



2008 - 2009

# Master Plan of Instruction Administrative Assistant

Sonya Rosenglick, Instructor



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

*charting new directions*

2001 Kurt Street, Eustis, FL 32726 - (352) 589-2250

[www.lakotech.org](http://www.lakotech.org)

# **LAKE TECHNICAL CENTER**

## **Administrative Assistant**

### **PROGRAM MISSION**

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

### **PROGRAM PHILOSOPHY**

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

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

We will provide a caring atmosphere that promotes a high degree of student-faculty interaction and fosters development of business and industry partnerships.

### **TEST OF ADULT BASIC EDUCATION (TABE)**

The Florida Legislature requires that students without an associate's degree or higher be tested using the Test of Adult Basic Education (TABE) to determine levels of reading, math, and language skills. This test is given prior to entering the program and helps staff and student in determining the career fields in which each student can be successful.

According to Florida Department of Education rules, students who fail all or parts of the TABE may only retest using a different TABE version after at least 60 documented hours of remediation in the Vocational Preparatory Instruction (VPI) lab or 6 weeks, whichever is sooner. Students may not retake the same test version for six months. We therefore strongly recommend that students test early, especially for licensure programs, in order to allow time for remediation and retesting should the need arise.

Students who do not meet the State mandated minimum TABE exit scores for their program are considered to be enrolled under "Ability to Benefit" status (see catalog) and must begin attending remediation classes in the VPI lab, regularly attend VPI classes outside of their program hours and make acceptable progress as determined by the VPI instructor. Students who do not meet TABE scores may not receive a certificate of completion as per Florida Department of Education rules.

### **ADMISSION REQUIREMENTS**

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

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

1. Complete a Center admissions application
2. Be age 16 or older
3. Take the TABE
4. Confer with the program instructor or department chairperson prior to actual enrollment

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

The Administrative Assistant program requires 10<sup>th</sup> grade TABE levels in order to receive a certificate of completion. It is very strongly recommended that all students score not less than one grade level below required scores before enrolling in any program.

No additional evaluation is required to enroll in a program. Students may benefit from completing appropriate assessments in the Vocational Assessment Laboratory prior to program enrollment.

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

## **ESSENTIAL TRAINING TASKS**

### **Physical Requirements**

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

### **Cognitive Requirements**

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

## **TUITION**

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each semester. Current fee information is available from the Admissions Office. Tuition is waived for eligible high school dual-enrolled students.

## **CLASS SCHEDULE**

Full-time students attend class from 8:15 AM to 2:15 PM Monday through Friday with a 30 minute lunch period. This schedule provides 5-1/2 hours of instruction each day for a total of 27-1/2 hours per five-day week, excluding holidays and school breaks as outlined in the current school calendar.

## ATTENDANCE POLICY

In Florida, public technical centers are on a clock-hour rather than a credit hour system and are thus required by federal financial aid guidelines to have and adhere to an attendance policy. In addition, students should understand that in-state tuition only pays for approximately 25% of the cost of education, with the state taxpayers contributing the other 75%. The burden is on the school to ensure that these funds are spent in the most effective fashion, e.g., that students make good use of the available resources.

### Absences

To develop appropriate work ethics, Lake Tech students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence.

Lake Technical Center's *Student Responsibilities*, available in the current school catalog, states that, "The expectation of the Lake County School Board is that all students will be in attendance each day of the school year." The student attendance code for each postsecondary program is consistent with industry standards as recommended by the program advisory committee and approved by the administration of Lake Tech.

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

Students with excessive absences will be subject to penalties such as loss of financial aid, lower grades, withdrawal from the program, and prohibition from re-enrollment in the next grading period.

If a student has missed 20% of scheduled classes by the middle of a first grading period, or at any cumulative time thereafter, the student will sign an acknowledgement that he/she has been notified by the instructor that continued absences may pose a threat to grades and program enrollment. School Intervention Team meetings will be held, as necessary, in attempts to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences.

Students who are absent, excused or unexcused, for six (6) consecutive class sessions will be withdrawn from membership in their program. A withdrawn student must wait until the next enrollment period to re-register. A Student Intervention Team will review all applications for reenrollment.

Only regularly scheduled class hours will be reported for attendance. Make-up time will not be accepted.

### Tardiness

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

### Leaving Campus During School Hours

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

Dual-enrolled students may not leave campus without permission from a parent or guardian. These students must also notify their instructor and check out in the Admissions Office prior to leaving campus.

## GRADING PROCEDURES

### Grading Scale

The grading policy for this program is as follows:

90-100	Excellent
80- 89	Passing
< 80	Failing

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards, as recommended by the advisory committee and

approved by the administration of Lake Technical Center. Dual-enrolled students will follow the grading policy of the Lake County School Board for the purposes of graduation credit; however, all students must meet the program minimum grade requirements in order to receive a certificate.

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

### **Program Progress**

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

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

### **Requirements for a Certificate**

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

### **Work Habits**

Effective work habits are the cornerstone to successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Students will learn to evaluate their own work habits by completing the Center-wide work habits assessment form. Instructors will work with students who need assistance in this area to improve the overall possibility for successful employment.

## **STUDENT DRESS**

As stated in the Code of Student Conduct approved by the Lake Technical Center Charter School Board, students who attend Lake Technical Center shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. The postsecondary program student dress code is consistent with industry standards as recommended by the program advisory committee and approved by the administration of Lake Technical Center.

Students in this program are expected to wear clothing appropriate to the job for which they are being trained.

Normal classroom attire will be clean, neat, modest, in good repair, and appropriately sized. "Appropriately sized" is defined to mean clothing that is neither constricting nor more than one size larger than the normal waist size. Attire will also comply with any requirements of Lake Technical Center and be neither distracting nor offensive. Blue jeans are permitted provided they meet the requirements specified above. Shorts that are appropriate for business wear are permitted if they are part of a coordinated outfit and meet the requirements above. Students who are inappropriately dressed may be excused from class and counted as absent at the instructor's discretion. The normal attendance policy will apply to these absences.

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

attire suitable for a job interview on their next day of attendance. Designated days will be announced at least five class days in advance.

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

Attire which is not appropriate for program attendance includes:

1. Tank tops, less than sleeveless attire, midriff revealing tops
2. Clothing with inappropriate slogans
3. Flip-flops and thongs

## **GENERAL SCHOOL INFORMATION**

### **Campus Safety**

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

### **Competency-based Instruction**

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

### **Food and Drink**

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

### **Lunch**

Food services are provided on the main campus by the Culinary Institute and are available during breaks and lunch. Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time. High school students may not leave the LTC campus during the lunch break.

### **Parking Regulations**

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

### **Smoking**

Smoking is only allowed in the designated smoking area.

## **FINANCIAL AID**

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

The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education–Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships).

Financial Aid personnel are available daily to assist students with financial aid needs and requests. The Financial Aid Coordinator is also the liaison for all local agencies.

## **PLAN OF INSTRUCTIONAL PRACTICES**

### **Teaching Methods**

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

### **Teaching and Instructional Aids**

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

### **Provisions for Individual Differences**

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

### **Methods of Teaching Safety**

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

### **Evaluation**

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

### **Cooperative Education**

Cooperative training is available for students and coordinated by the instructor. Cooperative training is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. High school students participating in the cooperative job placement program must be in at least grade 11. To be eligible for a cooperative education experience, students must have completed one-half the required program hours and requirements.

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

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

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

### **Job Shadowing**

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

### **Program Enrollment for High School Students**

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

## **ADMINISTRATIVE ASSISTANT PROGRAM PURPOSE**

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

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

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

## **EMPLOYMENT INFORMATION**

### **Working Conditions**

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

### **Information Technology Assistant/Front Desk Specialist**

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

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

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

### **Assistant Digital Production Designer**

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

### **Administrative Assistant**

As the reliance on technology continues to expand in offices, the role of the office professional has greatly evolved. Office automation and organizational restructuring have led secretaries and administrative assistants to

assume a wider range of responsibilities once reserved for managerial and professional staff. Many secretaries and administrative assistants now provide training and orientation for new staff, conduct research on the Internet, and operate and troubleshoot new office technologies. In the midst of these changes, however, their core responsibilities have remained much the same—performing and coordinating an office's administrative activities, and storing, retrieving, and integrating information for dissemination to staff and clients.

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

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

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

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

### **TEXTBOOKS**

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

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

### **MATERIALS**

Some instructional materials are audio/visual computerized tutorials. For hygienic reasons, students must furnish their own standard computer headphones to use in listening to the instructional programs.

### **PROGRAM OBJECTIVES**

See the attached Florida State Department of Education frameworks for program objectives and desired competencies.