaring and scheduling.
- i. Identify strategies for handling on-the-job stress.
- j. Examine public relations responsibilities.
- k. Articulate how to receive office visitors.
- l. Demonstrate skills in handling incoming and outgoing communications.
2. Examine various information processing systems.

<table>
<thead>
<tr>
<th>Criteria--Performance will be satisfactory when:</th>
<th>Conditions--Competence will be demonstrated:</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• learner describes how technology impacts the administrative assistants job responsibilities.</td>
<td>• by participating in class discussions.</td>
<td>a. Describe how technology impacts the administrative assistants job responsibilities.</td>
</tr>
<tr>
<td>• learner identifies criteria that should be used when evaluating and selecting software.</td>
<td>• in the completion of assignments from activities manual.</td>
<td>b. Identify criteria that should be used when evaluating and selecting software.</td>
</tr>
<tr>
<td>• learner defines types of reprographic equipment and the various features available.</td>
<td>• in the completion of unit tests.</td>
<td>c. Define types of reprographic equipment and the various features available.</td>
</tr>
<tr>
<td>• learner identifies the basic filing methods.</td>
<td></td>
<td>d. Identify the basic filing methods.</td>
</tr>
<tr>
<td>• learner identifies the types of filing equipment used in the office.</td>
<td></td>
<td>e. Identify the types of filing equipment used in the office.</td>
</tr>
<tr>
<td>• learner describes appropriate records management practices.</td>
<td></td>
<td>f. Describe appropriate records management practices.</td>
</tr>
<tr>
<td>• learner defines telecommunications.</td>
<td></td>
<td>g. Define telecommunications.</td>
</tr>
<tr>
<td>• learner identifies special services and equipment available with telephone systems.</td>
<td></td>
<td>h. Identify special services and equipment available with telephone systems.</td>
</tr>
<tr>
<td>• learner discusses teleconferencing.</td>
<td></td>
<td>i. Discuss teleconferencing.</td>
</tr>
</tbody>
</table>
3. Prepare business correspondence.

**Criteria**—Performance will be satisfactory when:
- learner selects appropriate equipment to use when processing documents.
- learner identifies criteria to purchase office supplies.
- learner identifies the methods of dictation.
- learner uses proper procedures for processing a document.
- learner prepares completed documents for mailing.
- learner defines basic writing principles for writing business correspondence.
- learner composes business and personal correspondence for employer.
- learner identifies incoming and outgoing mail.
- learner uses proper procedures to process mail.

**Conditions**—Competence will be demonstrated:
- by participating in class discussions.
- in the completion of assignments from the activities manual.
- in the completion of unit tests.

**Learning Objectives:**
- a. Select appropriate equipment to use when processing documents.
- b. Identify criteria to purchase office supplies.
- c. Identify the methods of dictation.
- d. Use proper procedures for processing a document.
- e. Prepare completed documents for mailing.
- f. Define basic writing principles for writing business correspondence.
- g. Compose business and personal correspondence for employer.
- h. Identify incoming and outgoing mail.
- i. Use proper procedures to process mail.

4. Produce business reports using traditional research methods as well as computer research systems.

**Criteria**—Performance will be satisfactory when:
- learner explains the information research process.
- learner uses library and computer resources for collecting data.
- learner evaluates the appropriateness of information sources.
- learner prepares an abstract of a business article.
- learner identifies methods for presenting statistical information.
- learner identifies the parts of a formal report.

**Conditions**—Competence will be demonstrated:
- by participating in class discussions.
- in the completion of assignments from the activities manual.
- in the completion of unit tests.

**Learning Objectives:**
- a. Explain the information research process.
- b. Use library and computer resources for collecting data.
- c. Evaluate the appropriateness of information sources.
- d. Prepare an abstract of a business article.
- e. Identify methods for presenting statistical information.
- f. Identify the parts of a formal report.
5. Plan and prepare appropriate documents for travel arrangements.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Synthesis</th>
<th>Importance--Essential</th>
<th>Difficulty--Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Criteria--**Performance will be satisfactory when:</td>
<td>**Conditions--**Competence will be demonstrated:</td>
<td><strong>Learning Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>• learner plans air travel, hotel and rental car arrangements for the executive's domestic or international business trip.</td>
<td>• by participating in class discussions.</td>
<td>a. Plan air travel, hotel and rental car arrangements for the executive's domestic or international business trip.</td>
<td></td>
</tr>
<tr>
<td>• learner prepares a detailed travel itinerary.</td>
<td>• in the completion of assignments from the activities manual.</td>
<td>b. Prepare a detailed travel itinerary.</td>
<td></td>
</tr>
<tr>
<td>• learner completes follow-up activities upon executives return from travel.</td>
<td>• in the completion of unit tests.</td>
<td>c. Complete follow-up activities upon executives return from travel.</td>
<td></td>
</tr>
<tr>
<td>• learner plans and coordinate office meetings, conferences and conventions.</td>
<td></td>
<td>d. Plan and coordinate office meetings, conferences and conventions.</td>
<td></td>
</tr>
<tr>
<td>• learner prepares the order of business, resolutions, and minutes of a meeting.</td>
<td></td>
<td>e. Prepare the order of business, resolutions, and minutes of a meeting.</td>
<td></td>
</tr>
</tbody>
</table>

6. Evaluate basic financial records.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Comprehension</th>
<th>Importance--Important</th>
<th>Difficulty--High</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Criteria--**Performance will be satisfactory when:</td>
<td>**Conditions--**Competence will be demonstrated:</td>
<td><strong>Learning Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>• learner identifies standard financial practices.</td>
<td>• by participating in class discussions.</td>
<td>a. Identify standard financial practices.</td>
<td></td>
</tr>
<tr>
<td>• learner defines various financial documents.</td>
<td>• in the completion of assignments from activities manual.</td>
<td>b. Define various financial documents.</td>
<td></td>
</tr>
<tr>
<td>• learner evaluates various services of financial institutions.</td>
<td>• in the completion of unit tests.</td>
<td>c. Evaluate various services of financial institutions.</td>
<td></td>
</tr>
<tr>
<td>• learner interprets financial statements and reports.</td>
<td></td>
<td>d. Interpret financial statements and reports.</td>
<td></td>
</tr>
<tr>
<td>• learner identifies different kinds of investments.</td>
<td></td>
<td>e. Identify different kinds of investments.</td>
<td></td>
</tr>
<tr>
<td>• learner develops awareness of the securities markets and types of securities.</td>
<td></td>
<td>f. Develop awareness of the securities markets and types of securities.</td>
<td></td>
</tr>
<tr>
<td>• learner explains the importance of keeping accurate financial records.</td>
<td></td>
<td>g. Explain the importance of keeping accurate financial records.</td>
<td></td>
</tr>
<tr>
<td>• learner computes earning, deductions and net pay.</td>
<td></td>
<td>h. Compute earnings, deductions and net pay.</td>
<td></td>
</tr>
<tr>
<td>• learner explains the importance of confidentiality and accuracy in the preparation of payroll and tax records.</td>
<td></td>
<td>i. Explain the importance of confidentiality and accuracy in the preparation of payroll and tax records.</td>
<td></td>
</tr>
<tr>
<td>• learner examines the administrative assistant’s role in assisting the employer with income tax records.</td>
<td></td>
<td>j. Examine the administrative assistant’s role in assisting the employer with income tax records.</td>
<td></td>
</tr>
</tbody>
</table>
7. Interpret legal documents and government regulations.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Synthesis</th>
<th>Importance--Important</th>
<th>Difficulty--High</th>
</tr>
</thead>
</table>

**Criteria**—Performance will be satisfactory when:
- learner prepares court and non-court legal documents.
- learner interprets government regulations that impact on the performance of the administrative assistant’s duties.

**Conditions**—Competence will be demonstrated:
- by participating in class discussions.
- in the completion of assignments from activities manual.
- in the completion of unit tests.

**Learning Objectives:**
- Prepare court and non-court legal documents.
- Interpret government regulations that impact upon the performance of the administrative assistant's duties.

8. Articulate important steps in the employment process.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Comprehension</th>
<th>Importance--Essential</th>
<th>Difficulty--Medium</th>
</tr>
</thead>
</table>

**Criteria**—Performance will be satisfactory when:
- learner prepares a resume and a letter of application.
- learner discusses how to prepare for an employment interview.

**Conditions**—Competence will be demonstrated:
- by participating in class discussions.
- in the completion of assignments from activities manual.
- in the completion of unit tests.

**Learning Objectives:**
- Prepare a resume and a letter of application.
- Discuss how to prepare for an employment interview.

9. Assess personal attributes to enhance professional growth.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Evaluation</th>
<th>Importance--Essential</th>
<th>Difficulty--Medium</th>
</tr>
</thead>
</table>

**Criteria**—Performance will be satisfactory when:
- learner examines personal characteristics that will enhance career potential.
- learner discusses the functions of management.
- learner identifies the requirements for effective supervision.
- learner applies the decision-making process.
- learner identifies major leadership styles.

**Conditions**—Competence will be demonstrated:
- by participating in class discussions.
- in the completion of assignments from activities manual.
- in the completion of unit tests.

**Learning Objectives:**
- Examine personal characteristics that will enhance career potential.
- Examine the functions of management.
- Identify the requirements for effective supervision.
- Apply the decision-making process.
- Identify major leadership styles.

**Domain--Cognitive** | **Level--Application** | **Importance--Essential** | **Difficulty--High**
---|---|---|---

**Criteria--** Performance will be satisfactory when:
- learner uses the English reference guide in text.
- learner reads English usage sentences.
- learner corrects English usage sentences.
- learner rewrites English usage sentences.
- learner creates English Fundamentals reference guide.

**Conditions--** Competence will be demonstrated:
- in the completion of the English Fundamentals reference guide.

**Learning Objectives:**
- a. Use the English reference guide in text.
- b. Read English usage sentences.
- c. Correct English usage sentences.
- d. Rewrite English usage sentences.
- e. Create English Fundamentals reference guide.

11. Design a monthly newsletter.

**Domain--Cognitive** | **Level--Synthesis** | **Importance--Essential** | **Difficulty--Medium**
---|---|---|---

**Criteria--** Performance will be satisfactory when:
- learner creates a monthly newsletter.
- learner chooses appropriate articles.
- learner determines suitable layout.
- learner applies computer skills in printing newsletter.

**Conditions--** Competence will be demonstrated:
- in the completion of newsletter.

**Learning Objectives:**
- a. Create a monthly newsletter.
- b. Choose appropriate articles.
- c. Determine suitable layout.
- d. Apply computer skills in printing newsletter.

**Types of Instruction**

Classroom Presentation  
Simulated Work Experience

**Grading Policy**

**Evaluation Methods:**
- Assignments = 40%
- Formal Business Report = 10%
- Exams = 40%
- Post Test = 10%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
</tr>
</tbody>
</table>
Learning Plans

Learning Plan 1-- The Office Environment

Overview: The learning plan activities can be followed for each of the listed competencies. Instructors are encouraged to be creative and use a variety of learning activities.

Competency: 1. Analyze the office environment.
Competency: 2. Examine various information processing systems.
Competency: 3. Prepare business correspondence.
Competency: 4. Produce business reports using traditional research methods as well as computer research systems.
Competency: 5. Plan and prepare appropriate documents for travel arrangements.
Competency: 6. Evaluate basic financial records.
Competency: 8. Articulate important steps in the employment process.
Competency: 9. Assess personal attributes to enhance professional growth.

Learning Activities:

_____1. COMPLETE Pretest.
_____2. READ assigned chapter.
_____3. PARTICIPATE in class and small group discussions.
_____4. COMPLETE assignments in the activities manual.

Performance Assessment Activities:

_____1. Submit activity assignments.
_____2. Complete unit test.

Learning Plan 2-- English Fundamentals

Overview: In this learning plan students will apply proper English usage and punctuation through the completion of an English Fundamentals reference guide.


Learning Activities:
1. READ the English reference guide in the appendix of the text.

2. READ English usage questions in each chapter of text.

3. CORRECT English usage sentences in each chapter of text.

4. REWRITE English usage sentences in each chapter of text.

5. COMPLETE instructor assigned English Fundamentals activities for student workbook.

6. CREATE bound copy of corrected English usage sentence to use as a reference guide.

Performance Assessment Activities:


Learning Plan 3-- The Office Professional Newsletter

Overview: In this learning plan students will create a newsletter.

Competency: 11. Design a monthly newsletter.

Learning Activities:

1. DISCUSS components of a newsletter.

2. REVIEW sample newsletters as models.

3. DISCUSS the article content of the newsletter

4. DISCUSS using graphics in a newsletter.

5. DISCUSS appropriate newsletter layout.

6. PRACTICE completing a newsletter on computer.

7. CREATE newsletter.

Performance Assessment Activities:

1. Submit newsletter.