



2012 - 2013

Master Plan of Instruction Administrative Office Specialist

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MISSION: Lake Technical Center's mission is to meet the educational needs of the community by offering a variety of high quality career-technical training opportunities.

No person shall, on the basis of race, color, creed, religion, sex, age, handicap, marital status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake Technical Center Board of Directors. Lake Technical Center is an Equal Opportunity Institution.

charting new directions

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LAKE TECHNICAL CENTER

Administrative Office Specialist

PROGRAM MISSION

The mission of the Business Technology Education programs is to prepare students for productive business careers in a global economy. This will be accomplished by providing a good foundation in basic skills, thinking skills, and personal qualities.

PROGRAM PHILOSOPHY

We believe that competent workers in the high-performance workplace need:

1. Skills in communications, mathematics, critical thinking, teamwork, and effective work habits
2. Training in emerging concepts and technologies
3. Relevant work-based learning experiences

Lake Technical Center (LTC) provides a caring atmosphere that promotes a high degree of student-faculty interaction and fosters development of business and industry partnerships.

TEST OF ADULT BASIC EDUCATION (TABE)

All applicants for Career and Technical Education programs 450 hours or more, with the exception of Law Enforcement Officer applicants, take a state mandated TABE prior to enrollment (documented A.A., A.S., A.A.S., B.A., and B.S. degreed persons are exempt from this requirement).

According to Florida Department of Education rules, students who fail all or parts of the TABE may only retest using a different TABE version after 60 documented hours of remediation in the Applied Academics for Adult Education (AAAE) lab or three months if not attending AAAE. Students may not retake the same test version for six months. We, therefore, strongly recommend that students test early, especially for licensure programs, in order to allow time for remediation and retesting should the need arise.

Students who do not meet the minimum TABE scores set by the Florida Department of Education for their program must begin attending remediation classes in the AAAE lab prior to or at the time of enrollment in a Career and Technical Education class for at least one block a day and make acceptable progress as determined by the AAAE instructor. Students should meet state mandated TABE requirements by the time they have completed 50% of their program. Students who do not meet state mandated TABE scores may not receive a certificate of completion as per Florida Department of Education rules.

Applicants transferring TABE or CPT scores from other testing centers must do so by having an official score report sent directly to the Admissions Office prior to enrollment. Scores brought in by hand will not be accepted.

TABE scores are good for two years and must be valid at the time of enrollment. TABE scores that expire during continuous enrollment remain valid until the end of such enrollment. Under continuous enrollment, students must be enrolled at least 50% of one semester per school year and may miss no more than one consecutive semester. Continuous enrollment applies to attendance in a single program.

ADMISSION REQUIREMENTS

Applicants must be at least 16 years of age and should be academically, physically, and emotionally capable of meeting the demands of the chosen program. Applicants make initial application through the Admissions Office. A minimum skills evaluation is part of the admission process.

The Business Technology Education programs have the following minimum admissions requirements:

1. Complete an LTC online application
2. Take the TABE
3. Meet with a counselor
4. Confer with the program instructor or department chairperson prior to actual enrollment

A high school diploma or GED is not required to enroll. However, it is very strongly recommended that all students complete either a high school diploma or a GED prior to program completion.

The Administrative Assistant program requires 10th grade TABE levels in order to receive a certificate of completion. It is very strongly recommended that all students score not less than one grade level below required scores before enrolling in any program. No additional evaluation is required to enroll in a program. Students may benefit from completing appropriate assessments in the Vocational Assessment Laboratory prior to program enrollment.

No program prerequisites are required for program enrollment other than an interest in the program, a commitment to enter the workplace at the completion of enrollment, and a desire to succeed in the program. Students who enroll with prior business skills and/or training may be able to complete program requirements in less time than students who enter without this background.

ESSENTIAL TRAINING TASKS

Physical Requirements

1. Ability to reach above shoulder level
2. Ability to demonstrate a high degree of manual dexterity, i.e. to handle file folders, documents, computer disks, records, etc.
3. Ability to stoop, crouch, and/or bend
4. Ability to lift at least 10 pounds
5. Ability to see (near acuity)
6. Ability to work in an atmosphere of moderate machine and other noises
7. Ability to communicate with others in verbal and written form

Cognitive Requirements

1. Ability to demonstrate predictable, reliable, and timely attendance.
2. Ability to follow written and verbal directions and to complete assigned tasks on schedule.
3. Ability to read, write and communicate in English and understand basic math.
4. Ability to learn from directions, observations, and mistakes, and apply procedures using good judgment.
5. Ability to work independently or part of a team; ability to interact appropriately with others.
6. Ability to work with supervision, receiving instructions/feedback, coaching/ counseling and/or action/discipline.
7. Ability to cope with anger, fear, and hostility of others in a calm manner
8. Ability to cope with moderate to high levels of stress
9. Ability to cope with confrontation and frustration
10. Ability to interpret a variety of instructions furnished in written, oral, and diagrammatic form
11. Ability to assist with problem resolution
12. Ability to demonstrate a high degree of patience
13. Ability to work in areas that are close and crowded
14. Ability to plan, organize, and manage time and daily activities
15. Ability to apply common sense understanding to carry out instructions furnished in both written and oral form.
16. Ability to tolerate moderate noise level
17. Ability to perform repetitive tasks
18. Ability to measure accurately
19. Ability to work without close, direct supervision
20. Ability to work on multiple tasks and priorities
21. Ability to perform and complete tasks of relative complexity
22. Ability to read and understand computer, related equipment, and software manuals

TUITION

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each semester. Current fee information is available from the Admissions Office. Tuition is waived for eligible high school dual-enrolled students. Failure to pay all fees due at the time class begins will result in the student not being able to attend class and/or clinical.

CLASS SCHEDULE

Full-time students attend class from 8:15 AM to 2:45 PM Monday through Friday with a 30 minute lunch period. This schedule provides 6 hours of instruction each day for a total of 30 hours per five-day week, excluding holidays and school breaks as outlined in the current school calendar.

ATTENDANCE POLICY

In an effort to develop appropriate work ethics, Lake Tech students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence. The student attendance policy for each postsecondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

Absences

A student who is absent for six (6) consecutive class sessions will be withdrawn from enrollment in his/her program. A student withdrawn for absenteeism must petition administration to return. Students exhibiting a pattern of consecutive absences less than six days will be subject to dismissal as determined by a School Intervention Team.

Students in non-licensure programs must have achieved a minimum of 80% attendance at the end of each quarter. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences will pose a threat to grades and program enrollment. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences. Students who miss more than 20% of their program will not be allowed to re-enroll the next semester and must wait until the following enrollment period to re-register. Only regularly scheduled class hours will be reported for attendance.

Licensure program attendance policies are more rigid due to licensure requirements. See the individual program Master Plan of Instruction for specifics.

Tardiness

Students are expected to be in their seats promptly in the morning, after break, and after lunch. Students must notify the instructor before the start of class of any anticipated tardiness.

Leaving Campus During School Hours

Adult students should notify their instructor when leaving campus early. This is for the safety of students and to allow the instructor to best utilize instructional resources.

GRADING PROCEDURES

Grading Scale

The grading policy for this program is as follows:

90-100	Excellent
80- 89	Passing
< 80	Failing

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards. The approved postsecondary program grading requirements must be met if the student is to receive a certificate.

Program grades are based on the three criteria: Skills, Knowledge, and Work Habits. Each area counts as one-third of the nine weeks grade. Students receive a minimum of one skills and one knowledge grade for each week of enrollment. Students will receive a mid-term assessment of grades during each nine-week period. A minimum grade of 80% in each unit is required in order to receive a passing grade. If the student's grade is below an 80% average, the student will be counseled as to what steps need to be taken to bring the grade to a satisfactory level.

Program Progress

Students are required to complete the program of training within the hours allotted by the State of Florida for completion. Progress must be at a rate that will allow completion of the program with the number of membership hours stated in the Curriculum Framework.

Failure to progress at this rate will require the student to meet with the program instructor, a Center counselor and an administrator in order to identify an appropriate completion point or to assist the student in selecting a more appropriate training program.

Requirements for a Certificate

All competencies specified in the State of Florida Curriculum Framework for the program must be successfully completed. Successful completion is at least an 80 percent average in the areas of skills, knowledge, and work habits. Students must meet minimum skill requirements prior to graduation. Minimum TABE levels are specified elsewhere in this document. In addition, recommendation of the instructor for certification includes: consideration of personal appearance, willingness to learn and to work, punctuality, cooperative attitude, and appropriate work habits.

Work Habits

Effective work habits are the cornerstone to successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Instructors will work with students who need assistance in this area to improve the overall possibility for successful employment.

STUDENT DRESS

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized.

The director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. When it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

On certain designated days, students will be required to dress in normal business attire. This is defined to be clothing that would be acceptable on most business days in most business offices in which customers may be present. On other designated days, students will be required to dress in business attire suitable for a job interview. This is defined to be clothing that would be acceptable for most job candidates to wear to a standard job interview. If a student is absent on a designated day, they will dress in normal business attire or business attire suitable for a job interview on their next day of attendance. Designated days will be announced at least five class days in advance.

NOTE - Remember that you are preparing for employment in a position in which public relations may be a factor in your success. Individual desires cannot always take precedence.

Attire which is not appropriate for program attendance includes:

1. Tank tops, less than sleeveless attire, revealing midriff, revealing or low-cut tops, and short-shorts
2. Flip-flops, leggings
3. Clothing with inappropriate slogans

Shoes must be appropriate to safety/industry standards as determined by program instructor.

GENERAL SCHOOL INFORMATION

Campus Safety

Basic safety standards, which will include fire drills, weather drills, lockdowns, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment. Students should immediately report any safety concerns to an instructor or administrator. Please refer to the school catalog for more campus safety information.

Competency-based Instruction

Any student who enters a LTC program with previous experience or educational background that would enable the student to successfully complete a test of competence in any area may, with the permission of the instructor, complete a test to measure that competence.

Food and Drink

Food and drinks other than water are not allowed in classroom and laboratory areas. Water is permitted in these areas provided it is in a closed, covered container that will not spill if the container is tipped. This is to protect the equipment and furnishings in the classroom and laboratory areas.

Lunch

Food services are provided on the main campus by the Commercial Foods and Culinary Arts program and are available during breaks and lunch. Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time.

Parking Regulations

Students may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not allowed and a 10 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited.

Smoking

Smoking is only allowed in the designated smoking area.

FINANCIAL AID

Policies and guidelines for the administration of all financial aid are established according to federal and state law by a financial aid committee and published in the Financial Aid Policies and Procedures Manual. Applicants complete an information form, Free Application for Federal Student Aid, and furnish documentation needed to verify eligibility. More information on the application process may be obtained in the Financial Aid Office.

The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education–Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships). Financial Aid personnel are available daily to assist students with financial aid needs and requests. **The Financial Aid Coordinator is also the liaison** for all local agencies.

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods

Lecture, demonstration, discussion, group interaction, verbal and written quizzes, skill practice, individualized instruction, computerized tutorials, interactive learning, web-based learning, and online courses are among the teaching methods utilized.

Teaching and Instructional Aids

Textbooks, workbooks, projects, journals, reports, simulations, hands-on computer experience, collaborative learning, video-taped instructions, films, audio tapes, transparencies, guest speakers, board examples, field trips, customer service projects, program job shadowing, cooperative on-the-job training, computerized tutorials, computerized assessment, interactive learning, web-based learning, and online courses are used for instruction.

Provisions for Individual Differences

Among the provisions made to allow for individual differences are pre-testing to determine entry level, workbooks and study guides for progress at individual rate, progress grading, individualized instruction, individual project assignments, and referral for basic skills remediation. Curriculum may be adapted to meet individual student needs and goals.

Methods of Teaching Safety

A basic outline of safety standards and practices is covered along with a continuous implementation of safety principles.

Evaluation

Class performance, quizzes, tests, attendance, portfolio assessments, completion of project assignments, decision-making, work habits, and achievement of entry-level competencies, and other methods are used for evaluation.

Cooperative Education

Cooperative training is available for students and coordinated by the instructor. Cooperative training is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. High school students participating in the cooperative job placement program must be in at least grade 12. To be

eligible for a cooperative education experience, students must have completed one-half the required program hours and requirements.

Students may be returned to the program for additional training if they do not function satisfactorily on the job or when the cooperative agreement is terminated at the request of the student, parent, employer, or program instructor.

Veterans will be accepted into the program in accordance with the Department of Veterans Affairs approved program.

Additional information regarding co-op opportunities may be obtained from the program instructor.

Job Shadowing

Job shadowing experiences, or volunteer experiences, are available to students as part of program training. These experiences are designed to give the student actual hands-on experience doing a variety of related tasks. Length and type of experiences will vary. The program instructor determines appropriateness of the experience. Additional information regarding job-shadowing experiences may be obtained from the program instructor.

Program Enrollment for High School Students

All students enrolled in Lake Technical Center are expected to function as adults. High school students will be held to the same behavioral and performance standards as adult students. Any high school student who enrolls in the program who does not adhere to the standards specified in this document and/or elsewhere in Lake Technical Center materials will be counseled by the program instructor. Failure to improve performance will result in a School Intervention Meeting (SIT) with appropriate Center personnel and the high school student may be returned to the home high school.

ADMINISTRATIVE OFFICE SPECIALIST PROGRAM PURPOSE

This 1050-hour program is designed to prepare students for employment as an Information Technology Assistant, Front Desk Specialist, Assistant Digital Production Designer, and Administrative Assistant and to provide supplemental training for persons previously or currently employed in any of these occupations.

This program offers a broad foundation of knowledge and skills expanding the traditional role of the administrative assistant. Technology is used to develop communication skills, higher-level thinking skills, and decision-making skills. Program content also includes the performance of office procedure tasks, the production of quality work in an efficient manner using advanced features of business software applications, research of job opportunities, and the production of high quality employment portfolios and job-seeking documents.

The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the office support services industry planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

EMPLOYMENT INFORMATION

Working Conditions

Working conditions vary for different types of situations, but many employed in this career field work in areas that are clean, well lit, and relatively quiet. Most employees will work a standard 40-hour week, and about 1 in 5 will work part-time. Some jobs may require working evenings, late-night shifts, weekends, and holidays. Employees enter this career field with entry-level jobs skills in computer software applications, proficiency in keyboarding, good at spelling, punctuation, grammar, and oral communications. Employees in this field must be tactful in their dealings with people, and be able to provide good customer service and interpersonal skills. Discretion, good judgment, organizational or management ability, initiative and the ability to work independently are especially important for higher level administrative positions.

Information Technology Assistant/Front Desk Specialist

Rather than performing a single specialized task, Information Technology Assistants often have daily responsibilities that change with the needs of the specific job and the employer. Whereas some assistants spend their days filing or keyboarding, others enter data at a computer terminal. They also can be called upon to operate photocopiers, fax machines, and other office equipment; prepare mailings; proofread copies; and answer telephones, deliver messages, greet customers, provide basic software and hardware assistance, utilize the Internet effectively, pay close attention to numerous details, and to multi-task.

Although the day-to-day duties may differ considerably, many clerks greet customers, guests, or other visitors. Many also answer telephones and either obtain information from, or provide information to, the public. Most clerks use multi-line telephones, fax machines, and personal computers. Many are a visitor's or caller's first contact within an organization, providing information and routing calls.

The specific duties assigned to a clerk also vary by level of experience. Whereas inexperienced employees make photocopies, stuff envelopes, or record inquiries, experienced clerks usually are given additional responsibilities. For example, they may maintain financial or other records, set up spreadsheets, verify statistical reports for accuracy and completeness, handle and adjust customer complaints, work with vendors, make travel arrangements, take inventory of equipment and supplies, answer questions on departmental services and functions, or help prepare invoices or budgetary requests. Senior office clerks may be expected to monitor and direct the work of lower level clerks.

Assistant Digital Production Designer

This position involved creating presentations, reports, and documents by using digital publishing software and digital graphics. Scanners, digital cameras, and other equipment may be used.

Administrative Assistant

As the reliance on technology continues to expand in offices, the role of the office professional has greatly evolved. Office automation and organizational restructuring have led secretaries and administrative assistants to assume a wider range of responsibilities once reserved for managerial and professional staff. Many secretaries and administrative assistants now provide training and orientation for new staff, conduct research on the Internet, and operate and troubleshoot new office technologies. In the midst of these changes, however, their core responsibilities have remained much the same—performing and coordinating an office's administrative activities, and storing, retrieving, and integrating information for dissemination to staff and clients.

Secretaries and administrative assistants are responsible for a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as an information manager for an office, plan and schedule meetings and appointments, organize and maintain paper and electronic files, manage projects, conduct research, and provide information by using the telephone, postal mail, and e-mail. They also may handle travel arrangements.

Secretaries and administrative assistants are aided in these tasks by a variety of office equipment, such as facsimile machines, photocopiers, and telephone systems.

Specific job duties vary with experience and titles. *Executive secretaries and administrative assistants*, for example, perform fewer clerical tasks than do other secretaries. In addition to arranging conference calls and scheduling meetings, they may handle more complex responsibilities such as conducting research, preparing statistical reports, training employees, and supervising other clerical staff.

Secretaries and administrative assistants usually work in schools, hospitals, corporate settings, or legal and medical offices. Their jobs often involve sitting for long periods. If they spend a lot of time typing, particularly at a video display terminal, they may encounter problems of eyestrain, stress, and repetitive motion, such as carpal tunnel syndrome.

TEXTBOOKS

Please see the instructor or Business Office for the most current list and prices.

High school students are loaned textbooks required for program completion. It is suggested that high school students purchase workbooks that are used in the program to allow them to complete assignments with greater ease. The total cost for workbooks will vary.

The textbooks for Administrative Assistant are:

1. Basic Letter & Memo Writing
2. Proofreading & Editing Precision
3. The Office: Procedures and Technology
4. Gregg Reference Manual
5. Microsoft Office 2010 Introductory*
6. Microsoft Publisher 2010 Complete*
7. Microsoft Office 2012 Advanced*

**if utilizing the online course*

MATERIALS

Some instructional materials are audio/visual computerized tutorials. For hygienic reasons, students must furnish their own standard computer headphones to use in listening to the instructional programs. Students must also furnish their own flash drive with at least 1 gigabyte of ram.

PROGRAM OBJECTIVES

See the attached Florida State Department of Education **Curriculum Framework** for program objectives and desired competencies.

2012-2013
Florida Department of Education
Curriculum Framework

Program Title: *Administrative Office Specialist Program Type: Career Preparatory*
Career Cluster:
Business, Management, and Administration

	Secondary	PSAV
Program Number	8212500	B070330
CIP Number	0552040103	0552040103
Grade Level	9-12, 30, 31	30, 31
Standard Length	7 credit hours	1050 hours
Teacher Certification	BUS ED 1 @2 VOE @7 TEACH CBE @7 STENOLOG @4 @ 7 CLERICAL @7 G SECRETAR @7 G MANAG SUPV @7 G	BUS ED 1 @2 VOE @7 TEACH CBE @7 STENOLOG @4 @ 7 CLERICAL @7 G SECRETAR @7 G MANAG SUPV @7 G ADMIN ASST 7G
Additional Teacher Certifications:	Intro to IT: COMP SCI 6	Intro to IT: COMP SCI 6
CTSO	FBLA BPA	Phi Beta Lambda BPA
SOC Codes (all applicable)	15-1041, 43-1011, 43-9031, 43-6011	15-1041, 43-1011, 43-9031, 43-6011
Facility Code	[212], http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level	N/A	Mathematics: 10.0 Language: 10.0 Reading: 10.0

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Business, Management, and Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Business, Management, and Administration career cluster.

The content includes but is not limited to the use of technology to develop communications skills, higher level thinking skills, and decision making skills; the performance of office procedures tasks; the production of quality work in an efficient manner using advanced features of business software applications; research of job opportunities; and the production of high quality employment portfolios and job-seeking documents.

Program Structure

This program is a planned sequence of instruction consisting of the Business Technology Education Core and three additional occupational completion points. Secondary or postsecondary students who have previously completed the Business Technology Education Core will not have to repeat the core. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	OTA0040	Information Technology Assistant *	150	15-1041
B	OTA0041	Front Desk Specialist	300	43-1011
C	OTA0030	Assistant Digital Production Designer	150	43-9031
D	OTA0043	Administrative Assistant	450	43-6011

* Note: OTA0040 is a core program.

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8200320	Keyboarding and Business Skills <i>and</i> Computer and Business Skills	.5 credit	15-1041	2
	8200330		.5 credit		2
	8209020	Computing for College and Careers <i>or</i> Introduction to Information Technology	1 credit		2
	8207310		1 credit		2
B	8212110	Administrative Office Technology 1	1 credit	43-1011	2
	8212120	Business Software Applications 1	1 credit		2
C	8209510	Digital Design 1	1 credit	43-9031	2
D	8212410	Administrative Office Technology 2	1 credit	43-6011	2
	8212420	Administrative Office Technology 3	1 credit		2
	8212160	Business Software Applications 2	1 credit		2

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific math and science core academic courses. This alignment resulted from a collaborative review by Career and Technical Education (CTE) teachers and core academic teachers. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Introduction to IT	6/36 17%	2/41 5%	1/45 2%	2/53 4%	2/52 4%	2/56 4%	2/55 4%	2/58 3%	2/35 6%	2/42 5%	2/56 4%	2/53 4%
Keyboarding and Business Skills	**	**	**	**	**	**	**	**	**	**	**	**
Computer and Business Skills	**	**	**	**	**	**	**	**	**	**	**	**
Computing for College and Careers	**	**	**	**	**	**	**	**	**	**	**	**

Course	Math			Science								
Administrative Office Technology 1	**	**	**	**	**	**	**	**	**	**	**	**
Business Software Applications 1	**	**	**	**	**	**	**	**	**	**	**	**
Digital Design 1	**	**	**	**	**	**	**	**	**	**	**	**
Administrative Office Technology 2	**	**	**	**	**	**	**	**	**	**	**	**
Administrative Office Technology 3	**	**	**	**	**	**	**	**	**	**	**	**
Business Software Applications 2	**	**	**	**	**	**	**	**	**	**	**	**

** Alignment pending

Alignment attempted, but no correlation to academic course.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills for secondary students. For postsecondary students, Phi Beta Lambda and BPA are the appropriate student organizations. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

There is a **Cooperative Education Manual** available on-line that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/programs/doc/coopm.doc>.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10.0, Language 10.0, and Reading 10.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and

materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

The PSAV component of this program (B070330) has one statewide articulation agreement approved by the Florida State Board of Education:

1. Office Administration AS/AAS (0552020400/1552020400) – 18 credits

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

Standards

After successfully completing this program, the student will be able to perform the following:

Keyboarding and Business Skills competencies:

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
- 02.0 Demonstrate comprehension and communication skills.
- 03.0 Use technology to apply and enhance communication skills in technical reading, writing.
- 04.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member.
- 05.0 Practice quality performance in the learning environment and the workplace.
- 06.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 07.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc.
- 08.0 Demonstrate personal and interpersonal skills appropriate for the workplace.
- 09.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.

AND

Computer and Business Skills competencies:

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
- 02.0 Demonstrate comprehension and communication skills.
- 03.0 Use Technology to apply and enhance communications skills in technical reading, writing.

- 04.0 Practice quality performance in the learning environment and the workplace.
- 05.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 06.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 07.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 08.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc.
- 09.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 10.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 11.0 Perform e-mail activities.
- 12.0 Demonstrate operating systems.
- 13.0 Develop an awareness of emerging technologies.

OR

Computing for College and Careers competencies:

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
- 02.0 Demonstrate comprehension and communication skills
- 03.0 Use technology to enhance the effectiveness of communication skills.
- 04.0 Use computer networks, internet and online databases to facilitate collaborative or individual learning and communication.
- 05.0 Use database and spreadsheet applications.
- 06.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 07.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 08.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 09.0 Demonstrate personal and interpersonal skills appropriate for the workplace.
- 10.0 Perform e-mail activities.
- 11.0 Demonstrate proficiency using slide presentation software.

OR

Introduction to IT Competencies:

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
- 02.0 Demonstrate Comprehension and communication skills.
- 03.0 Use technology to enhance the effectiveness of communication skills.
- 04.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 05.0 Practice quality performance in the learning environment and the workplace.
- 06.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 07.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 08.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 09.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 10.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 11.0 Participate in work-based learning experiences.
- 12.0 Perform e-mail activities.
- 13.0 Demonstrate knowledge of different operating systems.
- 14.0 Demonstrate proficiency navigating the Internet, intranet, and the WWW.
- 15.0 Demonstrate proficiency using HTML commands.
- 16.0 Demonstrate proficiency in page design applicable to the WWW.
- 17.0 Demonstrate proficiency using specialized web design software.
- 18.0 Develop an awareness of the information technology industry.
- 19.0 Develop an awareness of microprocessors and digital computers.
- 20.0 Develop an awareness of programming languages.

- 21.0 Develop an awareness of emerging technologies.
- 22.0 Demonstrate an understanding of the seven layers of the Open Systems Interface (OSI) model.
- 23.0 Demonstrate proficiency using common software applications.
- 24.0 Demonstrate proficiency using specialized software applications.

Technical Competencies

- 25.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace of performance. Apply ergonomic principles applicable to the configuration of computer workstations.
- 26.0 Demonstrate language arts knowledge and skills.
- 27.0 Demonstrate mathematics knowledge and skills.
- 28.0 Demonstrate science knowledge and skills.
- 29.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 30.0 Solve problems using critical thinking skills, creativity and innovation.
- 31.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise and correct manner on personal and professional levels.
- 32.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
- 33.0 Practice quality performance in the learning environment and the workplace.
- 34.0 Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.
- 35.0 Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 36.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 37.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 38.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 39.0 Use technology to increase administrative office support productivity and enhance workplace performance.
- 40.0 Describe the importance of professional ethics and legal responsibilities.
- 41.0 Use information technology tools.
- 42.0 Participate in work-based learning experiences.
- 43.0 Demonstrate proficiency in computer skills.
- 44.0 Demonstrate knowledge of digital publishing concepts.
- 45.0 Perform decision –making activities.
- 46.0 Perform layout, design, and measurement activities.
- 47.0 Demonstrate proficiency in digital publishing operations.
- 48.0 Demonstrate proficiency in digital imaging.
- 49.0 Demonstrate proficiency in creating a simple website.
- 50.0 Apply communication skills (reading, writing speaking, listening and viewing) in a courteous, concise, and correct manner on personal and professional levels.
- 51.0 Use information to accomplish job objectives and enhance workplace performance.
- 52.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 53.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 54.0 Use technology to increase administrative office support productivity and enhance workplace performance.
- 55.0 Participate in a work-based learning experiences.
- 56.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 57.0 Demonstrate the importance of health, safety, and environmental management in organizations and their importance to organizational performance and regulatory compliance.
- 58.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 59.0 Describe the importance of professional ethics and legal responsibilities.
- 60.0 Explain the importance of employability skill and entrepreneurship skills.
- 61.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 62.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 63.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.