**ESSEX COUNTY COLLEGE**

**Business Division**

**OCT 290 *–* Office Administration and Computer Technology Internship**

**Course Outline**

**Course Number & Name:**  OCT 290 Office Administration and Computer Technology Internship

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Completion of all certificate or degree requirements

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course provides the student with an opportunity to gain practical work experience that is related to an occupational specialization or program. Part-time employment opportunities in banks, insurance companies, law firms, government agencies, and other offices enable the student to apply skills and knowledge learned in the classroom to an actual work situation. Supervision and guidance are offered by the training sponsor and the program coordinator. Students will attend a seminar once a week to integrate the work experience and the specialized program. Note: This course should be taken only in the last semester of the certificate or degree program. Divisional permission is required the semester before desired enrollment in this course.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. demonstrate effective technical skill competencies needed to progress in the occupational field;

2. demonstrate worker adjustment competencies; and

3. demonstrate career development competencies.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate effective technical skill competencies needed to progress in the occupational field:

* 1. *use office equipment properly;*
  2. *gather, process, communicate and apply information efficiently;* and
  3. *perform specific office services including, but not limited to, telephone techniques, keyboarding/word processing various office communications, and machine transcription, as specified*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Demonstrate worker adjustment competencies:

2.1 *interact appropriately with co-workers and supervisors;*

2.2 *participate effectively in work groups*;

2.3 *exhibit desirable work habits and attitudes (e.g., punctuality, dependability, initiative, cooperation, appearance, public relations, interest in learning, ability to learn, accuracy, and production);*

2.4 *make rational economic decisions about employment;*

2.5 *manage work and leisure time effectively*; and

2.6 *discuss current developments in the occupation*

3. Demonstrate career development competencies:

3.1 *assess and analyze one’s needs, interests, abilities, and aspirations;*

3.2 *assess and analyze the potential opportunities and satisfactions of an occupational field;* and

3.3 *make decisions and plans to achieve goals and aspirations*

**Methods of Instruction**: The instruction will consist of discussion of topics related to course objectives, classroom presentations, and teacher observation of student’s techniques in applying skills.

**Outcomes Assessment:** Rubrics are used by on-the-job supervisors to evaluate their **t**rainees for mastery of technical skills and worker adjustment competencies and their related course objectives. In addition, the instructor will visit the job site whenever possible (at least once during the semester) to observe the trainee at work or discuss with the supervisor the student’s progress on the job and may use a rubric to record student achievement of technical skills and worker adjustment competencies and their related course objectives as well. All data will be collected and analyzed and used immediately to work toward improvement of the trainee’s on-the-job performance.

**Course Requirements:** All students are required to:

1. Maintain regular attendance.

2. Complete all assigned projects (written report, daily logs, and interview/research) by due dates.

3. Take part in seminar discussions.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* 2 Employer Evaluations (1 at midterm & 1 at week 14) 70%

Trainees are evaluated by their supervisors at midterm and again one week before the end of the semester. These employer evaluations will provide evidence of the extent of mastery of the technical skills and worker adjustment competencies and their related course objectives.

* **Project 1 – Written Report 10%**

Trainees must describe the work environment, office activities, assistance received from the supervisor, equipment used, type of assignments received, personal feelings and reactions to work assignments. The written report will provide evidence of the trainee’s perception of his/her mastery of course objectives.

* **Project 2 – Daily Logs 10%**

Trainees must record and describe daily work activities, the number of hours spent on each task, and reactions to the daily routine. The daily logs will provide evidence of the trainee’s perception of his/her mastery of course objectives.

* **Project 3 – Interview/Research 10%**

Trainees must interview an individual who is employed in a position related to their major field (Office Administration, Office Management, Administrative Assistant, Administrative Specialist, etc.) or research this position on the internet to determine the responsibilities, skills/knowledge required, educational requirements, demand, and salary range. The interview/research report will provide self-assessment of the trainee’s mastery of career development competencies and the related course objectives.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** There are no required texts. The primary content of this course will be knowledge acquired and skills developed while working in an actual office setting. The skills, knowledge, and personality traits to be developed, reinforced, and evaluated include, but are not limited to, the following: telephone techniques, keyboarding/word processing several types of office communications, machine transcription, punctuality, dependability, initiative, cooperation, appearance, public relations, interest in learning, ability to learn, accuracy, and production. Also, weekly seminars will include a discussion of the problems trainees are experiencing on the job as well as discussions of appropriate related topics. The tentative seminar schedule is given below.

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| **Week** | **Content/Topics** |
| 1 | **Orientation to Cooperative Method: What is Cooperative Education?**  Types of cooperative programs; how cooperative education operates; duties and responsibilities of the student-trainee; student-trainee records and reports; advantages to the student; rules and regulations of the cooperative program |
| 2 | **Orientation to Office Work: Preparation for Employment**  Personal grooming; personal review: attitudes & skills; completing employment application; personal data sheet; preparation for interview; taking employment tests |
| 3 | **Employer-employee Relations**  What the employee can expect from the employer: training, work and wages, social security and taxes on the worker, labor laws, labor unions, life and health insurance, fringe benefits |
| 4 | **Employer-employee Relations**  What the employer can expect from the employee: adherence to company’s rules and regulations, regular attendance, good personal appearance, loyalty, good judgment in handling information, proper care of equipment and materials, initiative, respect for supervisor, full day’s work for a full day’s pay |
| 5 | **Methods of Terminating Employment**  Length of notice, terminating employment properly, future references |
| 6 | **Human Relations**  Job environment and its importance, understanding oneself, understanding and winning respect of co-workers, understanding and winning respect of superiors, use of “tools”: tact, poise, etiquette; participation in the activities of the organization, understanding and winning respect of clients and customers |
| 7 | **Personality and Personal Development**  What is personality? Personality and character development: desirable traits and habits, self-evaluation, importance of personal appearance: health habits, posture and figure improvement, hair styles, clothing (style, fabric, comfort) |
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| **Week** | **Content/Topics** |
| 8 | **How to be a Better Employee**  Avenues of promotion, developing proper job goals, planning for advancement (job competency, quality of work, working habits, seniority and union regulations); training and education for advancement: in-service training, adult education programs, reading trade magazines related to your business |
| 9 | **Communications**  Business vocabulary and spelling, telephone techniques: voice – tone, pitch, speed, volume, inflection; placing a call; receiving a call; screening a call; recording a message; telephone courtesy; use of directories; special services (weather, time, information); types of calls (person-to-person, station-to-station) |
| 10 | **Preparation of Reports**  Letters and memos; using reference sources; proofreading for accuracy; learning to give and follow directions; greeting callers, taking messages, making appointments; mail handling; conversation skills (what to say and when) |
| 11 | **Money Management**  Planning use of your money; personal budget, expected income, savings and investments, stocks and bonds, profit sharing; types of financial institutions: banks, savings and loan, credit unions; wise use of credit: types of credit (charge accounts, installment loans, etc.); advantages and disadvantages of buying on credit; banking services: selecting a bank, types of accounts (checking, savings), other services (safe deposit boxes, money orders, etc.) |
| 12 | **Review of Office Skills**  Basic skills: arithmetic, spelling, etc.; job-related skills: keyboarding, filing, etc.; impact of technological change on work demands |
| 13 | **Business Management**  What is the American free enterprise system? Choice of occupation, choice of purchasing goods and services, free market economy, law of supply and demand; types of business organizations: proprietorship, partnership; understanding responsibilities of management: management activities, specialization and departmentalization; purpose and goals of management: profit motive, relationship of profit to personnel policies; business organization and lines of authority: organization charts, interrelationships among staff members |
| 14 | **Understanding Your Job:** **The Job Manual**  Development of job information notebook: job descriptions, description and history of the company, organizational chart of the firm, office layout, vocabulary used on the job, instructions for tasks performed, type of training experiences, studies of other employees, company rules and regulations, clothing appropriate for the job |
| **Week** | **Content/Topics** |
| 15 | **Choosing and Planning a Career: Sources of Information**  Occupational literature, information in newspapers and magazines, trade and professional journals, other workers, counselors and teachers, employment agencies, school placement office, the internet; self-evaluation: education and skills, previous experience; factors to consider in applying for and accepting a position: economic trends, opportunities for advancement, advantages and disadvantages of the position (working hours, working conditions) |