Theses Digitization Project   John M. Pfau Library

2005

Career and technical education: General office occupations

Joyce Johnson Fairman

Recommended Citation

Fairman, Joyce Johnson, "Career and technical education: General office occupations" (2005). *Theses Digitization Project*. 2795.

https://scholarworks.lib.csusb.edu/etd-project/2795

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

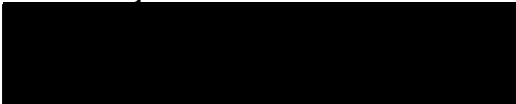CAREER AND TECHNICAL EDUCATION – GENERAL

OFFICE OCCUPATION

————————————

A Project

Presented to the

Faculty of

California State University,

San Bernardino

————————————

by

Joyce Johnson Fairman

June 2005

Approved by:

—————————————————————————————   4/22/05
Joseph A. Scarcella, Ph.D., First Reader   Date

—————————————————————————————
Ronald K. Pendleton, Ph.D., Second Reader

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

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.

TABLE OF CONTENTS

CHAPTER THREE: METHODOLOGY

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,

3

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

5

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

9

than a baccalaureate or advanced degree (US

Department of Education, 2004).

Colton-Redlands-Yucaipa Regional Occupation Program

(CRY-ROP) - Established in 1971 as part of a Joint

Powers Agreement among the Colton Joint Unified,

Redlands Unified and Yucaipa-Calimesa Joint Unified

School Districts (California Association of Regional

Occupational Centers and Programs (CAROP), 1967).

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.

15

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,

20

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 leads 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 server 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

27

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

31

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 ethic 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/06/06071lk.html.

Total Inland Empire Population Comparison

(1993, 1994, 2000)

■ Year	1993	1994	2000
□ San Bernardino	1,565,400	1,608,300	1,709,434
■ Riverside	1,323,500	1,379,600	1,545,387
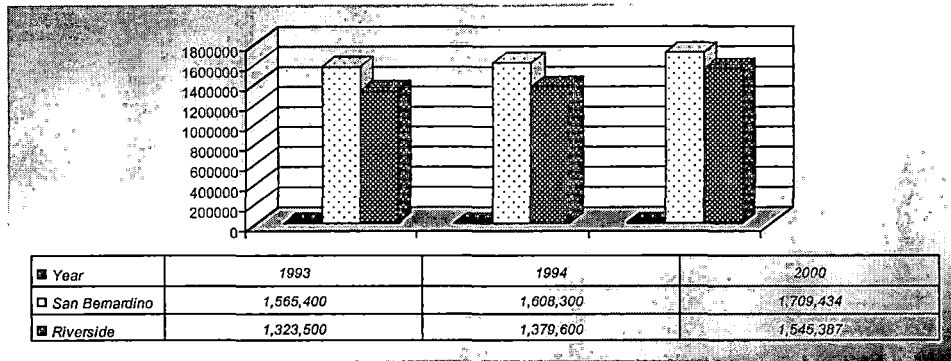
San Bernardino County Population

Race/Ethnic Group (1993, 1994, & 2000)

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

■ White	1,006,960
□ Black	155,348
▨ Hispanic	669,387
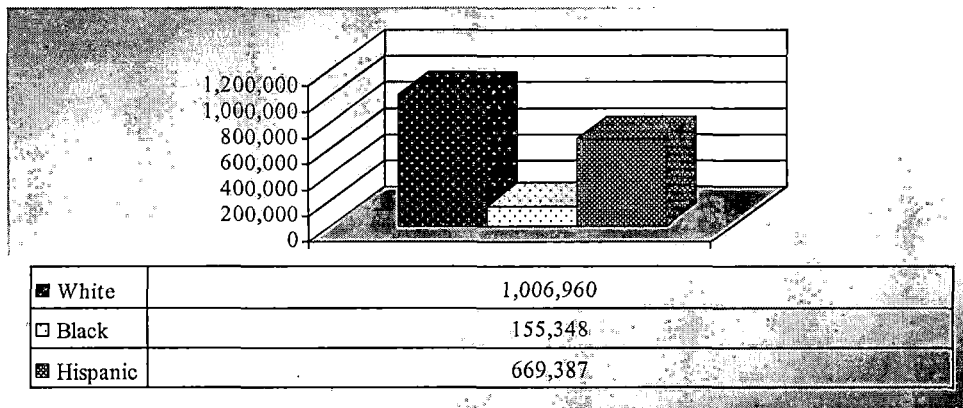
APPENDIX B

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, deficeincies remain in Career and Technical Education – General Office Occupations skills.

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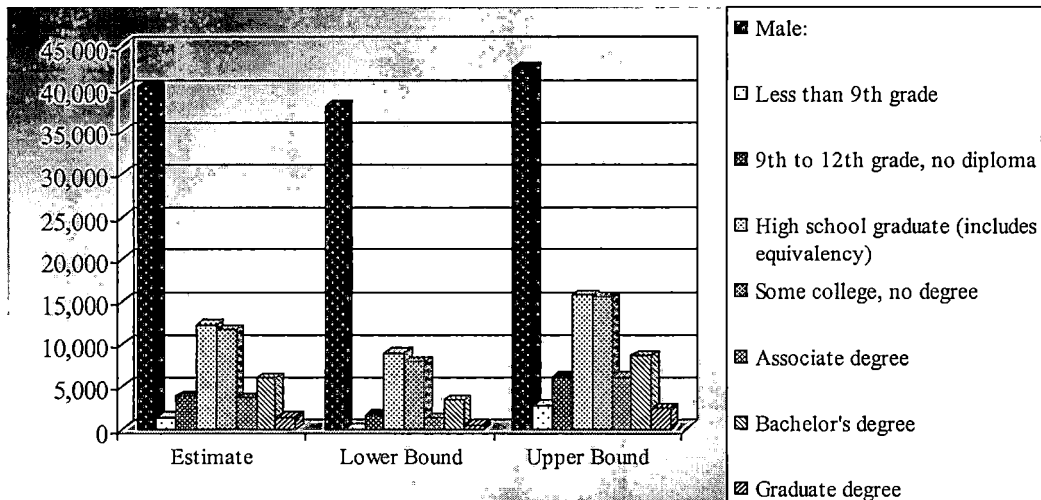
San Bernardino County, California	Estimate	Lower Bound	Upper Bound
Female:	46,215	43,629	48,801
Less than 9th grade	476	0	1,047
9th to 12th grade, no diploma	6,546	3,992	9,100
High school graduate (includes equivalency)	12,346	8,921	15,771
Some college, no degree	13,919	9,954	17,884
Associate degree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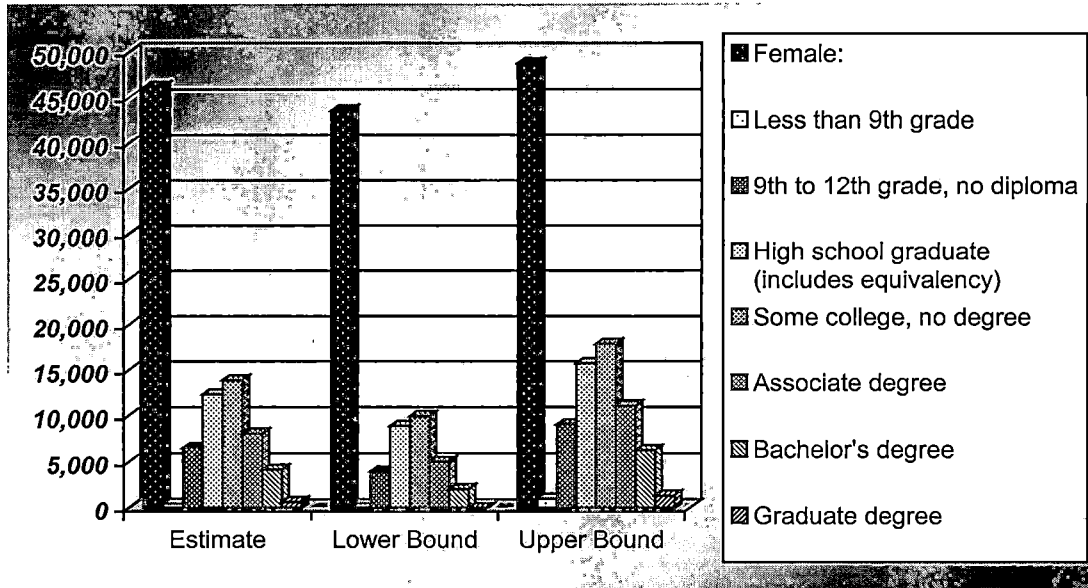
APPENDIX C

SAN BERNARDINO - WAGE COMPARISON

BLACK/AFRICAN AMERICAN EMPLOYMENT WAGE COMPARISON

Table 3.
Synthetic Estimates of Work-Life Earnings by Educational Attainment, Race, Hispanic Origin, Work Experience, and Age, Based on 1997-1999 Work Experience

(Numbers in 1999 dollars)

Race, Hispanic origin, work experience, and age	Not high school graduate	High school graduate	Some college	Associate's degree	Bachelor's degree	Advanced degree[1]
WHITE						
ALL WORKERS						
Work-life estimate	794,696	1,070,692	1,303,356	1,359,195	1,902,033	2,663,080
90-percent confidence interval (±)[2]	23,043	12,858	25,584	42,821	33,219	62,097
Average earnings						
Total	19,490	26,721	32,170	33,685	46,673	67,590
25 to 34 years	16,941	23,469	25,960	27,990	37,789	47,158
35 to 44 years	19,264	27,575	33,313	35,109	49,596	70,344
45 to 54 years	20,600	28,592	35,304	37,065	53,773	71,996
55 to 64 years	22,464	27,442	34,759	35,756	49,047	76,810
FULL-TIME, YEAR-ROUND WORKERS						
Work-life estimate	981,413	1,262,800	1,546,346	1,594,038	2,222,668	3,055,360
90-percent confidence interval (±)[2]	31,380	15,795	33,356	54,725	41,171	77,286
Average earnings						
Total	24,048	31,360	38,158	39,068	53,893	77,037
25 to 34 years	20,839	27,700	31,653	32,404	43,414	54,208
35 to 44 years	23,590	32,016	39,419	40,942	57,002	78,870
45 to 54 years	25,158	33,026	41,336	41,751	61,162	80,418
55 to 64 years	28,554	33,539	42,227	44,307	60,689	92,040
WHITE NON-HISPANIC						
ALL WORKERS						
Work-life estimate	861,789	1,085,475	1,320,419	1,367,156	1,920,741	2,672,810
90-percent confidence interval (±)[2]	28,914	13,545	27,112	43,620	34,335	63,261
Average earnings						
Total	21,482	27,182	32,744	34,014	47,205	67,940
25 to 34 years	17,955	24,003	26,317	28,062	38,148	47,218
35 to 44 years	20,800	27,898	33,929	35,613	50,277	70,543
45 to 54 years	23,282	28,873	36,617	37,239	54,234	72,311
55 to 64 years	24,141	27,673	35,178	35,802	49,415	77,209
FULL-TIME, YEAR-ROUND WORKERS						
Work-life estimate	1,083,470	1,283,375	1,570,914	1,605,456	2,248,054	3,068,170
90-percent confidence interval (±)[2]	40,045	16,782	35,493	55,765	42,677	78,833
Average earnings						
Total	27,086	31,969	38,925	39,507	54,562	77,475
25 to 34 years	23,770	28,457	32,298	32,624	43,772	54,285
35 to 44 years	26,145	32,537	40,219	41,565	57,906	79,194
45 to 54 years	27,632	33,393	41,729	41,950	61,790	80,705
55 to 64 years	30,570	33,960	42,845	44,407	61,397	92,633
BLACK						
ALL WORKERS						
Work-life estimate	639,225	878,833	1,099,573	1,196,247	1,492,568	2,343,370
90-percent confidence interval (±)[2]	24,903	20,638	30,761	72,471	68,713	94,445
Average earnings						
Total	15,987	21,692	26,362	28,146	36,311	47,899
25 to 34 years	12,561	19,737	22,146	24,433	31,152	39,884
35 to 44 years	17,012	21,707	27,800	28,612	37,824	45,760
45 to 54 years	18,101	24,428	30,922	32,092	40,922	54,568
55 to 64 years	16,129	21,950	29,090	34,488	39,359	46,436

See footnotes at end of 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.

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

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.

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

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

Chart #1
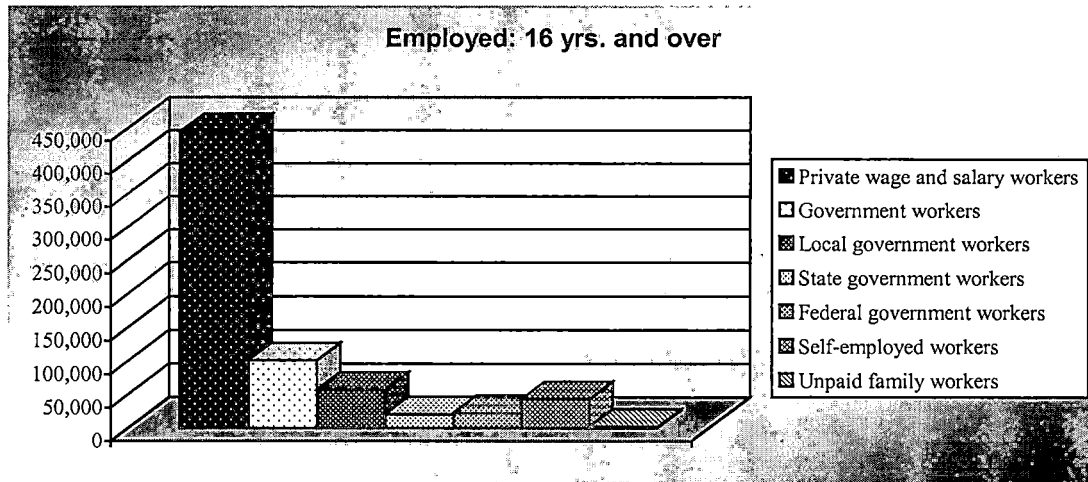
Chart #2 is taken from 2000 Census data was modified to point out employed persons male and female 16 years and over by *Specific Industry Occupations*. Additional modifications have been made to show ten (10) key occupations that require general office and career and technical literacy for San Bernardino County: **Total 375,575 jobs.**

Communications and other public utilities	**17,756**
Retail trade	**105,805**
Finance, insurance, and real estate	**35,542**
Business and repair services	**31,766**
Personal services	**15,974**
Entertainment and recreation services	**7,802**
Health services	**48,107**
Educational services	**46,346**
Other professional and related services	**32,011**
Public administration	**34,466**

Chart #2

Career and Technical Education-General Office Occupations

- ■ Communications and other public utilities
- □ Retail trade
- ▓ Finance, insurance, and real estate
- ▩ Business and repair services
- ▨ Personal services
- ▤ Entertainment and recreation services
- ◨ Health services
- ▨ Educational services
- ▨ Other professional and related services
- ◨ Public administration
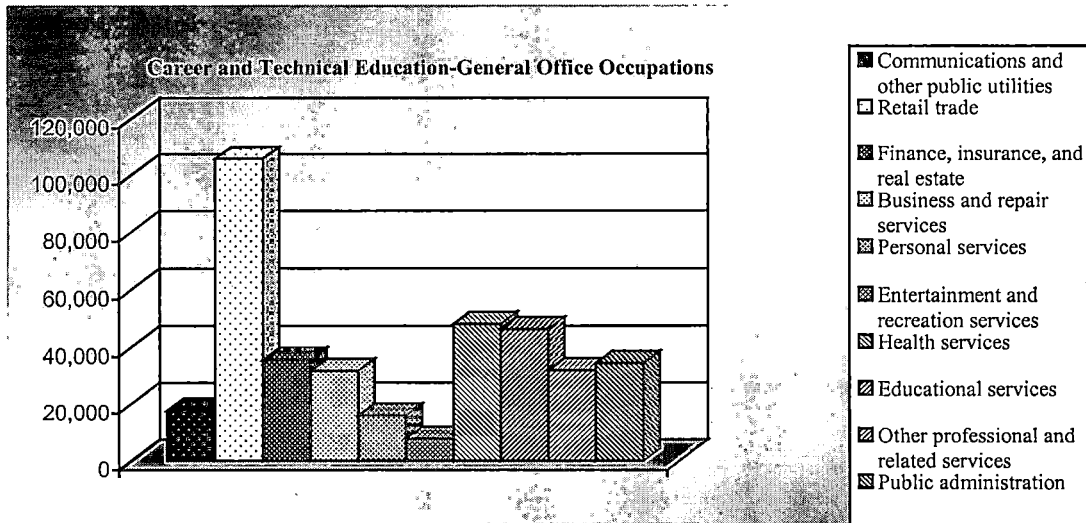
The ten (10) industries requiring the career and technical skill development designed in the curriculum of this project are:

- 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:

> **Industry 1: 100% growth**
> \# next year = 50
> \# now = 25
> $$\frac{(50 - 25)}{25} = 1.0 = 100\%\ \text{growth}$$

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 is 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.

New Hire Salaries	Low Range	Median	High Range
Non-Experienced	$7.21	$7.50	$8.00
Experienced	$9.00	$12.02	$13.87

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 validated 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.

Gender	High School	Adult	Total
Males	5,208	742	5,950
Females	5,151	2,710	7,861

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

	High	Adult	% H.S.	% Adult
■ Male	5208	742	37.70%	5.60%
☐ Female	5151	2710	37.20%	19.60%
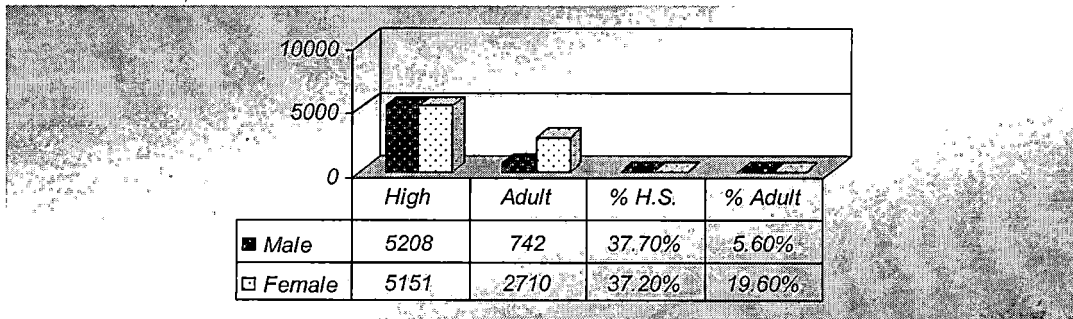
Ethnic groups	High School	Adult	Percentage High School	Percentage Adults
Black/African American	804	418	5%	3%
White	3372	1253	24%	9%
Hispanic	4994	1170	36%	8%

	High School	Adult	% H.S.	% Adult
■ Black/Afr. Amer.	804	418	5%	3%
☐ White	3372	1253	24%	9%
▨ Hispanic	4994	1170	36%	8%
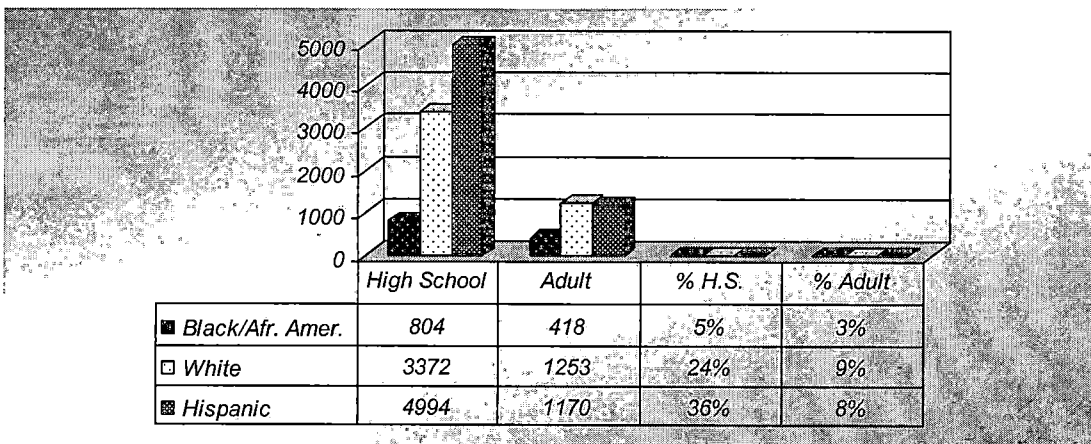
Student Enrollment Profile- Report (All Students)

Student Enrollment Profiles

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

Profiles	High School	Adult	Total
Gender:			
Males:	5,208	742	5,950
Females:	5,151	2,710	7,861
Total combined enrollment (1 year)			**13,811**
Race/Ethnicity:			
Black or African American	804	418	1,222
Hispanic or Latino	4,994	1,170	6,164
White	3,372	1,253	4,625
Economic Special Needs:			
Disadvantaged	3	1,266	1,269
Single Parents	450	473	923
Displaced Worker	0	118	118
Displaced Homemakers	0	77	77
Single Pregnant Woman	0	54	54
Single Head of Household	0	409	409
Academic Special Needs:			
Basic Skills Deficiency	359	140	499
Disadvantaged	0	32	32
Disabilities:			
Disabled (includes any/all disabilities)	420	509	929
Learning	182	159	341
Other Information:			
Limited English Proficient (LEP)	295	319	614
Incarcerated	0	58	58
Under 16 at Enrollment	695	9	704
Profiles	**High School**	**Adult**	**Total**
Education Level:			
In High School	9,802	0	9,802
Some High School - No Diploma	0	52	52
High School Graduate/GED	0	1,860	1,860
Some College	0	246	246
Associate Degree	0	189	189
Bachelor Degree	0	223	223
Graduate Degree	0	80	80
Where did you hear about us?			
Counselor	3	254	257
Instructor	0	119	119
Career Center	1	81	82
Newspaper	0	93	93
School Mailing	38	72	110
Brochure	0	133	133
Friend/Relative	0	1,228	1,228
Employer	0	220	220
Why are you taking this class?			
Prepare for a job	3	1,656	1,659
Upgrade job skills	0	605	605
Prepare for further training	0	695	695
Other	1	178	179

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

© 2005

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

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

Understanding human communication, 2002, Alder, Ronald B., Rodman, George: Oxford Press, Inc. **ISBN:** 0195219104

The Office: Procedure and technology, 2002, Pasewark, William R., White, Bonnie, and Oliverio, Mary E.: S W Professional & Educational Company: Mason, OH. **ISBN:** 0538434759

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:

Written/Oral English Language 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	- Define proper procedures to follow in workplace written communication - Define proper procedures for writing intra office memo communication - Define proper career and technical office professionalism and ethics - Define proper procedures for filing - Define mail processing systems, 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 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.

CAREER AND TECHNICAL EDUCATION – GENERAL OFFICE CLERICAL

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 Reading Comprehension 2.0, 2.1 through 2.8 Mathematics 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2	• Define computer models used within the workplace • Define software used with computer models within the workplace • 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://ppspublihser.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.

CAREER AND TECHNICAL EDUCATION – GENERAL OFFICE CLERICAL

UNIT IV Plan

UNIT IV: Externship/On-Site Office Visit

Clock Hours: 4
Credit Units: N/A

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:

Written/Oral English Language 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	• Define fundamental office procedures within the workplace • Define business letter format and memos • Define possible observed office hazards • Define filing procedures based on office procedures • Define proper telephone techniques and office behavior

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:

Microsoft Office 2003: Introductory Concepts & Techniques, 2003, Shelly, G., Cashman, T., Vermaat, M. Course Technology, Boston. **ISBN:** 0789562510

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.

CAREER AND TECHNICAL EDUCATION – GENERAL OFFICE CLERICAL

UNIT V Plan

UNIT V: Law and Ethics

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:

Written/Oral English Language 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	- Define labor law industry regulations - Define OSHA guidelines regulated by state and federal laws within the workplace environment - Define Employee/Employer expectations - Define posted labor and industry laws - Define reporting procedures to federal and state agencies regulating labor and industry laws

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:

There's No Such Thins As "Business" Ethics: There's Only One Rule For Making Decisions. Maxwell, John C. First Warner Books, **ISBN: 0-446-53229-0**

Office Etiquette & Protocol (1998) Fox, Grace. Learning Express, Inc. **ISBN: 1576851451**

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.

CAREER AND TECHNICAL EDUCATION – GENERAL OFFICE CLERICAL

UNIT VI

UNIT VI: Interviewing/Resume Writing Development

Clock Hours: 4
Credit Unites: 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:

Written/Oral English Language 1.0, 1.1, 1.2, 1.3 Reading Comprehension 2.0, 2.1 through 2.8	- Define interviewing verbal communication - Define Office software Applications - Define interviewing techniques - Define proper interviewing dress (attire), and behavior - Define proper completion of employment applications and documents

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:

There's No Such Thin As Business Ethics: There's Only Rule For Making Decisions. Maxwell, John C. First Warner Books, **ISBN:** 0-446-53229-0

Office Etiquette & Protocol (1998), Fox, Grace. Learning Express, Inc. **ISBN:** 1576851451

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

Course Number	Course Title	State Standards	Clock Hours
Unit 1	Office Protocol/Behavior/Safety/Chain of Command/Verbal Communication/Telephone Techniques & Message Taking	Written/Oral Eng. Lang. 1.0, 1.1, 1.2, 1.3 Reading Comp. 2.0, 2.01 through 2.8	4
Unit 2	Written Communication & Intra Office Memo/Basic Filing & Mail Processing System	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	4
Unit 3	Office Equipment & Use	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	4
Unit 4	Externship/On-Site Office Visit	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	4

			4
Unit 5	Law & Ethics	Written/Oral Eng. Lang. 1.0, 1.1, 1.2, 1.3 Reading Comp. 2.0, 2.01 through 2.	
Unit 6	Interviewing/Resume Writing Development	Written/Oral Eng. Lang. 1.0, 1.1, 1.2, 1.3 Reading Comp. 2.0, 2.01 through 2.	4
Program Total Hours			24

UNIT 1 (4-HOUR SESSION)

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

Techniques & Message Taking

4 Clock hours per session:

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

Textbooks: *The Office: Procedure and Technology,* 1998, Pasewark, White, Bonnie, Oliverio, Mary; S W Professional & Educational Company. ISBN: 0538667362
Understanding Human Communication, 2002. Alder, Ronald B., Rodman, George: Oxford Press, Inc. ISBN: 0195219104

UNIT 2 (4-HOUR SESSION)

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

4 Clock hours per session

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

Textbooks: *Understanding Human Communication,* 2002, Adler, Ronald B., Rodman, George: Oxford Press, Inc. **ISBN:** 0195219104

UNIT 3 (4-HOUR SESSION)

Office Equipment & Use

4 Clock Hour per session

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

Textbooks: *Microsoft Office XP 2002: Introductory Concepts & Techniques*, 2001, Shelly, G., Cashman, T., Vermaat, M., Course Technology (2003). Boston. ISBN: 0789562510
*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

UNIT 7 – HOUR 1	UNIT 7 – HOUR 2	UNIT 7 – HOUR 3	UNIT 7 – HOUR 4
Office Visit Note-taking Written/Oral Eng. Lang. 1.0 through 1.3 – 1.3 – Reading Comp. 2.0 through 2.8 - Math. 2.0 through 2.3, 3.0 through 3.2	Office Visit Note-taking during office observation – office hazards Posted labor laws Interview office manager on expectations (employee/employer)	Office Visit Note-taking during office observation – software use Business letter format/memo writing Telephone techniques and locations industry dress	Return to class: Lecture Class discussion Homework: compile notes of office visit & observations

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

Career and Technical Education-General Office Occupations

Course Calendar

UNIT 5 (4-HOUR SESSION)

Laws & Ethics

4 Clock Hours per session

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

Textbook: *There's No Such Thing As Business Ethics: There's Only One Rule For Making Decisions* (2003). Maxwell, John C: Warner Books, Boston: **ISBN**: 0-446-53229-0
Office Etiquette and Protocol (1998). Fox, Grace. Learning Express, Inc.: New York: **ISBN**: 1576851451

UNIT 6 (4-HOUR SESSION)

Interviewing/Resume Writing Development

4 Clock Hours per session

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

Textbook: The Résumé Handbook: How To Write Outstanding Resumes And Cover Letters For Every Situation (2003). Rosenberg, Arthur D., and Heizer, David, Adams Media Corporation **ISBN**: 1580628540

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

Session Unit Length	Four (4) Class Hours		
Session Unit Grading	Participation	=	75%
	Class Assignments	=	20%
	Complete Projects	=	5%
	Total		100%

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

A	98 To 100%	C	74 To 78%
A-	92 To 98%	C-	69 To 73%
B	89 To 91%	D	64 To 68%
B-	79 to 88%	D-	63% (below is failure)

*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

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/out going 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

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

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

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

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

American Staffing Association Code of Ethics and Good Practices. Retrieved
    November 27, 2004 from
    http://www.calawjobs.com/staffing-code-of-ethics.htm

Byers, P.Y. (1997). Instructor's manual for organizational communication: Theory and
    behavior. Boston: Allyn and Bacon Publishers, Inc.

Employment Laws for Employers and Employees. Retrieved November 27, 2004 form
    http://www.employlaw.com

Human Resources Employment Codes. Retrieved November 27, 2004 from
    http://www.erier.com/freedata/hrcodes/

Manning, P.K. (1992). Organizational communication. New York: A. de Gruyter, Inc.

Organizational Safety and Health Association (OSHA). Retrieved November 30, 2004
    from http://www.osha.gov

Us Department of Labor: Office of Administrative Law Judges. (1991) Dictionary Of
    Occupational Titles fouth edition. Retreived February 21, 2005 from
    http://www.oalj.dol.gov/public/dot/refrnc/dot02b.htm

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"x11" 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

COURSE	*REQUIRED TEXT(S)	LOANER PROGRAM	APPROX. PRICE	REFERENCE MATERIALS (FOR IN-CLASS USE ONLY)
Office Behavior/Safety Chain of Command/Verbal Communication/Telephone Techniques & Message Taking Unit 1	The Office: Procedure and Technology, 1998, Pasewark, White, Bonnie, Oliverio, Mary E.: S W Professional & Educational Company: ISBN: 0538667362	C	72.00 28.00 (used)	
Written Communication & Intra Office Memo/Basic Filing & Mail Processing Systems Unit 2	Understanding Human Communication, 2002, Alder, Ronald B., Rodman, George: Oxford Press, Inc. ISBN: 0195219104	C	43.00	
Office Equipment & Use Unit 3	Instructor provided material for office equipment and user manuals/Handouts	I	N/A	Equip. User Manuals
Externship/On-site Office Visit Unit 4	Microsoft Office XP 2002: Introductory Concepts & Techniques, 2003, Shelly, G., Cashman, T., Vermaat, M.: Course Technology: Boston. ISBN: 0789562510	C	55.00 16.95 (used)	
Laws & Ethic/Office Protocol Unit 5	There's No Such Thing As Business Ethics: There's Only One Rule For Making Decisions, 2003, Maxwell, John C,; Warner Books, ISBN: 0-446-53229-0 Office etiquette & Protocol, 1998, Fox, Grace; Learning Express, Inc. ISBN: 1576851451	C	10.49 6.99 (used)	
Interviewing/Resume Writing Development Unit 6	The résumé Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation (Resume Handbook, 3rd ed).1996, Rosenberg, Arthur D., Heizer, David V.; Adams Media Corporation ASIN: 1558506160	C	8.96 3.97 (used)	

*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 I - Office Behavior/Safety
Chain of Command/Verbal Communication/Telephone Techniques & Message Taking

Student/Participants _____

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

LEGEND

I -INSTRUCTION E - EVALUATION VER –VERIFICATION S - ON-SITE HOURS	DATE	DATE ——————— Grade	DATE	DATE ——————— Grade	INITIALS	HOURS	INITIALS

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

Student/Participants _____

OBJECTIVE	LECTURE		LAB		VER	S	VER
	I	E	I	E			
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: y 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 ethnics within the workplace							
Demonstrate willingness to follow proper office interpersonal communication procedures							
Demonstrate willingness to follow instructions for writing intra office memos							
COMMENTS							

LEGEND

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

Unit III – Office Equipment & Use

Student/Participants _____

OBJECTIVE	LECTURE		LAB		VER	S	VER
	I	E	I	E			
Cognitive: By the end of the unit, given information on carious computer models , software, various copiers used within an office setting: An overview of computer models, software, and copiers, each student/participant will be able to							
Define computer models used within the workplace							
Define software used with computer models within the workplace							
Define manufactures' recommendations and office equipment manuals							
Define other office equipment like postage meters							
Define equipment safeguards and proper use of office equipment							
Psychomotor: y 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 manufactures' recommendations and user manual procedures							
Demonstrate willingness to identify mail processing equipment like postage meters							
Demonstrate willingness to identify computer software applications							
COMMENTS							

LEGEND

I -INSTRUCTION E - EVALUATION VER –VERIFICATION S.- ON-SITE HOURS	DATE	DATE Grade	DATE	DATE Grade	INITIALS	HOURS	INITIALS

Unit IV- Externship/On-Site Office Visit

Student/Participants _____

OBJECTIVE	LECTURE		LAB		VER	S	VER
	I	E	I	E			
Cognitive: By the end of the unit, given information 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: y the end of the unit, given a demonstration and guided practice, each student/participant will be able to							
Demonstrate proper telephone techniques, filling, 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 observer proper business letter format, and memos							
Demonstrate willingness to observe proper filing techniques based on office procedures							
COMMENTS							

LEGEND

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

108

Unit V – Law & Ethics

Student/Participants _____

OBJECTIVE	LECTURE		LAB		VER	S	VER
	I	E	I	E			
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: y 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 E - EVALUATION VER - VERIFICATION S - ON-SITE HOURS	DATE	DATE Grade	DATE	DATE Grade	INITIALS	HOURS	INITIALS

Unit VI – Interviewing/Resume Writing Development

Student/Participants _____

OBJECTIVE	LECTURE		LAB		VER	S	VER
	I	E	I	E			
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:							
Define interviewing verbal communication							
Define office software used for resume writing							
Define interviewing techniques							
Define proper interviewing dress (attire), and behavior							
Define proper completion of employment applications and documents							
Psychomotor: y the end of the unit, given a demonstration and guided practice, each student/participant will be able to							
Demonstrate proper interviewing techniques and dress to 100% accuracy							
Affective: By the end of the unit, given guidance and modeling, each student will be able to							
Demonstrate willingness to properly complete employment applications,; design and write resumes							
Demonstrate willingness to properly dress and behave for employment interviews							
Demonstrate willingness to use properly complete documents required for employment; to use proper verbal communication during interviews							
COMMENTS							

LEGEND

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

110

REFERENCES

Adams, H. (2000). <u>American heritage dictionary of the english language</u> (4th ed.). Boston: Houghton Mufflin Company.

Boynton, T. (1997, May). <u>Digital divide:Philip Emeagwali on the impact of technology on African Americans</u>. Retreived November 23, 2004, from http://www.computerscientists.biz/interviews/ digital-divide/computers-internet-information -technology.html

Bureau of Labor Statistics. (2004). <u>U.S. department of labor, occupational outlook handbook, 2004-05 Edition</u>. Retreived September 10, 2004, from http://www.bls.gov/oco/ocos130.htm

California Association of Regional Occupational Centers and Programs(CAROP)(1967). <u>California association of regional occupational centers and programs ROCP data and accountability</u>. (2000). Retrevied September 22, 2004, from http://www.carocp.org/da_acct.html

Ceraulo, S. C. (2004). <u>How to use computer and communication skills to improve your marketablity</u>. Retreived October 13, 2004, from http://www.black-collegian.com/career/ computer2002-1st.shtml

DuBois, W. E. D. (1903). <u>The soul of Black folks</u>. New York: W.W. Norton & Company

Encyclopedia Britannica. (2004). <u>Pedagogy</u>. Retrieved January 30, 2005, from Encyclopedia Britannica Premium Service. http://www.britannica.com/eb/article?tocId=9108621

Jones, L. (2001). <u>Retaining African Americans in higher education: Challenging paradigms for retaining students, faculty, & administrators</u>. Sterling, VA: Stylus Publishing, LLC.

Lagasse, P., Goldman, L., Hobson, A., & Norton, S. (2001-2004) Columbia encyclopedia (6th ed.). New York: Columbia University Press

Lindeman, E. C. (1989) The meaning of adult education. Oklahoma, OK: The Oklahoma Research Center for Continuing Professional and Higher Education. (Original work published 1926)

Olson, L. (1997). The school to work revolution. Reading, MA: Perseus Books

Pearson, G., & Young, T. A., (2002). Technically speaking: Why all Americans need to know more about technology. Washington DC: National Academy Press.

Peterson, E. A. (1996). Freedom road: Adult education of African Americans. Malabar, FL: Krieger Publishing Company.

Sharf, R. S. (1997). Applying career development theory to counseling (2nd ed.). Pacific Grove, CA: Brook/Cole.

Smitherman, G. (2000). Talking that talk: African American language and culture. New York:Routledge Publishing.

Standards for technological literacy: Content for the study of technology (2000). Reston, VA: International Technology Education Association.

State of California Employment Development Department. (2004). Labor Market Information Division. Retreived January 15, 2005 from http://www.calmis.ca.gov/file/COsnaps/RivSBsnap.pdf

US Census Bureau. (2000). Profile of general demographic characteristics: Census 2000 summary file geographic area: San Bernardino County, California. Retrevied October 18, 2004, from http://factfinder.census.gov/servlet/QTTable?_bm=n&_lang=en&qr_name=DEC_2000_SF1_U_DP1&ds_name=DEC_2000_SF1_U&geo_id=05000US06071 and http://factfinder.census.gov/servlet/DTSubjectShowTablesServlet?_ts=124223254428

US Department of Education: The Carl D. Perkins
Vocational and Technical Education Act, Public Law
105-332 (2004) What is vocational-technical
education? Retreived November 29, 2004 from
http://www.ed.gov/offices/OVAE/CTE/perkins.html

US Department of Labor: Bureau of Labor Statistics.
(2003) Standard occupational classification.
Retrieved October 30, 2004 from
http://stats.bls.gov/soc/soc_q0a0.htm#q9a0

Us Department of Labor: Office of Administrative Law
Judges. (1991) Dictionary of occupational titles
(4th ed.). Retreived February 21, 2005 from
http://www.oalj.dol.gov/public/dot/refrnc/dot02b.htm

Walsh, W. B. (2001). Career counseling for African
Americans. Mahwah, NJ: Lawrence Erlbaum Associates

Washington, B. T. (1901). Up from slavery. New York:
Doubleday