2005

**Career and technical education: General office occupations**

Joyce Johnson Fairman

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CAREER AND TECHNICAL EDUCATION - GENERAL

OFFICE OCCUPATIONS

________________________________________

A Project
Presented to the
Faculty of
California State University,
San Bernardino

________________________________________

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

________________________________________

by
Joyce Johnson Fairman

June 2005
CAREER AND TECHNICAL EDUCATION - GENERAL

OFFICE OCCUPATION

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California State University,
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Approved by:

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Date: 4/22/05
ABSTRACT

In school districts within California, the general assumption is that academic educational learners in K-12 and young adults find technology usage easy; yet, after leaving the public school system, technologically, and professionally many remain left behind.

Unskilled/underemployed Black/African Americans deficiencies in computer skill, career development, and employment readiness continue to grow.

There are linguistically and cultural issues facing Black/African Americans and these issues can be viewed as additional factors as to the reason many decline to compete in workforces that require more office professional literacy within San Bernardino County. There are Black/African Americans that complete higher levels of academic education; however, they are less in number completing Career and Technical Education-General Office Occupations course that develop professional literacy.

With this in mind, a curriculum was developed to address Career and Technical Education - General Office Occupations, cultural and linguistically needs of unskilled and underemployed Black/African Americans in San Bernardino County.
ACKNOWLEDGMENTS

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Thanks to Mia McNulty, Patricia Poindexter, Kathleen Ledbetter, Tina Martinez, Patricia Lee-Green, and Alex Smith for giving encouragement as goals became unsure and times were doubtful.
DEDICATION

The project was dedicated to my children and grandchildren - for their love, support and encouragement to go forward and complete this endeavor.

To the loving memory of my mom, Cremolia Johnson-Williams, a person that gave support and love to all she met. I thank her for teaching me the meaning of personal values, self-respect, and the importance of caring for others before I do myself. She instilled in me to keep the strength needed for reaching higher levels of education. Dreams do come true through dedication and hard work.
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CHAPTER ONE

BACKGROUND

Introduction

The content of Chapter One presents an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Purpose of the Project

The purpose of the project was to develop a Career and Technical Education - General Office Occupations curriculum that addressed the professional and computer literacy needs of unskilled/underemployed Black/African Americans looking to enter an office and technical workforce within San Bernardino County. The focus of this curriculum design is Black/African American, but the design is mutually inclusive and beneficial to any ethnic group.

The term Career and Technical Education - General Office Occupations is used throughout this project as a replacement for the term Vocational Education. Thus, Carl
D. Perkins Act 1998’s definition of Vocational Education and Career and Technical Education are synonymous which is provided in the Definition of Terms portion of this project.

Context of the Problem

Black/African Americans represent a minuet portion of the total population of San Bernardino County, even less in the county’s workforce. Unskilled/underemployed Black/African Americans are larger in number compared to other ethnic groups within the county (US Census Bureau, 2000).

Black/African Americans in San Bernardino County As well as nationwide show low representation in a variety of positions considered as Career and Technical Education - General Office Occupations compared to Whites and Hispanics (US Department of Labor, Bureau of Labor Statistics, 2000).

There is a great need to increase employment numbers for Black/African Americans in all industry sectors. Career counselors in pre/post-secondary education require a clear understanding as to the needs and career options
for Black/African Americans as well as other minority groups.

Sharf (1997), Senior Psychologist at the University of Delaware’s Career and Counseling Department, stated that the salience of racial/ethnic identity has emerged as an important component in explaining career development for Black/African Americans. He defines salience as the pronounced future and/or highlighted aspects that consist of cultural identity as it relates to verbal and written communication, office protocol, employee/employer expectations, and interpersonal skills in meeting general business industry standards.

Teachers, trainers, and/or instructors who do not address the importance of cultural salience for any particular ethnic/racial group which often creates a lack of motivation and interest from those particular cultural groups toward education, and career development (Sharf, 1997).

Smitherman (2000), University Distinguished Professor of English, linguist, and educational activist at Michigan State University (MSU), stated that instructors and teachers should consider the possibility of relating to cultural and sub-cultural differences,
languages, and personal views of self-worth in relating to Black/African Americans.

There are jobs in San Bernardino County. However, as in most counties, the job market is competitive. There is a need to have training curriculums that address the cultural aspects of an ethnic group, it is essential for their personal and professional success.

It is difficult for anyone that is unskilled and underemployed to find and apply for jobs in San Bernardino County, which require office skills and technical literacy. Even more, the job search it-self can be disappointing as well as frustrating.

The current population of San Bernardino County is 1,709,434 of which 155,348 is Black/African American (US Census Bureau, 2000). The unemployment rate for Black/African Americans in San Bernardino County is 12.9 percent; double in comparison to Whites and 3 percent higher than Hispanics (State of California Employment Development Department, 2004).

The project curriculum was designed to address the unskilled/underemployed Black/African Americans as well as the 12.9 percent of unemployed. The unemployment rate of Black/African Americans in San Bernardino County is in
need of attention, this curriculum will provide necessary skills and abilities that will increase employability.

The Colton-Redlands-Yucaipa Regional Occupation Program in Redlands, California reported for 2002 and 2003 low enrollment in Career and Technical Education - General Office Occupations courses, and career development classes both pre/post-secondary levels for Black/African Americans. As a result, unskilled/underemployed Black/African American job seekers are deficient in career and technical literacy, verbal and written communication abilities, computer skills, office software applications, and other valuable workplace protocols.

Career and Technical Education - General Office Occupations deficiencies decrease a prospective job seekers opportunity for job placement consideration in all industry sectors.

Significance of the Project

The significance of the project was to provide more detailed instruction as well as provide support for unskilled/underemployed Black/Africans in Career and Technical Education - General Office Occupations
utilizing a curriculum culturally and linguistically sensitive (Smitherman, 2000).

This project will operate as a resource for teachers, counselors, and trainers assisting unskilled Black/African Americans in need of career and professional development in office protocol, computer software applications and literacy, verbal and written communication skills that incorporate cultural needs of Black/African Americans entering workplaces. In addition, the curriculum will characterize the importance of Career and Technical - General Office Occupation skills to motivate toward higher education and career goals.

Assumptions

The following assumptions were made regarding the project:

1. Unskilled Black/African Americans do not seek for Career and Technical Education - General Office Occupation positions, as do other ethnic groups due to a lack of knowledge.

2. The training for Career and Technical Education - General Office Occupation, and/or office clerical type positions are the same for every
ethnic group; the training process has always worked, and does require cultural modifications.

3. Unskilled Black/African Americans do not have an interest in Career and Technical Education - General Office Occupations development.

Limitations and Delimitations
During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations
The following limitations apply to the project:

1. This curriculum was developed expressly for unskilled Black/African Americans between 16 years and older in San Bernardino County.

2. This curriculum is not designed to be an all-encompassing method of training unskilled Black/African Americans in San Bernardino County, but a systematic process for developing proficiency in Career and Technical Education -
General Office Occupations provided in pre/post-secondary educational settings.

3. Many unskilled Black/African Americans in San Bernardino County do not have computers in the home nor access to the Internet.

Delimitations

The following delimitations apply to the project:

1. This curriculum was designed to be all-inclusive for unskilled Black/African Americans in San Bernardino County; with modification, this curriculum can be utilized by any other ethnic groups throughout California, and nationwide.

2. The terminologies, instructional materials, are similar to general office industry standards, and thus suitable for any ethnic groups.

3. The curriculum was designed to provide Career and Technical Education - General Office Occupations options, career development, and basic clerical training courses of pre/post-secondary educational settings.
Definition of Terms

The following terms are defined as they apply to the project.

**Andragogy** - This is the art and knowledge of helping adult learners that is a more learner-focused method of education (Lindeman, 1926/1989).

**Black/African American** - Is a person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as Black, African American, or Negro etc (US Census Bureau 2000).

**Career and Technological Education** - Is a program of study, which involved a sequence of courses that integrated core academic language with technical and occupational knowledge to provide students a pathway to postsecondary education, and career options (US Department of Education, 2004).

**Carl D. Perkins Act (1998)** - The Perkins Act defines vocational-technical educational organized programs offering sequence of courses directly related to preparing individuals for paid or unpaid employment in current to emerging occupations requiring other
than a baccalaureate or advanced degree (US Department of Education, 2004).


**Computer** - A device capable of performing series of arithmetic or logical operations, process, store, and retrieve data without human intervention (Lagasse, Goldman, Hobson, & Norton, 2001-2004).

**General Office Occupation - Clerical** - Are positions that meet the needs of the specific job, and employer such as filing/typing, data entry at a computer terminal (Bureau of Labor Statistics, 2004).

**Inequality** - Is a lack of equality, as of opportunity, treatment or status (Adams, 2000).

**Outsource** - To send out work to an outside provider or manufacturer in order to cut costs (Adams, 2000).

**Pedagogy** - The study of teaching methods, including the aims of education and the ways in which such goals may be achieved (Encyclopedia Britannica, 2004).
Salience - Is a pronounced future; the quality or condition (Sharf, 1997).

Standards Occupational Classifications (SOC) - All workers nationwide are classified into one of over 820 occupations according to their occupational definition. Occupations include detailed occupation(s) requiring similar job duties, skills, education, or experience (US Department of Labor, 2004).

Standards for Technological Literacy/Content

Standards - The standards prescribe what the outcome of the study of technology in grades K-12, and standards to act as a catalyst for educational reform (Pearson & Young, 2000).

Unskilled - Is the lacking skills or technical training (Adams, 2000).

Vocational Education - The Carl D. Perkins Act (1968) defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree (US Department of Education, 2004).
Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. The Appendices for the project consists of the project and follows chapter four.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, it addresses the needs and benefits of Career and Technical Education - General Office Occupations enhancements with emphasis on unskilled/underemployed Black/African Americans in San Bernardino County, to better prepare these unskilled workers, provide encouragement toward seeking higher education, and employability.

Ultimately, it proposes a more efficient cultural approach of training and enhancing the preparedness of unskilled/underemployed Black/African Americans; to develop their efficiency in computer literacy, verbal and written communication techniques, interpersonal skills, self-pride, personal motivation needed to enter the workforce.

Speaking Technically

The employment market is challenging as well as frustrating for many unskilled/underemployed Black/African Americans in San Bernardino County and
nation wide. Speaking technically, positions in the current labor market have become competitive and job demand specific.

Jones (2001) cited statistics that show enrollment levels in the San Bernardino County for unskilled Black/African Americans have increased for many schools that provide higher education (i.e., colleges, universities). However, the focuses of most schools remain on academic development. As a result, there are still deficiencies in the aspects of developing professional job skills (Peterson, 1996).

Throughout history, there has been a constant need for humanity to develop a linkage using various methods of communication. For centuries, humankind has continually watched technology change their lives and technology’s evolution into what it is today (Pearson & Young, 2002).

Career and technology is becoming more complex. The need for a technologically literate job seeker and workforce is has become more in demand. Due to the lack of experienced individuals applying for available positions using technology in their workplace, employers
have been forced to outsource work to other countries that can supply trained workers (Pearson & Young, 2002).

Pearson and Young (2002) stated, as populations shift from rural to urban and suburban areas, people are found to be less technologically self-sufficient. As the workplace and industries increase their use of computerization and automation positions, which once required a number of unskilled worker has become lessened. Specifically, a workforce to control machines thus is reducing the number of people who actually work with machines or what once had been viewed as manual labor.

The US Department of Labor, Bureau of Labor statistic report 2000 validates Pearson and Young (2002) concept of a paradigm shift in the workplace, a shift that moved many industries into a direction of service providing. As a result, this shift created a loss of 80% of labor jobs but an increase of 80% of new position for a technically literate workforce.

With the workforce paradigm shift and the creation of new positions, the workforce currently lack skill workers, workers knowledgeable and/or trained in basic technology for positions in mechanized industry sectors.
However, desiring to fill new positions companies lack significant resources to train individuals hired. Thus, employers are forced to fill positions with technically skilled employees by outsourcing abroad (Pearson & Young, 2002).

Slavery

Up From Slavery by Booker T. Washington Jr., (1901) may provide insight as to Black/African Americans misconception in relation to Career and Technology Education - General Office Occupations, career counseling, career development courses offered in pre/post-secondary educational setting as well as Regional Occupation Programs facilities. This misconception may stem possibly from Black/African American cultural history, and Book T. Washington, Jr. Washington’s Tuskegee Institute, following the reconstruction period was thought to provide Black/African Americans with a trade, the Tuskegee Institute following the reconstruction period.

The Tuskegee Institute was, during this period in America’s history following slavery, to teach Black/African Americans “Vocational Education”, an
education in agriculture, mechanics, teaching, and careers thought mundane as futureless (Washington, 1901).

W.E.D. DuBois (1903) in his book *Soul of Black Folks* supported education and training of Black/African Americans but in fields of art, mathematics, and academics. DuBois, unlike Washington spoke of Black/African Americans attaining higher education that prepared them for leadership positions, not education that prepared them to work in the *fields*.

**Computer Skills**

Developing technical skills are essential for unskilled/underemployed Black/African Americans personal and professional success. The absence of technology in many Black/African American homes is one factor that adds to the lack of technological literacy.

Sandra Ceraulo (2004), a writer for The Black Collegian Magazine, addressed the subject of Black/African Americans and technology. Ceraulo reported there is a need for Black/African Americans regardless of their pre/post-secondary education setting, or career choice(s) they should not enter the workforce without skills in computer and other related technologies.
How to Better Communicate

Humankind has used various methods of communication to express thoughts, describe an object, to show pleasure and disapproval throughout centuries. Today is the same as the past. Communication is a valuable developed skill.

There is a greater need for Black/African Americans to become more proficient in professional communication and knowledgeable of the expectations of employers in professional and business sectors.

Essentially, preparing one for the workforce is similar to preparing them to enter a different subculture, a subculture with its own set of policies and standards that may be different from what they have been exposed.

Professional and interpersonal communication skills used in an employment interview give a preview of one’s future job performance; ones resume indicated to employers how the prospective employees would write letters, memos, and emails (Ceraulo, 2004).

Career Counseling for African American

Multitudes of books and journals have been written based on data samplings taken from Black/African American
communities across the country. These results agree on a primary consensus - unskilled/underemployed Black/African Americans are in need of a more culturally sensitive type of counseling to assist in career choices, technology, and to understand workplace expectations.

In general, research and survey publications were designed to assist educator/counselors in making quality career recommendations, also to remove any complexity for educators/counselors that assisted unskilled/underemployed Black/African Americans in preparing for the workforce as well as goals toward higher education (Walsh, 2001).

Walsh (2001) recommends that career counselors be trained effectively to interact with African Americans. His recommendation for counselor training focuses on nine (9) possible topics useful and effect when training Black/African Americans:

- Basic Issues And Concepts
- Career Assessment
- Career Counseling With African Americans
- Career Counseling With Dual Career African American couples
• Career Transition Issues
• Affirmative Career Counseling With African American Women
• Career Counseling In Non-Traditional Career Fields
• The Impact Of The Glass Ceiling On The Career Development Of American Americans
• Future Directions In Career Counseling Theory, Research, And Practice With African Americans

Walsh (2001) further noted there is no one size fits all theory in Career and Technical education; even more, in a workplace preparedness where one size fits all theory works. In many cases, this on size fits all approach fails. Even more, it fails minorities as they enter more professional work environments.

Career counselors of Black/African Americans must cover a very important issue, which is the need to examine their own cultural attitudes and biases.

Black/African Americans career counselors are encouraged to understand the impact effects of slavery, racial and structural discrimination, sexism and how these issues can affect career choices; more importantly,
the upward mobility of Black/African Americans (Walsh 2001).

Classroom to Work

Olson (1997) stated there is a need for schools and employers to develop combined partnerships, a partnership he defines as The New Synthesis.

Over the years, California Regional Occupation Programs located within San Bernardino County school districts have worked in partnership with local companies and small business owners to assist in filling their job openings. The use of a diversified Career and Technical Education - General Office Occupations curriculum in the training processes ensures participating employers in the partnership with a well-trained employee.

Employers throughout the county have requested schools to include Career and Technical Education - General Office occupation literacy development as part of the educational process (Olsen, 1997).

The Digital Divide

Toriano Boynton (1997), a freelance journalist writer, interviewed DR. Philip Emeagwali, the Nigerian African scientist who aided scientist in the development
of a mathematical formula that brought about the
Supercomputer in 1989. Dr. Emeagwali has been recognized
as one of the fathers of the Internet.

Boynton’s interview provided insight to Dr.
Emeagwali’s personal viewpoints on the influence that
technology has made on Black/African Americans usage of
the World Wide Web (WWW), and personal computers.

Dr. Emeagwali stated African Americans are more than
three to four times less likely to be using a computer
for retrieving information from the World Wide Web
compared to white Americans (as cited in Boynton, 1997).
In this information Age where most information would only
be available through the Internet, having a computer at
home and work is as essential as having a telephone.
Schools with a large number of African Americans tend to
have outdated computers and software, broken laboratory
equipments and slim budgets.

The interview with Dr. Emeagwali (Boynton, 1997)
validated the significance of this project,
unskilled/underemployed Black/African Americans are in a
need of Career and Technical Education – General Office
Occupations curriculum. A curriculum which places
emphasis on unskilled/underemployed Black/African
Summary

The literature presented in Chapter Two addresses the issues of a Career and Technical Education - General Office Occupations, cultural and linguistically sensitive curriculum focused on unskilled/underemployed Black/African Americans. Next, was a logical look at the existing processes of Career and Technical Education - General Office Occupations as it relates to Black/African Americans: to exam benefits in teaching unskilled Black/African Americans in San Bernardino County.

Lastly, listed are Career and Technical Education - General Office Occupations skills, linguistically and culturally receptive options, career recommendations that enhance employability levels for unskilled/underemployed Black/African Americans in a professional and computerized technological workforce.
CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three outlines the steps used in developing this project. Specifically, describes the targeted population, demographic data that may lead to additional concerns and dynamics involving coordinating issues in the curriculum. The results of the literature review are applied in the design of the curriculum and course outline as introduced in the chapter conclusion and summary of the project.

Population Served

The project was personally developed to serve the Black/African American population in pre/post-secondary education settings throughout San Bernardino County. As one of the largest counties in the nation, the Black/African American population is merely 155,348, which is 9.1 percent of the overall population of 1,709,434.

Yet, the unemployment rate of Black/African Americans between the ages of 16 years and older is the highest in the county with a rate of 13.1 percent (20,351
persons), compared to Whites at 5.0 percent, and Hispanics at 10.2 percent (US Census Bureau, 2000).

The project was developed linguistically and culturally as a curriculum for teachers, trainers, counselors, and agencies that address the Career and Technical Education - General Office Occupations needs of unskilled/underemployed Black/African Americans in San Bernardino County. However, with modification this curriculum is beneficial to any ethnic group.

Curriculum Development

Content Validation

The curriculum was developed to prioritize and organize the aspects of Career and Technical Education - General Office Occupations preparedness for under skilled/underemployed Black/African American deficient in office clerical, computer abilities, workplace protocol, and verbal and written communication.

Curriculum Validation Advisors

The three advisors for this project were recruited to provide input validating the recommendations and research findings included in this project. The advisors consisted of:
• A retired college professor of Allegany Community Colleges Pittsburg, Pennsylvania with more than 25 years of background in curriculum design and development, Career and Technical Education, Psychology, and career counseling of Black/African Americans.

• A college and private sector educator in the field of Vocational Education, Career and Technical Educational development for over 20 years in San Bernardino County.

• A retired college professor and school administrator for pre/post-secondary education with extensive background in career development as well as curriculum design; even more, knowledge of culturally sensitivity program enhancement.

Each advisor was provided with detailed information on the significances of the project as well as project references. Additionally, each advisor was asked to provide, based on their background and expertise, key recommendations and changes to ensure that the curriculum developed met the needs of unskilled/underemployed
Black/African Americans in San Bernardino County. Also, if the Career and Technical Education - General Office Occupations curriculum has met the linguistically, and cultural needs of unskilled/underemployed Black/African Americans.

Following the curriculum review for content, the advisors gave quality input for needed corrections recommendations and additions to the project. Next, the outline was presented to the Provisional Accelerated Learning Center (PAL), the content was reviewed and suggestions as well as recommendations were made to address the linguistically and cultural needs of the curriculum as it related to unskilled/underemployed Black/African Americans in San Bernardino County.

The contribution of the above mentioned was sought to insure that the curriculum met the Career and Technical Education - General Office Occupations need of unskilled/underemployed Black/African Americans in San Bernardino County.

Curriculum Resources

Currently, there are a vast number of resources on Career and Technical Education - General Office Occupations, counseling techniques for
unskilled/underemployed Black/African Americans in computer literacy, personal and professional career development. The purpose of this curriculum was to establish which would be most effective linguistically and culturally, and organize these resources into an efficient approach for instructing taking into consideration the unique needs of unskilled Black/African Americans in San Bernardino County, the targeted audience. Examples, exercises, and concepts from numerous sources were taken into account for inclusion. Many ideas were gathered from texts such as Freedom Road: Adult Education of African Americans by Peterson, Retaining African Americans in Higher Education by Jones, Up from Slavery, Washington, and a number of publications focused on Black/African American career development.

Curriculum Design

The curriculum developed was for a six-day training course with one unit being taught (one unit each day). As planned, each unit will take approximately four hours. Allowing for breaks, participants would be in training four hours per day, a total of twenty hours.

This is an effective curriculum of study for effectiveness and best results should be taught in the
order presented in the syllabus. Yet, individual units may be presented independently. Each unit in the curriculum included independent examples, ideas and exercises, the completion of which will enhance unskilled/underemployed Black/African Americans’ Career and Technical Education - General Office Occupations skills, and general professional abilities needed for employability.

The first unit dealing with office behavior, safety, office chain of command, verbal communication, telephone techniques, and message taking unskilled/underemployed Black/African Americans will be taught proper verbal and written communication use in a professional setting. Also, instructed in hierarchal reporting structures for state and federal agencies, behavior, industry dress codes and proper workplace emergency procedures, and proper procedures for receiving and interpreting information through listening, reading.

Completing this unit, unskilled/underemployed Black/African Americans will be able to describe office protocol, state and federal hierarchal reporting procedures for and office setting, and proper reporting procedures for workplace safety hazards.
The second unit dealing with written communication, intra office memos, basic filing, and using mail-processing equipment unskilled/underemployed Black/African Americans will be instructed in proper procedures for workplace written communication, intra office memos, filing, office professionalism, and office equipment use and safeguards. Unskilled Black/African Americans are taught proper writing skills using word processing computer software, methods of filing documents, and professional behavior.

Completing the unit unskilled Black/African Americans will be able to describe, and demonstrate office professionalism and ethic, proper interpersonal communication, filing, and mail processing procedures, which will enhance employability in an office setting.

The third unit dealing with various office equipment and proper as well as safeguards for computers and software, fax machines, copiers, and mail processing systems. Unskilled/underemployed black/African Americans are taught proper use and safeguards of copiers, fax machines, mail processing systems, and computers.

Completing this unit, unskilled/underemployed Black/African Americans will be able to describe computer
models, office software, various office copiers and use; describe various equipment safeguard as recommended by manufactures.

The fourth unit dealing with externship and on-site office visits will provide unskilled/underemployed Black/African Americans will have an opportunity to observe fundamental office procedures such as telephone techniques, filing, computer word processing applications, intra office written communications, and office behavior.

Completing this unit, unskilled Black/African Americans will better understand following an on-site office observation, proper office filing procedures based on-site office, proper office behavior, telephone techniques, observed proper office attire.

The fifth unit dealing with industry laws and ethics unskilled/underemployed Black/African Americans will be instructed in industry employment regulations Occupational Safety and Health Administration (OSHA) guidelines regulated by state and federal laws in-depth.

Completing this unit, unskilled Black/African Americans will understand OSHA, labor laws, industry regulations; the posted labor and industry laws,
employer/employee expectations, and reporting procedures to federal and state agencies regulating labor and industry laws as they entering the workforce.

The sixth and final unit dealing with interviewing and resume writing development unskilled Black/African Americans will be instructed in interviewing techniques, resume writing software, completing employment applications, dress, and proper behavior during an interview. Emphasis is placed on self-confidence, correct verbal communication and grammar use during interviews.

Completing this unit unskilled Black/African Americans will have the tools to design a resume format, complete employment applications, use resume computer software, and the use of proper verbal communication during interview. Even more, the self-confidence needed when applying for employment.

Summary

The processes in developing this project were outlined. The target populations for this courses material were identified as unskilled/underemployed Black/African Americans in pre/post-secondary educational levels. Other potential users of the course material were
identified. The curriculum development process including design and content and advisor verification were presented. Upon competition, the curriculum will be offered to agencies instructing and training unskilled/underemployed Black/African Americans in Career and Technical Education - General Office Occupations. The curriculum design focus was all-inclusive for unskilled/underemployed Black/African Americans; however, with modification it is beneficial for any ethnic group.
CHAPTER FOUR
CONCLUSION AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusion gleamed as a result of completing the project. Furthermore, the recommendations extracted from the project are presented. Lastly, the Chapter concluded with a summary.

Conclusion

Ascertained through independent research, peer, and advisor review gathered in the completion of this project, the following conclusions were obtained.

1. Many unskilled/underemployed Black/African Americans face Career and Technical Education - General Office Occupations career decisions, decisions that have long-term affect on their socio-economic, skill development, and academic growth. It is regrettable that pre/post-secondary educational settings appear to have failed in providing basic the career skills, career development, and more viable professional choice options.
2. Utilizing a systematic process for teaching and training unskilled/underemployed Black/African Americans should include, linguistically and culturally designed curriculum with emphasis on Career and Technical Education - General Office Occupations, verbal and written communication skills, resume writing, interviewing techniques, career choice options that promotes higher education.

Recommendations

The recommendations resulting from the project follows:

1. Further curriculum development through observational research to benefit Career and Technical Education - General Office Occupations, career options for unskilled/underemployed Black/African Americans. In addition, to enhance career counselors experience in cultural and linguistically needs required for employment development. Yet, with modifications, the
curriculum can be all-inclusive for any ethnic group.

2. Offer this program and deductions to pre/post secondary agencies training unskilled/underemployed Black/African Americans in San Bernardino County, and nationwide.

Summary

Chapter four reviewed the conclusions extracted from the project. Lastly, the recommendations for unskilled/underemployed Black/African Americans in San Bernardino County derived from the project were presented.
APPENDIX A

SAN BERNARDINO COUNTY DEMOGRAPHICS
Population of San Bernardino County

The data provided in this graph is from the US Census 2000. This data was modified for in order to reflect the demographic information for Black/African Americans in San Bernardino County, compared to other ethnic groups. Complete demographic data and information was retrieved October 17, 2004 from http://quickfacts.census.gov/qfd/states/06/060711k.html.

Total Inland Empire Population Comparison

San Bernardino County Population

This chart is reflective of three (3) primary ethnic groups that comprise San Bernardino over all.
APPENDIX B

SAN BERNARDINO EDUCATIONAL ATTAINMENT
The information provided for data and charts is from the US Census 2000 to reflect the educational attainment of Black/African American male and females in San Bernardino County. Yet, deficiencies remain in Career and Technical Education—General Office Occupations skills.

<table>
<thead>
<tr>
<th>San Bernardino County, California</th>
<th>Estimate</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male:</td>
<td>40,167</td>
<td>37,909</td>
<td>42,425</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>1,329</td>
<td>0</td>
<td>2,834</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>3,834</td>
<td>1,554</td>
<td>6,114</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>12,276</td>
<td>8,932</td>
<td>15,620</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>11,624</td>
<td>7,864</td>
<td>15,384</td>
</tr>
<tr>
<td>Associate degree</td>
<td>3,647</td>
<td>1,235</td>
<td>6,059</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>6,024</td>
<td>3,431</td>
<td>8,617</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>1,433</td>
<td>418</td>
<td>2,448</td>
</tr>
<tr>
<td>San Bernardino County, California</td>
<td>Estimate</td>
<td>Lower Bound</td>
<td>Upper Bound</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Female:</td>
<td>46,215</td>
<td>43,629</td>
<td>48,801</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>476</td>
<td>0</td>
<td>1,047</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>6,546</td>
<td>3,992</td>
<td>9,100</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>12,346</td>
<td>8,921</td>
<td>15,771</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>13,919</td>
<td>9,954</td>
<td>17,884</td>
</tr>
<tr>
<td>Associate degree</td>
<td>8,095</td>
<td>5,066</td>
<td>11,124</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>4,179</td>
<td>2,059</td>
<td>6,299</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>654</td>
<td>0</td>
<td>1,347</td>
</tr>
</tbody>
</table>
APPENDIX C

SAN BERNARDINO - WAGE COMPARISON
### Synthetic Estimates of Work-Life Earnings by Educational Attainment, Race, Hispanic Origin, Work Experience, and Age, Based on 1997-1999 Work Experience

(Numerics in 1999 dollars)

<table>
<thead>
<tr>
<th>Race, Hispanic origin, work experience, and age</th>
<th>Not high school graduate</th>
<th>High school graduate</th>
<th>Some college</th>
<th>Associate’s degree</th>
<th>Bachelor’s degree</th>
<th>Advanced degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHITE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL WORKERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worklife estimate</td>
<td>784,606</td>
<td>1,670,652</td>
<td>1,303,335</td>
<td>1,399,195</td>
<td>1,002,033</td>
<td>2,693,280</td>
</tr>
<tr>
<td>90-percent confidence interval (a)</td>
<td>29,043</td>
<td>10,836</td>
<td>20,654</td>
<td>40,921</td>
<td>35,210</td>
<td>62,225</td>
</tr>
<tr>
<td>Average earnings</td>
<td>19,820</td>
<td>26,791</td>
<td>32,170</td>
<td>33,885</td>
<td>46,673</td>
<td>67,690</td>
</tr>
<tr>
<td>Total</td>
<td>10,041</td>
<td>23,459</td>
<td>24,960</td>
<td>27,990</td>
<td>37,789</td>
<td>47,159</td>
</tr>
<tr>
<td>25 to 34 years</td>
<td>19,864</td>
<td>27,072</td>
<td>33,313</td>
<td>35,109</td>
<td>49,390</td>
<td>70,344</td>
</tr>
<tr>
<td>35 to 44 years</td>
<td>20,050</td>
<td>26,562</td>
<td>30,394</td>
<td>37,068</td>
<td>55,775</td>
<td>71,988</td>
</tr>
<tr>
<td>45 to 54 years</td>
<td>22,464</td>
<td>27,444</td>
<td>34,758</td>
<td>35,769</td>
<td>49,347</td>
<td>76,913</td>
</tr>
<tr>
<td>55 to 64 years</td>
<td>28,162</td>
<td>32,998</td>
<td>42,277</td>
<td>44,369</td>
<td>65,977</td>
<td>88,902</td>
</tr>
<tr>
<td><strong>FULL-TIME, YEAR-ROUND WORKERS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worklife estimate</td>
<td>981,413</td>
<td>1,282,898</td>
<td>1,546,346</td>
<td>1,594,038</td>
<td>2,222,868</td>
<td>3,055,360</td>
</tr>
<tr>
<td>90-percent confidence interval (a)</td>
<td>31,360</td>
<td>10,750</td>
<td>20,300</td>
<td>54,720</td>
<td>14,171</td>
<td>77,288</td>
</tr>
<tr>
<td>Average earnings</td>
<td>24,046</td>
<td>31,360</td>
<td>38,158</td>
<td>39,069</td>
<td>53,895</td>
<td>77,287</td>
</tr>
<tr>
<td>Total</td>
<td>20,039</td>
<td>27,762</td>
<td>31,053</td>
<td>32,404</td>
<td>48,414</td>
<td>64,206</td>
</tr>
<tr>
<td>25 to 34 years</td>
<td>29,990</td>
<td>32,016</td>
<td>36,415</td>
<td>40,943</td>
<td>57,092</td>
<td>78,970</td>
</tr>
<tr>
<td>35 to 44 years</td>
<td>25,156</td>
<td>23,029</td>
<td>41,392</td>
<td>41,781</td>
<td>61,192</td>
<td>80,918</td>
</tr>
<tr>
<td>45 to 54 years</td>
<td>26,554</td>
<td>33,530</td>
<td>42,227</td>
<td>44,307</td>
<td>60,089</td>
<td>92,040</td>
</tr>
<tr>
<td>55 to 64 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### INCOME: The median income of households in San Bernardino County was $43,022. Eighty-three percent of the households received earnings and 16 percent received retirement income other than Social Security. Twenty-four percent of the households received Social Security. The average income from Social Security was $12,414. These income sources are not mutually exclusive; that is, some households received income from more than one source.
APPENDIX D

SAN BERNARDINO STATISTICS – OFFICE CLERICAL
The information is provided by, the City of San Bernardino Employment and Training Agency. The job titles have been modified to focus on the curriculum design of this project, the Career and Technical Education – General Office Occupations readiness for Black/African Americans in San Bernardino County.

Job Titles related to General Office Clerks:

Note: If the specific job title you searched for is in this list, then General Office Clerks is the correct selection.

<table>
<thead>
<tr>
<th>accounting clerk administrative assistant</th>
<th>adjustment clerk administrative clerk</th>
<th>administration clerk administrative specialist technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>admissions evaluator</td>
<td>administrative</td>
<td>agent-licensing clerk</td>
</tr>
<tr>
<td>agency clerk</td>
<td>agents'-records clerk</td>
<td>aide, office</td>
</tr>
<tr>
<td>airport clerk</td>
<td>animal hospital clerk</td>
<td>animal shelter clerk</td>
</tr>
<tr>
<td>animal-hospital clerk assistant</td>
<td>animal-shelter clerk assistant</td>
<td>assistant, clerical (filing, typing, etc.)</td>
</tr>
<tr>
<td>assistant, dentist, clerical (filing, typing, etc.)</td>
<td>assistant, field</td>
<td>assistant, medical office</td>
</tr>
<tr>
<td>assistant, office</td>
<td>attendance clerk</td>
<td>auction assistant</td>
</tr>
<tr>
<td>auction clerk</td>
<td>business office clerk</td>
<td>calendar-control clerk, blood bank</td>
</tr>
<tr>
<td>career resource technician</td>
<td>career-guidance technician</td>
<td>career-information specialist</td>
</tr>
<tr>
<td>charge-account identification clerk</td>
<td>chart clerk</td>
<td>check clerk</td>
</tr>
<tr>
<td>clerical assistant</td>
<td>clerical office worker</td>
<td>clerical aide</td>
</tr>
<tr>
<td>clerical office worker</td>
<td>clerk general office</td>
<td>credit union clerk</td>
</tr>
<tr>
<td>credit clerk, blood bank</td>
<td>customer service representative</td>
<td>clerk, auditing</td>
</tr>
<tr>
<td>data entry clerk</td>
<td>data-examination clerk</td>
<td>desk clerk</td>
</tr>
<tr>
<td>executive assistant</td>
<td>election clerk</td>
<td>education assistant</td>
</tr>
<tr>
<td>fingerprint clerk 1</td>
<td>floor clerk</td>
<td>field clerk</td>
</tr>
<tr>
<td>field representative</td>
<td>general office clerks and administrative workers</td>
<td>general office clerk file clerk</td>
</tr>
<tr>
<td>general office/cashier</td>
<td>girl-Friday</td>
<td>grading clerk</td>
</tr>
<tr>
<td>government clerk</td>
<td>health unit clerk</td>
<td>helper, office, answering phones, filing, typing</td>
</tr>
<tr>
<td>insurance clerk</td>
<td>laboratory clerk</td>
<td>lobby clerk</td>
</tr>
<tr>
<td>lost-and-found clerk</td>
<td>mail sorting clerk</td>
<td>map clerk</td>
</tr>
<tr>
<td>media clerk</td>
<td>medical office clerk</td>
<td>meter-record clerk</td>
</tr>
</tbody>
</table>
APPENDIX F

SAN BERNARDINO - CLASS OF WORKER DATA
The 2000 Census Data was modified to reflect employed persons male and female 16 years and over by the Class of Worker in San Bernardino County: Total 1,283,497 Career & Technical Education – General Office Occupations positions.

<table>
<thead>
<tr>
<th>CLASS OF WORKER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed persons 16 years and over</td>
<td>591,371</td>
</tr>
<tr>
<td>Private wage and salary workers</td>
<td>444,858</td>
</tr>
<tr>
<td>Government workers</td>
<td>100,755</td>
</tr>
<tr>
<td>Local government workers</td>
<td>57,316</td>
</tr>
<tr>
<td>State government workers</td>
<td>20,883</td>
</tr>
<tr>
<td>Federal government workers</td>
<td>22,556</td>
</tr>
<tr>
<td>Self-employed workers</td>
<td>43,167</td>
</tr>
<tr>
<td>Unpaid family workers</td>
<td>2,591</td>
</tr>
</tbody>
</table>

*The above table was used to create chart #1.

**Chart #1**

[Bar chart showing employment by class of worker]
Chart #2 is taken from 2000 Census data was modified to point out employed persons male and female 16 years and over by Specific Industry Occupations. Additional modifications have been made to show ten (10) key occupations that require general office and career and technical literacy for San Bernardino County: Total 375,575 jobs.

<table>
<thead>
<tr>
<th>Industry Category</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and other public utilities</td>
<td>17,756</td>
</tr>
<tr>
<td>Retail trade</td>
<td>105,805</td>
</tr>
<tr>
<td>Finance, insurance, and real estate</td>
<td>35,542</td>
</tr>
<tr>
<td>Business and repair services</td>
<td>31,766</td>
</tr>
<tr>
<td>Personal services</td>
<td>15,974</td>
</tr>
<tr>
<td>Entertainment and recreation services</td>
<td>7,802</td>
</tr>
<tr>
<td>Health services</td>
<td>48,107</td>
</tr>
<tr>
<td>Educational services</td>
<td>46,346</td>
</tr>
<tr>
<td>Other professional and related services</td>
<td>32,011</td>
</tr>
<tr>
<td>Public administration</td>
<td>34,466</td>
</tr>
</tbody>
</table>

Chart #2
The ten (10) industries requiring the career and technical skill development designed in the curriculum of this project are:

- Communication and other utilities
- Retail trade
- Finance, insurance, and real estate
- Business and repair services
- Personal services
- Entertainment and recreation services
- Health services
- Education service
- Other professional and related services
- Public administration
APPENDIX G

NATIONAL LABOR MARKET RESEARCH GROWTH FORMULAS
Labor Market Growth Research Formulas

**Description of GROWTH in Labor Market Research: Professionals Industry Growth**

The formulas provided are from the 2000 Census for the Department of Labor (DOL) Bureau of Labor Statistics (BLS) and examples show growth, turnover, and market demand. Formulas and examples demonstrate the DOL & BLS formulas used are DOL and BLS for the labor market. The DOL and BLS use ERISS US Works Professional application to calculate formulas “relative growth” for each Industry Occupation. Industry or Occupation’s growth is calculated and compared to itself.

**The formula for relative growth is used in the following example is:**

\[
\text{Growth} = \frac{\text{# projected to be employed in 1 year} - \text{# currently employed}}{\text{# currently employed}}
\]

The growth rate is connected to the number of people currently in the Industry or Occupation. Different statistics of change are needed to influence growth, and depending on the number currently employed.

**For example:**

<table>
<thead>
<tr>
<th>Industry 1: 100% growth</th>
</tr>
</thead>
<tbody>
<tr>
<td># next year = 50</td>
</tr>
<tr>
<td># now = 25</td>
</tr>
<tr>
<td>(50 - 25) = 1.0 = 100% growth</td>
</tr>
<tr>
<td>25</td>
</tr>
</tbody>
</table>

Notice that although the second industry is actually adding more people (50) than the first (25), they have a smaller relative growth rate due to their larger base. For larger groups, greater numbers must be added or subtracted to affect a change.

**Description of TURNOVER in Labor Market Research**

Relative turnover is calculated by, dividing the total number being replaced in the next year by the number, employed now, it does not include employees hired to fill new positions, only those hired to keep current positions staffed. Example:

\[
\text{Turnover} = \frac{\text{(# annually turned over)}}{\text{(# employed now)}}
\]
Description of DEMAND in Labor Market Research
Demand in the labor market literally is the combination of growth (new positions created) and turnover (people revolving through the same positions).

Formula for demand:

\[
\text{Demand} = \frac{\text{Growth} + \text{Turnover}}{\text{Number currently employed}}
\]

The belief is that the demand is related to job openings; actually, it is only related in the sense that the openings are a function of growth and/or turnover.

- Job openings are a useful indicator of demand due to growth or skill shortages, but they do not specifically address turnover, which is a necessary component of Demand
- Demand = New Growth + Turnover
- High demand for employees can be created because many employees are cycling through the same jobs.
- Few new jobs being created (turnover-driven demand), or high demand can be due to many new jobs being created requiring new employees (growth-driven demand). Usually, demand is a mixed combination of both.
- For every 100 employees, a company reports replacing 50 of them yearly, resulting in a 50% annual proportional turnover rate for the average occupation.
- Due to technical innovations, several companies are growing in size by adding additional employees. Independently, companies are reporting they anticipate adding 100 more employees in the next year resulting in a 20% relative growth rate (high growth and turnover rates combine to create high demand).
APPENDIX H

SAN BERNARDINO EMPLOYER'S EMPLOYMENT SURVEY
Employer Survey Local Summary Results

The data was provided from a survey conducted by the City of San Bernardino's Employment and Training Agency. Some modifications were made to the summary of original results to offer emphasis on Career and Technical Education – General Office Occupations positions; the pay scale for employees by employers based upon experienced and non-experienced at the time of employment.

Occupation

Occupation: 43906100 - General Office Clerks (Career and Technical Education-General Office Occupations)

Note: The information below is based upon responses from 18 employers in the San Bernardino area, all industries included, who were surveyed between February 2004 and March 2004.

<table>
<thead>
<tr>
<th>New Hire Salaries</th>
<th>Low Range</th>
<th>Median</th>
<th>High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Experienced</td>
<td>$7.21</td>
<td>$7.50</td>
<td>$8.00</td>
</tr>
<tr>
<td>Experienced</td>
<td>$9.00</td>
<td>$12.02</td>
<td>$13.87</td>
</tr>
</tbody>
</table>

DEFINITION:

- **High Range** - 75% of salaries offered are below this point
- **Median** - half the offers are higher and half are lower than this point
- **Low Range** - 75% of salaries offered are higher than this point

Time to Fill Openings - Non-Experienced Applicants:

Employer time to fill openings for non-experienced applicants for General Office Clerks: 40% of surveyed employers reported less than 2 weeks to fill an opening, 40% reported 2 to 4 weeks to fill an opening, and 20% reported 1 - 3 months to fill an opening. On the average, it takes 23 days to fill an opening for a non-experienced applicant for this occupation.

Time to Fill Openings - Experienced Applicants:

Employer time to fill openings for experienced applicants for General Office Clerks: 17% of surveyed employers reported less than 2 weeks to fill an opening, 33% reported 2 to 4 weeks to fill an opening, 44% reported 1 - 3 months to fill an opening, and 6% reported more than 6 months to fill an opening. On the average, it takes 52 days to fill an opening for an experienced applicant for this occupation.

Experience and Education

According to the survey, the most frequently reported experience level required for this occupation in San Bernardino is **6 to 12 months**.

According to the survey, the preferred education level for this occupation in San Bernardino is **High School/GED**.

U.S. Department of Labor’s anticipated training and experience requirements for this occupation is **High school degree plus work experience, Short-term on-the-job training (less than 1 month)**.
APPENDIX I

COLTON-REDLANDS-YUCAIPA REGIONAL OCCUPATION

PROGRAM ENROLLMENT REPORT 2002-2003
Colton - Redlands - Yucaipa Regional Occupation Programs (CRYROP)

The following enrollment profile report was modified to validate this project, to show enrollment categories by gender, ethnicity, educational level, academic special need, disability (learning, etc) economic need, other need (incarceration, limited English, marital status, etc.), and other reasons for taking classes (job seeker, employer, etc). Emphasis is on Black/African Americans enrollment compared to White, and Hispanics, these are the three largest ethnic groups in San Bernardino County.

<table>
<thead>
<tr>
<th>Gender</th>
<th>High School</th>
<th>Adult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>5,208</td>
<td>742</td>
<td>5,950</td>
</tr>
<tr>
<td>Females</td>
<td>5,151</td>
<td>2,710</td>
<td>7,861</td>
</tr>
</tbody>
</table>

*Percentages are calculated using the total combined enrollment for 2003 & 2003 of 13,811

<table>
<thead>
<tr>
<th>Ethnic groups</th>
<th>High School</th>
<th>Adult</th>
<th>Percentage High School</th>
<th>Percentage Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>804</td>
<td>418</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>3372</td>
<td>1253</td>
<td>24%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4994</td>
<td>1170</td>
<td>36%</td>
<td>8%</td>
</tr>
</tbody>
</table>
# Student Enrollment Profile - Report (All Students)

## Student Enrollment Profiles

From **07/01/2002** to **06/30/2003**

<table>
<thead>
<tr>
<th>Profiles</th>
<th>High School</th>
<th>Adult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males:</td>
<td>5,208</td>
<td>742</td>
<td>5,950</td>
</tr>
<tr>
<td>Females:</td>
<td>5,151</td>
<td>2,710</td>
<td>7,861</td>
</tr>
<tr>
<td><strong>Total combined enrollment (1 year)</strong></td>
<td></td>
<td></td>
<td>13,811</td>
</tr>
<tr>
<td><strong>Race/Ethnicity:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>804</td>
<td>418</td>
<td>1,222</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4,994</td>
<td>1,170</td>
<td>6,164</td>
</tr>
<tr>
<td>White</td>
<td>3,372</td>
<td>1,253</td>
<td>4,625</td>
</tr>
<tr>
<td><strong>Economic Special Needs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>3</td>
<td>1,266</td>
<td>1,269</td>
</tr>
<tr>
<td>Single Parents</td>
<td>450</td>
<td>473</td>
<td>923</td>
</tr>
<tr>
<td>Displaced Worker</td>
<td>0</td>
<td>118</td>
<td>118</td>
</tr>
<tr>
<td>Displaced Homemakers</td>
<td>0</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>Single Pregnant Woman</td>
<td>0</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Single Head of Household</td>
<td>0</td>
<td>409</td>
<td>409</td>
</tr>
<tr>
<td><strong>Academic Special Needs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills Deficiency</td>
<td>359</td>
<td>140</td>
<td>499</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>0</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td><strong>Disabilities:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled (includes any/all disabilities)</td>
<td>420</td>
<td>509</td>
<td>929</td>
</tr>
<tr>
<td>Learning</td>
<td>182</td>
<td>159</td>
<td>341</td>
</tr>
<tr>
<td><strong>Other Information:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient (LEP)</td>
<td>295</td>
<td>319</td>
<td>614</td>
</tr>
<tr>
<td>Incarcerated</td>
<td>0</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Under 16 at Enrollment</td>
<td>695</td>
<td>9</td>
<td>704</td>
</tr>
</tbody>
</table>

## Education Level:

<table>
<thead>
<tr>
<th>Profiles</th>
<th>High School</th>
<th>Adult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In High School</td>
<td>9,802</td>
<td>0</td>
<td>9,802</td>
</tr>
<tr>
<td>Some High School - No Diploma</td>
<td>0</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>High School Graduate/GED</td>
<td>0</td>
<td>1,860</td>
<td>1,860</td>
</tr>
<tr>
<td>Some College</td>
<td>0</td>
<td>246</td>
<td>246</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>0</td>
<td>189</td>
<td>189</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>0</td>
<td>223</td>
<td>223</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>0</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

## Where did you hear about us?

<table>
<thead>
<tr>
<th>Profiles</th>
<th>High School</th>
<th>Adult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>3</td>
<td>254</td>
<td>257</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>119</td>
<td>119</td>
</tr>
<tr>
<td>Career Center</td>
<td>1</td>
<td>81</td>
<td>82</td>
</tr>
<tr>
<td>Newspaper</td>
<td>0</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>School Mailing</td>
<td>38</td>
<td>72</td>
<td>110</td>
</tr>
<tr>
<td>Brochure</td>
<td>0</td>
<td>133</td>
<td>133</td>
</tr>
<tr>
<td>Friend/Relative</td>
<td>0</td>
<td>1,228</td>
<td>1,228</td>
</tr>
<tr>
<td>Employer</td>
<td>0</td>
<td>220</td>
<td>220</td>
</tr>
</tbody>
</table>

## Why are you taking this class?

<table>
<thead>
<tr>
<th>Profiles</th>
<th>High School</th>
<th>Adult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for a job</td>
<td>3</td>
<td>1,656</td>
<td>1,659</td>
</tr>
<tr>
<td>Upgrade job skills</td>
<td>0</td>
<td>605</td>
<td>605</td>
</tr>
<tr>
<td>Prepare for further training</td>
<td>0</td>
<td>695</td>
<td>695</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>178</td>
<td>179</td>
</tr>
</tbody>
</table>
APPENDIX J

CAREER AND TECHNICAL EDUCATION-GENERAL OFFICE

OCCUPATIONS UNIT PLAN I - VI
CAREER AND TECHNICAL EDUCATION – GENERAL OFFICE OCCUPATIONS

UNIT PLAN I-VI

By

Joyce Fairman

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DESCRIPTION: CAREER AND TECHNICAL - GENERAL OFFICE CLERICAL

UNIT I Plan

Unit I: Office Behavior/Safety/Chain of Command/Verbal Communication/Telephone Techniques & Message Taking

Clock Hours: 4
Credit Units: N/A

A. DESCRIPTION

In this unit, participants receive a review of office protocol, class and office behavior, and industry office safety. Emphasis is on safety reporting and office chain of command for reporting occupational hazards in the workplace: The hierarchal structure of state agencies governing occupational regulations, employer statues. Cal-OSHA: Structural standards, equipment safeguards, and office equipment safety is discussed.

B. BEHAVIOR OBJECTIVES

Cognitive:

By the end of this unit given information on career and technical office protocol, state and federal regulations, reporting policies, and business office conduct each student will be able to

<table>
<thead>
<tr>
<th>Written/Oral English Language</th>
<th>• Define proper procedures to follow in workplace emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0, 1.1, 1.2, 1.3 Reading Comprehension</td>
<td>• Define proper verbal communication: define proper procedure for receiving and interpreting information through listening, reading and message taking</td>
</tr>
<tr>
<td>2.0, 2.1 through 2.8</td>
<td>• Define proper office behavior, office industry dress codes</td>
</tr>
<tr>
<td></td>
<td>• Define hierarchal structure of state and federal agencies for reporting hazards in the workplace.</td>
</tr>
<tr>
<td></td>
<td>• Define proper procedures for message taking communications</td>
</tr>
<tr>
<td></td>
<td>• Define equipment safeguards, and proper use of office equipment</td>
</tr>
</tbody>
</table>

Psychomotor:

By the end of this unit, given a demonstration and guided practice handouts, each participant will be able to

- Describe proper office behavior, office industry dress codes to 100% accuracy.

Affective:

By the end of the unit, given guidelines and informational handouts, each participant will be able to

- Demonstrate willingness to observe proper office and workplace safety procedures.
- Demonstrate willingness to observe proper procedures for reporting workplace safety issues to office hierarchical departments and management.
• Demonstrate willingness to observe proper telephone and verbal message taking procedures.
• Demonstrate willingness to observe proper professional and business office dress consistent with that of a career and technical clerical position

C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES

Textbooks:


References:
http://ppspublishers.com/articles/resources/

Equipment:
- Pen/Pencils
- Computers
- Calculator
- Pocket Folders
- 2" 3 Ring Notebook (with paper)
- 8 ½" X 11" Lined Tablet

D. TOPICS

1. State and Federal Reporting Agencies
2. Facility and office Safeguards
3. Office behavior and protocol
4. Telephone and Verbal message taking
5. Hierarchal Reporting Procedures

E. METHODS OF INSTRUCTION

1. Lecture
2. Demonstration
3. Guided Practice
4. Handouts
5. Scenario-based Role-playing

F. METHOD OF EVALUATION

Cognitive:
Participants are given handouts describing office safety/verbal communication of the unit will be able to complete an exam consisting of 20 multiple-choice questions over all topics in the unit.

Psychomotor:
Participants will be asked to describe and demonstrate proper telephone and verbal message taking.
Affective:
Participants will describe office protocol, state and federal and hierarchal reporting procedure for career and technical-office helper, and proper reporting procedures for workplace safety hazards. Instructor will observe participants throughout the course and evaluate their professional development using a rubric.

G. EVALUATION CRITERIA

Cognitive
- Participants must achieve 68% on the unit quiz to pass the unit.
- Participants must achieve 70% on the average of all six units to pass the program.

Psychomotor
- Participants will describe dress, protocol, communication message taking, telephone and verbal, the state, federal, and hierarchal reporting procedures with 100% accuracy.

Affective
- On a scale of 1-4 with 1 being the highest, participants will average no less than 2 in all categories.
DESCRIPTION: CAREER AND TECHNICAL -GENERAL OFFICE CLERICAL

UNIT II Plan

Unit II: Written Communication & Intra Office Memo/Basic Filing & Mail Processing Systems.

Clock hours: 4
Credit Units" N/A

A. DESCRIPTION

In this unit, participants receive a review of office professionalism and ethics with emphasis on the importance of following directions: The importance writing intra office memos, fling and use of mail processing equipment is discussed.

B. BEHAVIOR OBJECTIVES

Cognitive:
By the end of this unit, given information on career and technical office professionalism and ethics, and written communication. An overview of intra office communication, filing, and mail-processing systems, each participant will be able to:

<table>
<thead>
<tr>
<th>Written/Oral English Language</th>
<th>Define proper procedures to follow in workplace written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0, 1.1, 1.2, 1.3 Reading Comprehension 2.0, 2.1 through 2.8 Mathematics 2.0, 2.1, 2.2, 2.3, 3.0 3.1, 3.2</td>
<td>Define proper procedures for writing intra office memo communication</td>
</tr>
<tr>
<td></td>
<td>Define proper career and technical office professionalism and ethics</td>
</tr>
<tr>
<td></td>
<td>Define proper procedures for filing</td>
</tr>
<tr>
<td></td>
<td>Define mail processing systems, equipment safeguards, and proper use of office equipment</td>
</tr>
</tbody>
</table>

Psychomotor:

By the end of this unit, given a demonstration and guided practice handouts, each participant will be able to

Describe proper career and technical office professionalism and ethic to 100% accuracy.

Affective:

By the end of this unit, given guidance and informational handouts, each participant will be able to:

- Demonstrate willingness to follow proper career and technical office professionalism and ethics within the workplace
- Demonstrate willingness to follow proper career and technical office interpersonal communication procedures
- Demonstrate willingness to follow proper filing procedures based on office standards
- Demonstrate willingness to follow proper instructions for use of mail processing systems and safeguards
- Demonstrate willingness to follow instruction for writing intra office memos
C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES

Textbooks:
Instructor provided material for office equipment and user manuals/Handouts

References:
http://ppspublishers.com/article/resources/

Equipment:
- Pen/Pencils
- Computers
- Calculator
- Pocket Folder
- 2” 3 Ring Notebook (with paper)
- 8 ½” X 11” Lined Tablet

D. TOPICS

1. Intra office communication
2. Filing procedures
3. Career and technical office professionalism and ethics
4. Written communication
5. Mail processing systems

E. METHODS OF INSTRUCTION

1. Lecture
2. Demonstration
3. Guided practice
4. Handouts
5. Scenario-based Role-playing

F. METHOD OF EVALUATION

Cognitive:
Participants are given handouts describing intra office memos and written communication, career and technical professionalism, and ethics will upon completion of this unit, be able to complete an exam consisting of 20 multiple-choice questions over all topics in this unit.

Psychomotor:
Participants will be asked to describe and demonstrate proper filing procedures, and the writing of intra office memos.

Affective:
Participants will describe career and technical office professionalism and ethics for a general office clerical, and proper interpersonal communication. Instructor will observe participants throughout the course and evaluate their professional development using a rubric.
G. EVALUATION CRITERIA

Cognitive

- Participants must achieve 68% on the unit quiz to pass the unit.
- Participants must achieve 70% on the average of all six units to pass the program.
UNIT III Plan

UNIT III: Office Equipment & Use

Clock Hours: 4
Credit Units: N/A

A. DESCRIPTION

In this unit a routine overview of Computer Models, Software, various copiers used within office environments (i.e., Xerox, Cannon, etc.), other office equipment like postage meters is demonstrated: Correct operating procedures are discussed and demonstrated. Manufactures’ recommendations and equipment user manuals for correct operation is emphasized.

B. BEHAVIOR OBJECTIVES

Cognitive:
By the end of this unit, given information on various computer models, software, various copiers used in an office environment: An overview of computer models, software, and copiers, each student will be able to:

| Written/Oral English Language 1.0, 1.1, 1.2, 1.3 | • Define computer models used within the workplace |
| Reading Comprehension 2.0, 2.1 through 2.8 | • Define software used with computer models within the workplace |
| Mathematics 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2 | • Define office equipment like postage meters |
| | • Define manufactures’ recommendations and office equipment user manuals |
| | • Define equipment safeguards and proper use of office equipment |

Psychomotor:
By the end of this unit, given a demonstration and guided practice handouts, each participant will be able to:

- Describe computer models, software, and various copiers to 100% accuracy.

Affective:
By the end of this unit, given guidance and informational handouts, manufactures’ user manuals, each participant will be able to:

- Demonstrate willingness to follow proper office equipment manufactures’ recommendations and user manual procedures.
- Demonstrate willingness to identify computer models used within workplace environments
- Demonstrate willingness to identify mail processing equipment like postage meters
- Demonstrate willingness to identify software used within workplace environments
C. TEXTBOOK/INSTRUCTIONAL MATERIALS AND REFERENCES

Textbooks:
Instructor provided material for office equipment and user manuals/handouts

References:
http://ppspublisher.com/articles/resources/

Equipment:
- Pen/Pencils
- Computers
- Calculator
- Pocket Folders
- 2” 3 Ring Notebook (with paper)
- 8½” X 11” Lined Tablet

D. TOPICS

1. Computer Models
2. Software
3. Various copiers
4. Mail processing equipment
5. Office equipment manufactures’ user manual recommendation

E. METHOD OF EVALUATION

Cognitive
Participants are given handouts for office equipment with user manuals: upon completion of the unit will be able to complete an exam consisting 20 multiple-choice questions over all topics in the unit.

Psychomotor
Participants will be asked to describe and demonstrate correct use of various copier procedures.

Affective:
Participants will describe office computer models, software, and proper use of office equipment using manuals’ recommendation. Instructor will observe participants throughout the course and evaluate their career and technical professional development using a rubric.

F. METHOD OF EVALUATION

Cognitive:
Students/participants are given handouts, office equipment user manuals upon completion of the unit students/participants will be able to complete an exam consisting on 20 multiple-choice questions over all topics in the unit.
G. EVALUATION CRITERIA

Cognitive
- Participants must achieve 70% on the unit quiz to pass the unit
- Participants must achieve 70% as an average on all six units to pass program.

Psychomotor
- Participants will describe software, computer models, mail-processing equipment (postage meter), and various copiers, and equipment safeguards will 100% accuracy.

Affective
- On a scale of 1-4 with 1 being the highest, participants will average no less than 2 in all categories.
UNIT IV Plan

UNIT IV: Externship/On-Site Office Visit

A. DESCRIPTION

This unit constitutes a filed trip of on-site offices during which participants observe and take notes of fundamental career and technical office procedures previously presented. Emphasis is placed on filing, word processing, business letter format, memos, and telephone techniques. Participants will discuss possible improvements and office hazards observed during the facility tour.

B. BEHAVIOR OBJECTIVES

Cognitive:

By the end of this unit, given a field trip of on-site offices: An overview discussion of field trip of on-site offices, each participant will be able to:

<table>
<thead>
<tr>
<th>Written/Oral</th>
<th>Define fundamental office procedures within the workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>Define business letter format and memos</td>
</tr>
<tr>
<td>1.0, 1.1, 1.2, 1.3</td>
<td>Define possible observed office hazards</td>
</tr>
<tr>
<td>Reading</td>
<td>Define filing procedures based on office procedures</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Define proper telephone techniques and office behavior</td>
</tr>
<tr>
<td>2.0, 2.1 through 2.8</td>
<td></td>
</tr>
<tr>
<td>Mathematics 2.0,</td>
<td></td>
</tr>
<tr>
<td>2.1, 2.2, 2.3, 3.0, 3.1, 3.2</td>
<td></td>
</tr>
</tbody>
</table>

Psychomotor:

By the end of this unit, given a demonstration and guided practice handouts, each participant will be able to:

- Describe proper telephone techniques, filing procedures, and word processing to 100% accuracy

Affective:

By the end of this unit, given field trip of on-site offices, each participant will be able to:

- Demonstrate willingness to observe proper telephone techniques
- Demonstrate willingness to observe proper business letter format, and memos
- Demonstrate willingness to identify fundamental career and technical office procedures previously discussed.
- Demonstrate willingness to identify possible office hazards
- Demonstrate proper filling techniques based on office procedures
C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES

Textbooks:

References:
http://www.scsite.com/

Equipment:
Pen/Pencils
Computers
Calculator
Pocket Folder
2" 3 Ring Notebook (with paper)
8 ½" X 11 Lined Tablet

D. Topics
1. Telephone techniques
2. Business letter format and memos
3. Possible office hazards
4. Fundamental career and technical office procedures
5. Filing based on on-site procedures

E. METHODS OF INSTRUCTION

Cognitive:
Participants are given a field trip of on-site offices during which they observe and take notes of fundamental office procedures previously presented: Upon completion of the unit will be able to complete an exam consisting of 20 Multiple-choice questions over all topics in the unit.

Psychomotor:
Participants will be asked to describe and demonstrate proper telephone techniques, and business letter format

Affective:
Participants will describe proper office filing based on site-office observation. Instructor will observe participants throughout the course and evaluate their career and technical professional development using a rubric.

F. EVALUATION CRITERIA

Cognitive
- Participants must achieve 70% on the unit quiz to pass the unit.
- Participant must achieve 70% on the average of all six units to pass the program.
Psychomotor

- Participants will describe proper telephone techniques, filing procedures to 100% accuracy

Affective

- On a scale of 1-4 with 1 being the highest, participants will average no less than 2 in all categories.
UNIT V Plan

UNIT V: Law and Ethics

Clock Hours: 4
Credit Units: N/A

A. DESCRIPTION

In this unit, labor laws industry employment regulations Occupational Safety and Health Administration (OSHA) guidelines regulated by state and federal laws are presented in-depth. Emphasis is on hypothetical and actual business settings to view and understand employee/employer expectations. In class documentation and examples of posted labor and industry law, in class review exercises on these laws of ethics will be affected through role-playing and scenarios.

B. BEHAVIOR OBJECTIVES

Cognitive:

By the end of this unit, given documentation and examples of posted labor and industry law: An overview discussion and role-playing of hypothetical and actual business setting, each participant will be able to:

<table>
<thead>
<tr>
<th>Written/Oral English Language</th>
<th>Define labor law industry regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0, 1.1, 1.2, 1.3 Reading</td>
<td>Define OSHA guidelines regulated by state and federal laws within the workplace environment</td>
</tr>
<tr>
<td>Comprehension 2.0, 2.1 through 2.8 Mathematics 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2</td>
<td>Define Employee/Employer expectations</td>
</tr>
</tbody>
</table>

Psychomotor:

By the end of this unit, given documentation and examples of posted labor and industry laws, each participant will be able to

- Describe labor and industry employment regulations to 100% accuracy

Affective:

By the end of the unit, given documentation and examples, each participant will be able to

- Demonstrate willingness to observe posted labor laws
- Demonstrate willingness to observe industry employment regulation
- Demonstrate willingness to view employee/employer expectations
- Demonstrate willingness to review laws of ethics
• Demonstrate willingness to review OSHA guidelines regulated by state and federal laws.

C. TEXTBOOKS/INSTRUCTIONAL MATERIAL AND REFERENCES

Textbooks:

References:
Employment Laws for Employer & Employees
http://www.employlaw.com

Human Resources Employment Codes
http://www.erier.com/freedata/hcodes/

Equipment:
- Pen/Pencils
- Computers
- Calculator
- Pocket Folder
- 2” 3 Ring Notebook (with paper)
- 8 ½” X 11” Lined Tablet

D. TOPICS

1. Labor Laws
2. Industry employment regulations
3. OSHA guidelines, State & Federal
4. Understanding employment/employer expectations
5. Reporting guidelines and procedures

E. METHOD OF INSTRUCTION

1. Lecture
2. Demonstration
3. Guided Practice
4. Handouts
5. Scenario-based Role-playing

F. METHOD OF EVALUATION

Cognitive
Participants are given documentation and examples of labor laws and industry employment regulations, employee/employer expectations previously presented: Upon completion of the
unit will be able to complete an exam consisting of 20 multiple-choice questions over all topics in the unit.

Psychomotor

Participants will be asked to describe and demonstrate proper reporting to state and federal agencies regarding labor and industry laws.

Affective

Participants will describe posted labor and industry laws. Instructor will observe participants throughout the course and evaluate their career and technical professional development using a rubric.

G. EVALUATION CRITERIA

Cognitive

- Participants must achieve 75% on this unit quiz to pass the unit.
- Participants must achieve 70% on the average of all six units to pass the program

Psychomotor

- Participants will describe OSHA state and federal laws, and employee/employer expectations to 95% accuracy.

Affective

- On a scale of 1-4 with 1 being the highest, participants will average no less than 2 in all categories.
UNIT VI: Interviewing/Resume Writing Development

Clock Hours: 4
Credit Units: N/A

A. DESCRIPTION

Designing resumes and successful interviewing techniques, completing employment applications are discussed. Emphasis is placed on verbal communication, dress, and behavior during interview. Participants role-play interviewing and completing applications as well as other documents required for employment.

Office Software Applications, Word processing documents, Word Processing Business Letter Formats, designing Memo Variations, basic letter writing will be discussed and practiced.

B. BEHAVIOR OBJECTIVES

Cognitive:
By the end of this unit, interviewing techniques, employment applications samples, and employment documents samples: An overview discussion and role-play of hypothetical interviews, each participant will be able to:

<table>
<thead>
<tr>
<th>Written/Oral English Language</th>
<th>• Define interviewing verbal communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0, 1.1, 1.2, 1.3 Reading Comprehension</td>
<td>• Define Office software Applications</td>
</tr>
<tr>
<td>2.0, 2.1 through 2.8</td>
<td>• Define interviewing techniques</td>
</tr>
<tr>
<td></td>
<td>• Define proper interviewing dress (attire), and behavior</td>
</tr>
<tr>
<td></td>
<td>• Define proper completion of employment applications and documents</td>
</tr>
</tbody>
</table>

Psychomotor:
By the end of this unit, given documentation and examples of resumes, employment documentation required for employment; examples of posted labor and industry laws, each participant will be able to:

• Describe interviewing techniques and dress to 100% accuracy

Affective:
By the end to the unit, given documentation and examples, each participant will be able to:

• Demonstrate a willingness to properly complete employment applications
• Demonstrate a willingness to properly dress and have proper behavior for employment interviews
• Demonstrate a willingness to properly design and write resumes
• Demonstrate a willingness to use proper verbal communication during interviews
• Demonstrate willingness to complete documents required for employment

C. TEXTBOOKS/INSTRUCTIONAL MATERIALS AND REFERENCES

Textbooks:

Reference:
Employment Laws for Employers & Employees
http://www.employlaw.com/
Human Resources Employment Code
http://www.erier.com/freedata/hrcodes/

Equipment:
- Pen/Pencil
- Computers
- Calculator
- Pocket Folder
- 2” 3 Ring Notebook (with paper)
- 8 ½” X 11” Lined Tablet

D. TOPICS
1. Resume writing
2. Verbal communication
3. Interviewing techniques
4. Behavior and dress during interviewing
5. Report guidelines and procedures

E. METHOD OF INSTRUCTION
1. Lecture
2. Demonstrate
3. Guided Practice
4. Handout
5. Scenario-based Role-play

F. METHOD OF EVALUATION

Cognitive:
Participants are given employment applications, and documentation required for employment, interviewing techniques, resume design previously presented: Upon completion of the unit, participants will be able to complete an exam consisting of 20 multiple-choice questions over all topics in the unit.
Psychomotor:
Participants will be asked to describe and demonstrate proper verbal communication, dress, and behavior during employment interviews.

Affective:
Participants will describe interviewing techniques, behavior, and dress during employment interviews. Instructor will observe participants throughout the course and evaluate their professional development using a rubric.

G. EVALUATION CRITERIA

Cognitive
- Participants must achieve 75% on the unit quiz to pass the unit
- Participants must achieve 70% on the average of all six units to pass the program.

Psychomotor
- Participants will describe proper verbal communication, behavior, and dress during employment interviews to 100% accuracy

Affective
- On a scale of 1-4 with 1 being the highest, participants will average no less than 2 in all categories
APPENDIX K

PROGRAM DESCRIPTION—CALENDAR AND OUTLINE
DOT: CLERICAL AND SALES OCCUPATIONS 219.362-050 to 239.567-10

Certificated Program: 6 Days
24 Clock hours/Certificated

PROGRAM DESCRIPTION

Career and Technical Education – General Office Occupations is an essential part of all industry sectors in San Bernardino County as well as nationwide. Current changes in office positions and computer technology increases the skill abilities of any office worker. The business environment select qualified individuals that are articulated, proficient in basic office protocol, knowledgeable of various office equipment, and office software programs required for completing intra-office documents. According to the US Department of Labor, the need demand is not expected to decrease in the immediate future.

The objective of this program is to provide unskilled/underemployed Black/African Americans seeking employment and/or to enhance office skills, preparing for employment interviews, working with software applications required for office task. After this 24-hour program, participants should be able to take and pass interviews for employment, be knowledgeable of state and federal employment laws required for employers/employees, operated properly office equipment within an office environment.

The training is divided into six four (4) hour learning sessions called units. Each unit will address two to six major areas of business office requirements for Career and Technical Education – General Office Occupations. Emphasis is on laws and ethic, interpersonal interaction, office protocol and behavior, dress, verbal communication, and employer/employee expectations. Although units can be taken in any order, they are designed to be presented in sequence on six consecutive days.

Completion of this Career and Technical Education – General Office Occupations Program is acknowledged by the awarding of a certificate, which serves to verify Continuing Professional Development and Competencies for participants entering any related Career and Technical Education – General Office Occupations field.

Program Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>State Standards</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Office Protocol/Behavior/Safety/Chain of Command/Verbal Communication/Telephone Techniques &amp; Message Taking</td>
<td>Written/Oral Eng. Lang. 1.0, 1.1, 1.2, 1.3 Reading Comp. 2.0, 2.01 through 2.8</td>
<td>4</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Written Communication &amp; Intra Office Memo/Basic Filing &amp; Mail Processing System</td>
<td>Written/Oral Eng. Lang. 1.0, 1.1, 1.2, 1.3 Reading Comp. 2.0, 2.01 through 2.8 Math. 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2</td>
<td>4</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Office Equipment &amp; Use</td>
<td>Written/Oral Eng. Lang. 1.0, 1.1, 1.2, 1.3 Reading Comp. 2.0, 2.01 through 2.8 Math. 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2</td>
<td>4</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Externship/On-Site Office Visit</td>
<td>Written/Oral Eng. Lang. 1.0, 1.1, 1.2, 1.3 Reading Comp. 2.0, 2.01 through 2.8 Math. 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2</td>
<td>4</td>
</tr>
</tbody>
</table>
## UNIT 1 (4-HOUR SESSION)

**Office Protocol/Behavior/Safety/Chain of Command/Verbal Communication/telephone**

**Techniques & Message Taking**

4 Clock hours per session:

<table>
<thead>
<tr>
<th>UNIT 1 – HOUR 1</th>
<th>UNIT 1 – HOUR 2</th>
<th>UNIT 1 – HOUR 3</th>
<th>UNIT 1 – HOUR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>Q &amp; A</td>
<td>Hierarchy (chain of command)</td>
<td>Proper grammar</td>
</tr>
<tr>
<td>Office behavior</td>
<td>Safety:</td>
<td>Sexual harassment &amp; reporting policies</td>
<td>Negative verbal &amp; body language.</td>
</tr>
<tr>
<td>Industry Dress code</td>
<td>1. Standards</td>
<td></td>
<td>Cultural comparison in language and meanings</td>
</tr>
<tr>
<td>Written/oral Eng. Lang 1.0 through 1.3 – Reading Comp. 2.0 through 2.8</td>
<td>2. Reporting Procedures</td>
<td>In-class role-play for reporting</td>
<td>Q &amp; A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class discussion</td>
</tr>
</tbody>
</table>


## UNIT 2 (4-HOUR SESSION)

**Written Communication & Intra Office Memos/Basic Filing & Mail Processing Systems**

4 Clock hours per session

<table>
<thead>
<tr>
<th>UNIT 2 – HOUR 1</th>
<th>UNIT 2 – HOUR 2</th>
<th>UNIT 2 – HOUR 3</th>
<th>UNIT 2 – HOUR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Standards</td>
<td>Professionalism</td>
<td>Following direction</td>
<td>In-class writing on</td>
</tr>
<tr>
<td>Employer/Employee/</td>
<td>Ethics</td>
<td>Office communication</td>
<td>Various methods for</td>
</tr>
<tr>
<td>Instructor Expectations</td>
<td>Behavior</td>
<td>Intra office memos &amp; message taking</td>
<td>processing office mail.</td>
</tr>
<tr>
<td>Written/Oral Eng.</td>
<td>In-class exercise:</td>
<td>In-class exercise using</td>
<td>Like postage meters</td>
</tr>
<tr>
<td>Lang. 1.0 through 1.3 – Reading Comp. 2.0 through 2.8 – Math. 2.0 through 2.3, 3.0 through 3.2</td>
<td>Short essay on personal definition of:</td>
<td>handouts</td>
<td>Q &amp; A</td>
</tr>
<tr>
<td></td>
<td>professionalism,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ethics, and proper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>office behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNIT 3 (4-HOUR SESSION)

Office Equipment & Use

4 Clock Hour per session

<table>
<thead>
<tr>
<th>UNIT 3 – HOUR 1</th>
<th>UNIT 3 – HOUR 2</th>
<th>UNIT 3 – HOUR 3</th>
<th>UNIT 3 – HOUR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Models</td>
<td>Proper set-up of</td>
<td>Transparencies</td>
<td>Quiz</td>
</tr>
<tr>
<td>Software</td>
<td>Computer applications</td>
<td>LCD Projectors</td>
<td>Q &amp; A</td>
</tr>
<tr>
<td>Xerox &amp; Cannon</td>
<td>and Software. Setting-</td>
<td>Interactive – setting-</td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td>up computer icons to</td>
<td>up for displaying</td>
<td>assignment: describe</td>
</tr>
<tr>
<td></td>
<td>common applications</td>
<td>from computers or</td>
<td>and explain when to</td>
</tr>
<tr>
<td></td>
<td>– Typing tutor for</td>
<td>transparencies</td>
<td>use discussed office</td>
</tr>
<tr>
<td></td>
<td>keyboarding skills</td>
<td></td>
<td>equipment</td>
</tr>
<tr>
<td></td>
<td>Written/Oral Eng.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lang. 1.0 through 1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Reading Comp. 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>through 2.8 - Math.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.0 through 2.3, 3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>through 3.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


*Instructor provided materials for office equipment and user manuals/Handouts

UNIT 4 (4-HOUR SESSION)

Externship/On-site Office Visit

4 Clock Hours per session

<table>
<thead>
<tr>
<th>UNIT 7 – HOUR 1</th>
<th>UNIT 7 – HOUR 2</th>
<th>UNIT 7 – HOUR 3</th>
<th>UNIT 7 – HOUR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Visit</td>
<td>Office Visit</td>
<td>Office Visit</td>
<td>Return to class:</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Note-taking during</td>
<td>Note-taking during</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>office observation –</td>
<td>office observation –</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>office hazards</td>
<td>software use</td>
<td>Homework: compile</td>
</tr>
<tr>
<td></td>
<td>Posted labor laws</td>
<td>Business letter</td>
<td>notes of office visit</td>
</tr>
<tr>
<td></td>
<td>Interview office</td>
<td>format/memo writing</td>
<td>&amp; observations</td>
</tr>
<tr>
<td></td>
<td>manager on</td>
<td>Telephone techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>expectations</td>
<td>and locations industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(employee/employer)</td>
<td>dress</td>
<td></td>
</tr>
</tbody>
</table>

Textbooks: 3-hrs of class time for office visit.

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Career and Technical Education-General Office Occupations
Course Calendar

UNIT 5 (4-HOUR SESSION)

Laws & Ethics

4 Clock Hours per session

<table>
<thead>
<tr>
<th>UNIT 5 – HOUR 1</th>
<th>UNIT 5 – HOUR 2</th>
<th>UNIT 5 – HOUR 3</th>
<th>UNIT 5 – HOUR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>OSHA guidelines</td>
<td>Discussion of</td>
<td>Open discussion</td>
</tr>
<tr>
<td>Discussion of</td>
<td>regulated by</td>
<td>employee/employer</td>
<td>and procedures</td>
</tr>
<tr>
<td>labor laws and</td>
<td>state and</td>
<td>expectations</td>
<td>to state and</td>
</tr>
<tr>
<td>industry</td>
<td>federal laws</td>
<td>Quiz</td>
<td>federal agencies</td>
</tr>
<tr>
<td>regulations</td>
<td>within the</td>
<td>Role-play:</td>
<td>regulating labor</td>
</tr>
<tr>
<td></td>
<td>workplace</td>
<td>Workplace</td>
<td>&amp; industry laws</td>
</tr>
<tr>
<td>Written/Oral</td>
<td></td>
<td>ethics and</td>
<td>Quiz</td>
</tr>
<tr>
<td>Eng. Lang. 1.0</td>
<td></td>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>through 1.3 –</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 – Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comp. 2.0 through 2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


UNIT 6 (4-HOUR SESSION)

Interviewing/Resume Writing Development

4 Clock Hours per session

<table>
<thead>
<tr>
<th>UNIT 5 – HOUR 1</th>
<th>UNIT 5 – HOUR 2</th>
<th>UNIT 5 – HOUR 3</th>
<th>UNIT 5 – HOUR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>Designing Resumes</td>
<td>Interviewing Skills</td>
<td>Course Overview</td>
</tr>
<tr>
<td>Discussion of</td>
<td>Interviewing</td>
<td>Oral Quiz</td>
<td>Award Certifications</td>
</tr>
<tr>
<td>Office Visit</td>
<td>Skills</td>
<td>Role-play:</td>
<td>with Competencies</td>
</tr>
<tr>
<td>Designing</td>
<td>Computer word</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>Resumes</td>
<td>processing</td>
<td>Peer critiquing</td>
<td></td>
</tr>
<tr>
<td>Written/Oral</td>
<td>application and</td>
<td>of role-play</td>
<td></td>
</tr>
<tr>
<td>Eng. Lang. 1.0</td>
<td>typing tutorial</td>
<td>Open discussion</td>
<td></td>
</tr>
<tr>
<td>through 1.3 – 1.3</td>
<td></td>
<td>and overview of</td>
<td></td>
</tr>
<tr>
<td>– Reading</td>
<td></td>
<td>previous units</td>
<td></td>
</tr>
<tr>
<td>Comp. 2.0 through 2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX L

UNIT PLANS I-VI SYLLABUS
Career and Technical Education – General Office Occupations

Course Syllabus

By

Joyce Fairman
Career and Technical Education – General Office Occupations Course Syllabus

6 – Sessions

<table>
<thead>
<tr>
<th>Session Unit Length</th>
<th>Four (4) Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Unit Grading</td>
<td>Participation = 75%</td>
</tr>
<tr>
<td></td>
<td>Class Assignments = 20%</td>
</tr>
<tr>
<td></td>
<td>Complete Projects = 5%</td>
</tr>
<tr>
<td></td>
<td>Total = 100%</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:

Career and Technical Education – General Office Occupations has six (6) unit sessions, during which participants are prepared to enter an office or similar industry workplace setting. In the unit sessions, participants acquire fundamental knowledge of Office Behavior, Verbal Communication, Telephone Techniques, Filing procedures; Labor Law and Ethnic, Resume Writing, Interviewing Techniques; Office Software Applications, and Externship/On-Site Office field Trips. In addition to office equipment and usage, Business/Basic Letter writing format, and Intra Office communication. In addition to Message Taking, Employee/Employer Expectations, Professionalism, Office Protocol, and Industry Professional Dress Codes. By the end of these unit sessions participants will be knowledgeable in Career and Technical Education – General Office Occupations positions enhancing opportunity for employment.
STUDENT RESULTS

- Prepare for workplace environments
- Valuable and Conscientious Member of Society & Community
- Prepared problem solvers & logical thinkers
- Successful & Confident Communicators, Verbal and Written

CLASSROOM MANAGEMENT

1. Student Behavior

The classroom documentation, in-class text, reference material, and computers are to enhance and develop individual work skills and abilities. Students are expected at all times to display positive productive attitudes. Disrespect and/or negative behavior at anytime will not be tolerated. During each unit session, each participant is held accountable for his/her conduct and behavior in and out of the classroom.

2. Assertive and Disciplinary Action Plan

   Classroom Regulations of Conduct:

   - Participants will sing-in before seated at computer stations/positions – No exceptions
   - Come prepared to participated in class Paper, Pens, Pencils, Folders, Calculators
   - During teacher lecturing and/or individual presentations – No talking

3. Respect is to be shown at all times for instructor/teacher and Peers– No exception

   - No food and/or drinks at computer stations/positions (except for bottled water, juices, etc)
   - Dishonesty will NOT be tolerated
   - NO unauthorized internet website access – NO Exceptions
COURSE OUTLINE

SUBJECTS COVERED

TEACHER INSTRUCTION AND OVERVIEW

Unit I – Office Behavior/Safety/Chain of Command/Verbal Communication/Telephone Techniques & Message Taking

A. Office Protocol & Behavior
B. Industry Safety
C. State & Federal agencies (OSHA)
D. Chain of Command
E. Verbal Communication (grammar, linguistically & cultural emphasis)
F. Telephone Techniques & Message Taking

Unit II – Written Communication & Intra Office Memo/Basic filing & Mail Processing Systems

A. Professionalism
B. Verbal Communication (grammar, linguistically and cultural emphasis)
C. Interpersonal Development
D. Intra Office Memos (verbal & written)
E. Filing Procedures (modifications made based on employer policy)

Unit III – Office Equipment & Use

A. Computer Models
B. Copiers
C. Other Office Equipment
D. Manufactures’ Recommendation (user manuals)

Unit IV - Externship/On-Site Office Visit

A. Observation Note-taking
B. Office Behavior
C. Filing procedures (observed)
D. Business Letter Format/Memo (observed)
E. Dress Code
Unit V - Laws & Ethics

A. Labor Laws and Industry Employment Regulations
B. Hypothetical and Actual Business Role-play
C. Employer/Employee Expectations
D. Business Office Ethic Laws
E. OSHA Guidelines State & Federal

Unit VI – Interviewing/Resume Writing Development

A. Designing Resumes
B. Interviewing Techniques
C. Office & Resume Writing Software Applications
D. Proper Verbal Communication & Behavior (during interview process)
E. Completing Employment Applications and Documents

Final - Verbal Presentation/Class Reflection and Overview

COURSE REQUIREMENTS

• Class participation: discussions, assignments, quizzes
• Attendance
• Neat and complete homework and class assignments

Quizzes & Assessment

• Weekly Quizzes
• Project Assignments
• Homework Assignments
• Class Participation

Grading Percentages

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>98 To 100%</td>
<td>C</td>
<td>74 To 78%</td>
</tr>
<tr>
<td>A-</td>
<td>92 To 98%</td>
<td>C-</td>
<td>69 To 73%</td>
</tr>
<tr>
<td>B</td>
<td>89 To 91%</td>
<td>D</td>
<td>64 To 68%</td>
</tr>
<tr>
<td>B-</td>
<td>79 to 88%</td>
<td>D-</td>
<td>63% (below is failure)</td>
</tr>
</tbody>
</table>

*Note:

An instructor can only provide tools for success; the construction and design will be up to you.
STUDENT/PARTICIPANT ACCOUNTABILITY FORM

COURSE DESCRIPTION:

Career and Technical Education – General Office Occupations has six (6) unit sessions, during which participants are prepared to enter an office or similar industry workplace setting. In the unit sessions participants acquire fundamental knowledge of Office Behavior, Verbal Communication, Telephone Techniques, Filing procedures; Labor Law and Ethnic, Resume Writing, Interviewing Techniques; Office Software Applications, and Externship/On-Site Office field Trips. In addition to office equipment and usage, Business/Basic Letter writing format, and Intra Office communication. In addition to Message Taking, Employee/Employer Expectations, Professionalism, Office Protocol, and Industry Professional Dress Codes. By the end of these unit sessions participants will be knowledgeable in Career and Technical Education – General Office Occupations positions enhancing opportunity for employment.

Participants/Students: I have read the classroom management, and Assertive and Disciplinary Action Plan and I agree to abide by them.

Print Name (Participant/Student) ____________________________ Date __________

Participant/Student Signature ____________________________ Date __________
PARENT/GUARDIAN ACCOUNTABILITY FORM

PARENT/GUARDIAN: (Applicable for minor participants/students)

- I have read the Assertive Action Plan for Career and Technical Education – General Office Occupations and I agree that my child should adhere to this plan.

- I have also read the course outline and description and give permission to participate in discussions and activities.

PRINT PARENT/GUARDIAN NAME    RELATIONSHIP    DATE

PARENT/GUARDIAN SIGNATURE           DATE

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APPENDIX M

UNIT I-VI LESSON PLANS
Program: Career and Technical Education – General Office Occupations

Activity

Subject: Office behavior/Safety/Chain of command/Verbal Communication Telephone Techniques & Message Taking
Lesson Unit: 1

Student/Participant Performance Objective: In this, unit participants receive a review of office protocol, class and professional and office behavior, and industry office safety. Emphasis is on Career and Technical Education – General Office Occupations occupational hazards with in the work environment: The review includes Stat agencies that govern occupational regulations, especially Cal-OSHA: Structural stands, equipment safeguards, and office equipment safety are discussed.

By the end of this lesson, students will be able to – Articulate through suitable verbal, written, and technological communication

• Demonstrate and define proper procedures to follow in workplace emergencies
• Demonstrate and define – Proper verbal communication and for receiving interpreting through listening and reading for message taking.
• Define proper office behavior
• Define hierarchal structure of state and federal agencies for reporting hazards in the workplace
• Demonstrate proper procedures for message taking communications
• Define equipment safeguards, and proper use of office equipment
Program: Career and Technical Education – General Office Occupations

Activity

| Subject: Written Communication & Intra Office Memo/Basic Filing & Mail Processing Systems |
| Lesson Unit: 2 |

Student/Participant Performance Objective: this unit presents review of professionalism and ethics with emphasis on the importance of following directions: An overview of interpersonal communication as well as office communication and protocol is discussed.

By the end of this lesson, students/participants will be able to:

- Demonstrate basic document filing procedures and incoming/outgoing mail processing
- Demonstrate use of a word processing program, development and design of office memos
- Define the importance of following directions, using resources for submitting intra office communication
- Define office protocol and ethics
- Define proper filing based on office procedures
- Define proper professionalism, behavior, and ethics
Program: Career and Technical Education – General Office Occupations

Activity

Subject: Office Equipment & Use
Lesson Unit: 3

Student/Participant Performance Objective: In this unit, a routine overview of Computer Models, Software, various copier equipment, calculators, and postage meters are demonstrated. Correct operating procedures are discussed and demonstrated. Manufactures’ recommendations and equipment user manuals for correct operation is emphasized.

By the end of this lesson, students/participants will be able to:

- Define various computer models, copiers, and calculators
- Define and demonstrate proper basic care of office equipment
- Describe various office equipment
- Define manufactures’ recommendations and office equipment user manuals
- Define equipment safeguards and proper use of office equipment
- Demonstrate correct computer and software use
Program: Career and Technical Education – General Office Occupations

Activity

Subject: Externship/On-site Office Visit
Lesson Unit: 4

Student/Participant Performance Objective: This unit constitutes a field trip of on-site offices during which students observe and take notes of fundamental office procedures previously presented. Emphasis is placed on filing, word processing, business letter format, memos, and telephone techniques. Student/participants will discuss possible improvements and office hazards observed during the facility tour.

By the end of this lesson, student/participants will be able to:

- Define through observation filing techniques used in an actual office setting
- Define through observation proper business letter and intra-office memos
- Describe through observation fundamental office procedures
- Describe through observation possible improvements in office hazards
- Describe through observation telephone techniques (verbal communication)
- Describe through observation Office Software applications used during observation
- Describe through observation computer models used during facility tour
- Describe and discuss personal experience of actual office visit
Program: Career and Technical Education – General Office Occupations

Activity

| Subject: Laws & Ethics | Lesson Unit: 5 |

Student/Participant Performance Objective: In this unit labor laws, industry employment regulations, OSHA guidelines by state and federal laws are presented in-depth. Emphasis is on hypothetical and actual business settings to view and understand employee/employer expectations. In class documentation and examples of posted labor and industry laws, in class exercises on these laws of ethics will be affected through role-play and scenarios.

By the end of this lesson, students/participants will be able to:

- Define employment state and federal laws, and employee ethics based on industry regulations
- Demonstrate and define: the roles labor laws and ethics within the workplace environment
- Define proper reporting procedures to state and federal, and hierarchical management regarding office safety hazards
- Define OSHA guidelines
- Define employer/employee expectations based on industry employment regulations
- Define posting of employment industry labor laws and employee/employer ethics requirements
Program: Career and Technical Education – General Office Occupations

Activity

Subject: Interviewing/Resume Writing Development
Lesson Unit: 6

Student/Participant Performance Objective: Designing Resumes and successful interviewing techniques, completing employment applications are discussed. Emphasis is placed on verbal communication, dress, and behavior during interview. Students/participants role-play interviewing and completing applications as well as other documents required for employment.

Office software applications, Word processing documents, Word processing business letter format, designing memo variations, basic letter writing.

By the end of this lesson, students/participants will be able to:

- Develop and design resumes using word processing software.
- Demonstrate correct verbal communication and behavior during interviewing process.
- Demonstrate through role-play interviewing techniques and behavior.
- Define proper dress (attire) during interviewing process.
- Demonstrate use of word processing application for designing resumes, business letters, memos, and basic letter formats.
REFERENCE


APPENDIX N

EQUIPMENT AND MATERIALS
**PROGRAM:** Career and Technical Education – General Office Occupations

**EQUIPMENT AND MATERIALS**

**Computers and related equipment**
- Desktop PC/Laptop
- Inkjet/DeskJet PC Printer
- Copier
- Whiteboard (mounted)

**Miscellaneous Equipment**
- Calculators
- Transparency projector
- LCD projector (Portable/Mounted)

**Materials**
- LCD bulbs
- Portable Whiteboard
- Portable Projector screen

**Miscellaneous Materials**
- Transparencies
- Microsoft Office software
- Office Equipment User Guides and Manuals

**Supplies**
- 8” x 11” Blue lined tablets
- Whiteboard markers (assorted colors)
- Pencils
- Pens
- Printer paper
- Whiteboard erasures
- Computer screen cleaner
- Blank employment application forms and documents
- Yellow highlighters (markers)
APPENDIX O

TEXTBOOK LIST
## PROGRAM: Career and Technical Education – General Office Occupations

### Textbook List

<table>
<thead>
<tr>
<th>COURSE</th>
<th>*REQUIRED TEXT(S)</th>
<th>LOANER PROGRAM</th>
<th>APPROX. PRICE</th>
<th>REFERENCE MATERIALS (FOR IN-CLASS USE ONLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Equipment &amp; Use Unit 3</td>
<td>Instructor provided material for office equipment and user manuals/Handouts</td>
<td>I</td>
<td>N/A</td>
<td>Equip. User Manuals</td>
</tr>
</tbody>
</table>

*instructor may make modification to textbook list

L=Loaner    C=Consumable    I=In Class Set    N/C= No Cost
APPENDIX P

STUDENT/PARTICIPANT EVALUATION FOR UNITS I-VI
Unit 1 - Office Behavior/Safety  
Chain of Command/Verbal Communication/Telephone Techniques & Message Taking

Student/Participants

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>LECTURE</th>
<th>LAB</th>
<th>VER</th>
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<th>VER</th>
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</thead>
<tbody>
<tr>
<td>Cognitive: By the end of the unit, given information on office behavior/protocol/office safety, each person will be able to</td>
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<tr>
<td>Define proper procedures to follow in workplace emergencies</td>
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<td>Define proper verbal communication: define proper procedures for receiving and interpreting information through listening, reading and message taking</td>
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<tr>
<td>Define proper office behavior, office industry dress codes.</td>
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<tr>
<td>Define hierarchial structure of state and federal agencies for reporting hazards in the workplace</td>
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<tr>
<td>Define proper procedures for message taking communications</td>
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<tr>
<td>Psychomotor: By the end of the unit, given a demonstration and guided practice, each student/participant will be able to</td>
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<tr>
<td>Demonstrate proper office behavior, office industry dress code to 100% accuracy</td>
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<tr>
<td>Affective: By the end of the unit, given guidance and modeling, each student will be able to</td>
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<tr>
<td>Demonstrate willingness to observe proper office and workplace safety procedures</td>
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<tr>
<td>Demonstrate willingness to observe proper procedures for reporting workplace safety issues to hierarchical departments and management</td>
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<tr>
<td>Demonstrate willingness to observe proper telephone techniques and verbal message taking procedures</td>
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COMMENTS

LEGEND

I - INSTRUCTION  
E - EVALUATION  
VER - VERIFICATION  
S - ON-SITE HOURS
### Cognitive: By the end of the unit, given information on office professionalism and ethics, and written communication. An overview of intra office communication, filing, and mail processing systems, each student/participant will be able to

- Define proper procedures to follow in workplace communication
- Define proper procedures for writing intra office memo communications
- Define proper office professionalism and ethics
- Define proper procedures for filing (may differ based on office policies)
- Define mail processing systems, equipment safeguards, and proper use of office equipment

### Psychomotor: By the end of the unit, given a demonstration and guided practice, each student/participant will be able to

- Describe proper office professionalism and ethics to 100% accuracy

### Affective: By the end of the unit, given guidance and modeling, each student will be able to

- Demonstrate willingness to follow proper office professionalism and ethics within the workplace
- Demonstrate willingness to follow proper office interpersonal communication procedures
- Demonstrate willingness to follow instructions for writing intra office memos

**COMMENTS**
### Cognitive
By the end of the unit, given information on various computer models, software, and copiers used within an office setting, each student/participant will be able to:

- Define computer models used within the workplace
- Define software used with computer models within the workplace
- Define manufacturers' recommendations and office equipment manuals
- Define other office equipment like postage meters
- Define equipment safeguards and proper use of office equipment

### Psychomotor
By the end of the unit, given a demonstration and guided practice, each student/participant will be able to:

- Describe computer models, software, and various copiers to 100%

### Affective
By the end of the unit, given guidance and modeling, each student will be able to:

- Demonstrate willingness to follow proper office equipment manufacturers' recommendations and user manual procedures
- Demonstrate willingness to identify mail processing equipment like postage meters
- Demonstrate willingness to identify computer software applications

### Comments

### Legend

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<thead>
<tr>
<th>I</th>
<th>INSTRUCTION</th>
<th>DATE</th>
<th>DATE</th>
<th>INITIALS</th>
<th>HOURS</th>
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### OBJECTIVE

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</table>

Cognitive: By the end of the unit, given information and a field trip of on-site offices: An Overview discussion of field trip to on-site offices, each student/participant will be able to:

- Define fundamental office procedures within the workplace
- Define business letter format and memos
- Define possible office hazards
- Define proper telephone techniques used in the workplace
- Define proper filing based on office procedures during on-site office visit

Psychomotor: By the end of the unit, given a demonstration and guided practice, each student/participant will be able to:

- Demonstrate proper telephone techniques, filing, procedures, and word-processing to 100%

Affective: By the end of the unit, given guidance and modeling, each student will be able to:

- Demonstrate willingness to observe proper telephone techniques
- Demonstrate willingness to observe proper business letter format, and memos
- Demonstrate willingness to observe proper filing techniques based on office procedures

### COMMENTS

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**LEGEND**

<table>
<thead>
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<th>S - ON-SITE HOURS</th>
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<td>DATE</td>
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</table>
Cognitive: By the end of the unit, given documentation and examples of posted and industry law: An overview discussion and role-playing of hypothetical and actual business setting, each student/participant will be able to:

- Define labor laws industry regulations
- Define OSHA guidelines regulated by state and federal laws within the workplace environment
- Define Employee/Employer expectations dress codes.
- Define posted labor and industry laws in the workplace
- Define reporting procedures to federal and state agencies regulating labor and industry laws

Psychomotor: By the end of the unit, given a demonstration and guided practice, each student/participant will be able to:

- Describe labor and industry employment regulations to 100% accuracy

Affective: By the end of the unit, given guidance and modeling, each student will be able to:

- Demonstrate willingness to observe posted labor laws
- Demonstrate willingness to observe industry employment regulations
- Demonstrate willingness to review laws of ethics, and OSHA guidelines regulated by state and federal laws

COMMENTS

LEGEND

| I | INSTRUCTION | DATE |
| E | EVALUATION | DATE |
| VER | VERIFICATION | DATE |
| S | ON-SITE HOURS | INITIALS |
| HOURS | INITIALS |

Grade: Grade:
Cognitive: By the end of the unit, given information and a demonstration of interviewing techniques, employment application samples, and employment documentation samples, each student/participant will be able to:

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<tr>
<td>Define interviewing verbal communication</td>
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<tr>
<td>Define office software used for resume writing</td>
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<td>Define interviewing techniques</td>
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<tr>
<td>Define proper interviewing dress (attire), and behavior</td>
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<td>Define proper completion of employment applications and documents</td>
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Psychomotor: By the end of the unit, given a demonstration and guided practice, each student/participant will be able to:

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<tr>
<td>Demonstrate proper interviewing techniques and dress to 100% accuracy</td>
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</table>

Affective: By the end of the unit, given guidance and modeling, each student will be able to:

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<tbody>
<tr>
<td>Demonstrate willingness to properly complete employment applications, design and write resumes</td>
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<tr>
<td>Demonstrate willingness to properly dress and behave for employment interviews</td>
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<tr>
<td>Demonstrate willingness to use properly complete documents required for employment; to use proper verbal communication during interviews</td>
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COMMENTS

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