



**COOPERATIVE EDUCATION -- DESKTOP PUBLISHING
EQUIPMENT OPERATOR
GRPH 2381
COURSE SYLLABUS**

COOPERATIVE EDUCATION -- DESKTOP PUBLISHING EQUIPMENT OPERATOR

GRPH 2381

Course Description:

Provides career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component that covers ergonomics, interpersonal and job-related skills.

Semester Hours: 3(1 semester/15-20 lab.)

GUIDELINES FOR INTERNSHIPS

The students must meet the following guidelines to enroll in Secretarial Internship:

1. A student enrolling in an internship course must take at least one subject matter course at the same time. Exception: A student, who has completed or will complete in the current semester, all courses listed in that semester of the course of study where the internship is listed may enroll for the internship.
2. A student must have a declared major in the area in which the internship is done.
3. A student may not challenge an internship course through credit by examination.
4. Approved intern stations must provide work experience directly related to the program objectives. Student and the intern stations must meet established program guidelines and must be approved by the program director prior to registration.
5. The minimum acceptable work experience is 20 clock hours and one seminar or conference hour per week.
6. Exceptions to the above statement must have prior approval of the Dean of Technical Education.

SCANS

Each objective in this syllabus is identified with a reference to SCANS to indicate that the objective teaches one or more of the SCANS competencies. SCANS is the acronym for the Secretary's Commission on Achieving Necessary Skills (SCANS) and are described in the commission's report as being designed to prepare "America's students and workers for today's high skills workplace. At the end of each objective, the SCANS competencies that are taught are noted by Workplace or Foundation and the category and corresponding letter of the competency. Appendix A at the end of the syllabus gives the SCANS competencies in their complete format. A matrix of the SCANS covered in the course is also found in Appendix A.

Capstone Course for Certificates

Capstone Course Explanation: Internship Medical Administration is a capstone course for Office Administration Degrees which brings together skills and knowledge learned in other classes and applies them in decision-making situations and in completing job tasks on the job. This course brings together all of the courses taught because the student is working doing the very tasks they were taught in their classes. Composition skills learned in Business English and /or Technical Communication are used to create documents and to check the grammar, punctuation, and completeness of those documents. Keyboarding II taught formatting documents (letters, tables, manuscripts), punctuation spacing, proofreading, content reliability, and page layout. These skills are used in creating documents on the job. Word Processing I and II taught the functions for word processing for different types of documents thqt the students must apply to the documents they create on the job.

Prerequisite:

An approved work station and consent of the program director; ARTC 1302, ARTC 1313

Required Text and Materials:

Applied Office Ergonomic Manual, HumanTech
Your Attitude Counts, Neild B. Oldman

Course Competencies & Performance Objectives:

Competency - Design an ergonomically correct office.

Objective--Using the information in the textbook and from the lecture, the student should be able to define vocabulary terms associated with ergonomics, office layout, and computer accessories with 70% accuracy. (* Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D; Thinking Skills—D, E, F)

Objective--Using the information in the textbook and from the lecture, the student should be able to arrange furniture and computer equipment in a manner to avoid glare and reflection. (*Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D, E; Thinking Skills—B, C, D, E, F)

Objective--Using the information in the textbook and from the lecture, the student should be able to list ways to reduce glare and reflection in an office. (*Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D, E; Thinking Skills—B, C, D, E, F)

Objective--Using the information in the textbook and from the lecture, the student should be able to design a workstation that will meet the needs of the worker based on the tasks the worker performs on a day-to-day basis. (*Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D, E; Thinking Skills—B, C, D, E, F)

Objective--Using the information in lectures and in the Technology Center, the student should be able to design an office layout that is ergonomically correct for a company with 70% accuracy. (*Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D, E; Thinking Skills—B, C, D, E, F)

Objective--Using the information from lectures on color and its effects on human behavior, the student should be able to choose the appropriate colors for a company with 70% accuracy. (*Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D, E; Thinking Skills—B, C, D, E, F)

Objective--Using the information from lectures, in the textbook, and in the Technology Center, the student should be able to select ergonomically correct furniture, chairs, and dividing panels for a computerized office with 70% accuracy. (*Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D, E; Thinking Skills—B, C, D, E, F)

Objective--Using the information from lectures, in the textbook, and in the Technology Center, the student should be able to select the appropriate accessories for a computerized office with 70% accuracy. (*Workplace: Information—A, B, C; Foundation Skills: Basic Skills—A, D, E; Thinking Skills—B, C, D, E, F)

Competency - Work effectively in groups to make decisions to automate a company

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective--Working in groups of four to five students, the individual groups will work together to make decisions to automate a company with 70% accuracy. (*Workplace: Interpersonal—A, D, E, F; Foundation Skills: Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective--After the groups have been selected, each group will select a leader who will lead and manage the group to automate a company with 70% accuracy. (*Workplace: Interpersonal—A, D, E, F; Foundation Skills: Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective--As the groups work through the automation process, the individual people in the groups will learn to work effectively with the other people in the group in order successfully automate a company with 70% accuracy. (*Workplace: Interpersonal—A, D, E, F; Foundation Skills: Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective--Using the information assimilated in class, the groups will work together to make decisions that will automate the company with 70% accuracy. (*Workplace: Interpersonal—A, D, E, F; Foundation Skills: Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective--After all decisions for the company have been made, the group will present the newly automated company to the rest of the class in a presentation that lasts at least 30 minutes with 70% accuracy. (*Workplace: Interpersonal—A, D, E, F; Foundation Skills: Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Understand the need for human relations

Objective—Given Case Study 1, the student will be able to define human relations. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective—Given Case Study 1, the student will be able to recognize the need for human relations skills. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective—Given Case Study 1, the student will be able to determine that communicating is a major part of human relations. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Make your attitude count.

Objective – Given Case Study 2 in the book, the student will be able to define attitude. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective—Given Case Study 2 in the book, the student will be able to recognize how attitude affects human relations. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 2 in the book, the student will be able to identify on attitude and how it affects one human relationship. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective -- Given Case Study 2 in the book, the student will be able to differentiate between positive and negative attitudes. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Recognize the relationship between productivity and human relations. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 3 in the book, the student will be able to recognize the importance of productivity in the workplace. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 3 in the book, the student will be able to explain the role of human relations and attitude in productivity. (*Workplace: Interpersonal—A, E, F;

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Use horizontal relationships.

Objective— Given Case Study 4 in the book, the student will be able to define horizontal relationships. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 4 in the book, the student will be able to recognize the importance of good horizontal relationships in the workplace. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 4 in the book, the student will be able to identify the importance of attitude in horizontal relationships. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Use vertical relationships.

Objective— Given Case Study 5 in the book, the student will be able to copy vertical relationships. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 5 in the book, the student will be able to recognize how good vertical and horizontal relationships interact. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 5 in the book, the student will be able to identify the importance of a good attitude in establishing both good vertical and horizontal relationships. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Avoid destructive attitudes.

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective— Given Case Study 6 in the book, the student will be able to define and identify destructive attitudes. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 6 in the book, the student will be able to recognize the negative effects of destructive attitudes on the job. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Use constructive attitudes.

Objective— Given Case Study 7 in the book, the student will be able to define and identify constructive attitudes. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 7 in the book, the student will be able to recognize the difference between a positive attitude and a constructive attitude. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 7 in the book, the student will be able to identify the effect a constructive attitude has had on your job or class. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Recognize morale and job satisfaction.

Objective— Given Case Study 8 in the book, the student will be able to define morale. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 8 in the book, the student will be able to identify the connection between morale and job satisfaction. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective— Given Case Study 8 in the book, the student will be able to recognize the relationship between attitude and morale. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Handle frustration on the job.

Objective— Given Case Study 9 in the book, the student will be able to identify the relationship between frustration and aggression. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 9 in the book, the student will be able to recognize the role of attitude in minimizing frustration. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 9 in the book, the student will be able to recognize ways that you dealt with frustration, either positively or negatively. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Avoid the rumor mill

Objective— Given Case Study 10 in the book, the student will be able to identify the negative impact of rumors on the job. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 10 in the book, the student will be able to recognize the role of attitude in the development and passing of rumors. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Accept responsibility;

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective— Given Case Study 11 in the book, the student will be able to recognize how accepting responsibility is an important human relations skill. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Use communication skills.

Objective— Given Case Study 12 in the book, the student will be able to recognize the importance of good communication skills in building relationships in the workplace. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 12 in the book, the student will be able to identify three types of verbal communication. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 12 in the book, the student will be able to identify several kinds of nonverbal communications. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency –Evaluate the correlation between your attitude and job success.

Objective— Given Case Study 13 in the book, the student will be able to identify traits form a constructive attitude. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 13 in the book, the student will be able to recognize the role of a constructive attitude in career success. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Maintain a positive attitude,

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective— Given Case Study 14 in the book, the student will be able to identify strategies you have used for maintaining a positive attitude. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 14 in the book, the student will be able to identify a situation where an attitude resulted in good human relations skills. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Success at a new job.

Objective— Given Case Study 15 in the book, the student will be able to recognize that testing is frequently part of initiation into a new group. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 15 in the book, the student will be able to identify the strategies you have developed to cope with a new situation. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Identify the problems with absenteeism and tardiness.

Objective— Given Case Study 16 in the book, the student will be able to recognize attitudes that contribute to absenteeism and tardiness. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 16 in the book, the student will be able to identify the negative impact of absenteeism and tardiness on the job. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 16 in the book, the student will be able to identify ways to avoid absenteeism and tardiness. (*Workplace: Interpersonal—A, E, F; Information—A, B, C;

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Handle making mistakes.

Objective— Given Case Study 19 in the book, the student will be able to recognize the positive side of making mistakes. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 19 in the book, the student will be able to identify strategies you can use in dealing with a mistake. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Restore relationships

Objective— Given Case Study 20 in the book, the student will be able to identify mistakes that have damaged your relationships with other. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective— Given Case Study 20 in the book, the student will be able to use effective strategies to repair some of your injured relationships. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Deal with criticism.

Objective— Given Case Study 21 in the book, the student will be able to recognize why constructive criticism is important. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective— Given Case Study 21 in the book, the student will be able to identify ways by which you have benefited from criticism. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency – Use a Personal Data Assistant (PDA).

Objective – Using a Palm Pilot and the manual, the student will learn the basic functions of a PDA. (*Workplace: Resources—A, Information – A, B, C, D; Technology—B; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills – A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective – Using a Palm Pilot and the manual, the student will identify the basic vocabulary associated with a PDA. (*Workplace: Resources—A, Information – A, B, C, D; Technology—B; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills – A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective – Using a Palm Pilot and the manual, the student will schedule appointments with 100% accuracy. (*Workplace: Resources—A, Information – A, B, C, D; Technology—B; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills – A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective – Using a Palm Pilot and the manual, the student will delete appointments with 100% accuracy. (*Workplace: Resources—A, Information – A, B, C, D; Technology—B; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills – A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective – Using a Palm Pilot and the manual, the student will schedule reoccurring appointments with 100% accuracy. (*Workplace: Resources—A, Information – A, B, C, D; Technology—B; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills – A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective – Using a Palm Pilot and the manual, the student will backup appointments to the computer system. (*Workplace: Resources—A, Information – A, B, C, D; Technology—B; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills – A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective – Using a Palm Pilot and the manual, the student will reschedule or move appointments. (*Workplace: Resources—A, Information – A, B, C, D; Technology—B;

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills – A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency - Develop good work habits.

Objective--Given classroom procedures and guideline for daily preparation, the student will exercise good work habits and attitudes toward assignments by submitting all assigned tasks on time. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective--Using assignment instructions and an assignment schedule, the student will demonstrate dependability, orderliness, accuracy and initiative in completing work. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Objective--Using the time given in class and the time needed outside of class, the student will develop good work habits in order to investigate information and to make decisions that will automate a company and submit decisions to the instructor in a timely manner. (*Workplace: Interpersonal—A, E, F; Information—A, B, C; Foundation Skills: Basic Skills—A, B, D, E; Thinking Skills—A, B, C, D, E, F; Personal Qualities—A, B, C, D, E)

Competency - Work effectively in groups to make decisions to automate a company.

Objective--Working in groups of four to five students, the individual groups will work together to make decisions to automate a company with 70% accuracy. (*Workplace: Systems – A, B; Interpersonal—A, C, D, E, F)

Objective--After the groups have been selected, each group will select a leader who will lead and manage the group to automate a company with 70% accuracy. (*Workplace: Interpersonal--A, C, D, E, F)

Objective--As the groups work through the automation process, the individual people in the groups will learn to work effectively with the other people in the group in order successfully automate a company with 70% accuracy. (*Workplace: Interpersonal--A, C, D, E, F)

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Objective--Using the information assimilated in class, the groups will work together to make decisions that will automate the company with 70% accuracy. (*Workplace: Interpersonal--A, C, D, E, F)

Objective--After all decisions for the company have been made, the group will present the newly automated company to the rest of the class in a presentation that lasts at least 30 minutes with 70% accuracy. (*Foundation: Basic Skills--E)

Competency - Develop good work habits.

Objective--Given classroom procedures and guideline for daily preparation, the student will exercise good work habits and attitudes toward assignments by submitting all assigned tasks on time. (*Foundation: Personal Qualities--A, C, D, E)

Objective--Using assignment instructions and an assignment schedule, the student will demonstrate dependability, orderliness, accuracy and initiative in completing work. (*Foundation: Personal Qualities--A, B, D, E)

Objective--Using the time given in class and the time needed outside of class, the student will develop good work habits in order to investigate information and to make decisions that will automate a company and submit decisions to the instructor in a timely manner. (*Foundation: Personal Qualities--A, B, D, E)

Competency - Improve basic skills.

Objective: Giving handouts and textbook, the student will read the content to understand and to interpret written information. *(Foundation: Basic Skills--A, B, D)

Objective: Given study questions and tests, the student will write answers to questions to communication information learned in the course. *(Foundation: Basic Skills--A, B, D)

Objective: Using information given by the instructor, the student will listen to the lectures, demonstrations, and one-on-one interactions to receive information that can be interpreted for use in classroom work and outside assignments. *(Foundation: Basic Skills--A, B, D)

Course Outline:

***Workplace Competencies and Foundation Skills are attached in Appendix A.**

Ergonomics

- Physical space
- Desks/Posture
- Chairs/Posture
- Lighting
- Glare/reflection
- Cumulative Trauma Syndrome

Make Your Attitude Count

- Understand the need for human relations
- Recognize the relationship between productivity and human relations
- Use horizontal relationships
- Use vertical relationships
- Avoid destructive attitudes
- Use constructive attitudes
- Recognize morale and job satisfaction
- Handle frustration on the job
- Avoid the rumor mill
- Accept responsibility
- Use communication skills
- Evaluate the correlation between your attitude and job success.
- Maintaining a Positive Attitude
- Success at a new job
- Identify the problems with absenteeism and tardiness
- Handle making mistakes.
- Restore relationships
- Deal with criticism

Personal Data Assistant

- Learn functions and vocabulary
- Create appointments
- Create reoccurring appointments
- Delete appointments
- Reschedule appointments
- Backup to a computer system

Industry Linkages:

Field trips to:
Texas Farm Bureau
Waco Tribune Herald

GRADE DETERMINATION

FINAL GRADE DETERMINATION

Evaluation by Employer	60%
Office Automation Project	15%
Homework, Activities, Participation and Attendance	5%
Unit Tests	20%
	100%

Ergonomics Project

Ergonomic Layout – Each student will create an office layout of one department of the company and present the layout to the class explaining the concepts of ergonomics. **The Ergonomic Layout may NOT be turned in after the due date.**

Equipment and Accessories -- The students will be assigned into groups of three students. You will be given a hypothetical office situation in which you will be expected to make decisions in the following areas:

1. Furniture
2. Desk chairs
3. Computer accessories
4. Ergonomic accessories
5. Color scheme for the office
6. Lighting for the offices
7. Window treatments

Written reports are due throughout the semester describing the decisions you make. You will need to keep these reports so they may be turned in with your final presentation. **The final presentation must be given on the date assigned**

Homework, Activities, and Attendance

Homework assigned during one class period will be due **at the beginning of the next class period**. Reading assignments are given on the tentative schedule. You will need to be sure to read these assignments before coming to class in order to get the maximum information from each class period.

Study questions for each module should be completed and turned in the day of the test.

Unit Tests

The student will have the following Unit Tests:

Unit Test I will cover Modules 1 –8 and Lecture Notes

Unit Test II will cover information from Your Attitude Counts.

MCC Attendance Policy:

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. In the case of online and hybrid courses, attendance will be determined in terms of participation, as described in the course syllabus.

Absence from 25 percent of scheduled lecture and/or laboratory meetings will be taken as evidence that a student does not intend to complete the course, and the student will be withdrawn from the course with a grade of W. The instructor may reinstate the student if satisfied that the student will resume regular attendance and will complete the course. If the student's 25 percent absences are reached after the official drop date, the instructor may assign a W, if the student is passing and requests to be withdrawn. However, if a student who is not passing reaches the 25 percent point after the official drop date, the student will receive an F. In extenuating circumstances, the instructor may assign a W to a student who is not passing.

Each absence will count toward attendance requirements in each course.

Students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official College functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day. Also, the instructor has the prerogative of determining whether a student may make up work missed due to absences for other reasons. It is the student's responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.

Student Absences on Religious Holy Days

McLennan Community College shall excuse a student from attending classes or other required activities including examinations for the observance of a religious holy day, including travel for that purpose. Students are required to file a written request with each instructor for an excused absence. A student whose absence is excused for this observance may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. Religious holy day means a holy day observed by a religion whose places of worship are exempt from property taxation under the Texas Tax Code. McLennan Community College may not excuse absences for religious holy days which

may interfere with patient care.

Note: Students interested in seeing the class attendance policy in its entirety should check the Highlander Guide or the MCC policy manual.

You are expected to be present for all class meetings of this course. If you are absent when an assignment is done in class, you will need to see your instructor immediately. You will have one week to complete missed exercises or exams. Ten points will be deducted from the grade when taken late. You will be dropped from the course once you reach 25% absences.

ADA Statement:

In accordance with the requirements of the Americans with Disabilities Act (ADA), and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), MCC's designated ADA co-coordinators, Mr. Gene Gooch - Vice President, Finance and Administration and Dr. Santos Martinez – Vice President, Student Services shall be responsible for coordinating the College's efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Mr. Marcus Sweatt, Disabilities Specialist, at 299-8122 or msweatt@mclennan.edu.

Appendix A

WORKPLACE COMPETENCIES: Effective workers can productively use:

Resources: Identifies, organizes, plans, and allocates resources

- A. *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- A. *Participates as Member of a Team*--contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers*--Works to satisfy customers' expectations
- D. *Exercises Leadership*--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates*--Works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity*--works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

- A. *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems*--suggests modifications to existing system and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies

- B. *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies

FOUNDATION SKILLS (BASIC SKILLS COMPETENCIES): Competent workers in the high-performance workplace need:

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking*--organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. *Creative Thinking*--generates new ideas
- B. *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem Solving*--recognizes problems and devises and implements plan of action.
- D. *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning*--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. *Responsibility*--exerts a high level of effort and perseveres toward goal attainment
- B. *Self-Esteem*--believes in own self-worth and maintains a positive view of self
- C. *Sociability*--demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty*--chooses ethical courses of action

POFM 2487 - Internship Medical Administration

Course Competencies	Workplace Competencies															Foundation Skills																				
	Resources				Interpersonal						Information				Systems			Technology			Basic Skills					Thinking Skills						Personal Skills				
	A	B	C	D	A	B	C	D	E	F	A	B	C	D	A	B	C	A	B	C	A	B	C	D	E	A	B	C	D	E	F	A	B	C	D	E
Design an ergonomically correct office.											X	X	X								X			X	X		X	X	X	X	X					
Work effectively in groups to make decisions to automate a company.					X			X	X	X																X	X	X	X	X	X	X	X	X	X	X
Understand the need for human relations.					X			X	X	X	X	X	X								X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Make your attitude count.					X			X	X	X	X	X	X								X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Recognize the relationship between productivity and human relations.					X			X	X	X	X	X	X								X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Use horizontal relationships.					X			X	X	X	X	X	X								X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Use vertical relationships					X			X	X	X	X	X	X								X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Avoid Destructive Attitudes					X			X	X	X	X	X	X								X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Use constructive attitudes					X			X	X	X	X	X	X								X	X		X	X	X	X	X	X	X	X	X	X	X	X	X

