



BADM-505: BUSINESS OFFICE PROCEDURES AND SYSTEMS (FORMERLY OTEC-505)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

BADM - Business Administration

Course Number

505

Course Title

Business Office Procedures and Systems (formerly OTEC-505)

Short Title

Office Procedures and Systems

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course presents the office procedures, technical systems, and management skills involved in planning, organizing, and controlling office activities to achieve business goals. Topics include team development, organizational skills, customer service, creating a professional image and technical systems used in the contemporary office environment. Upon completion, students should be able to efficiently work in an office environment. (formerly OTEC-505)

Codes

TOP Code (CB 03)

0514.40* - *Office Management

CIP Code

52.0204 - Office Management and Supervision.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Business (Masters Required)	Or
Management (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective
1. Organize and assess tasks required to produce professional documents.
2. Build a set of guiding principles for a diversified collaborative team to produce non-discriminatory communications.
3. Adapt standard office procedures to be utilized in the virtual environments.
4. Analyze the impact of diversity, equity, inclusion, and accessibility (DEIA) in the office environment.

5. Evaluate technical systems and components that provide effective global communication for virtual meetings.
6. Develop a professional self-image in a business environment.
7. Evaluate customer service policies and procedures in a business environment.
8. Create a resume and cover letter for an administrative professional job opening.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will evaluate technologies used in the contemporary business office to assess their impact on team communication, workflow productivity, and operational efficiency.
2. Students will successfully create a resume for an Administrative Assistant position
3. Students will analyze team composition to improve collaboration.

Content

Course Lecture Content

1. The Workplace and You
 - a. Workplace Organization
 - i. Types of Business Organizations
 1. Not-for-Profit Entities
 2. For-Profit Businesses
 3. Small Businesses
 4. Government Organizations
 - ii. Organizational Structures
 1. Board of Directors
 2. Departments
 3. Management
 - b. The World of the Administrative Professional and Today's Office
 - i. The Types of Office Administration Positions
 - ii. Varied Office Functions
 - iii. Technology in Modern Offices
 - iv. Alternative Offices
 1. Virtual Office
 2. Mobile Office
 3. Home Office
 - c. Administrative Professional Qualifications
 - i. Communication and Interpersonal Relations
 - ii. Time, Organizational, and Stress Management
 - iii. Customer Service Focus
 - iv. Problem Solving Techniques
 - v. Teamwork Performance
 - vi. Technology Emphasis
 - vii. Change Management
 - viii. Take Initiative
 - d. Professional Image
 - i. First Impressions
 - ii. Positive Attitude
 - iii. Professional Organizations
 - iv. Business Networking
 - v. Understanding Business Etiquette
 - vi. Making Introductions
 - e. Manage Work Product(s)

- i. Plan and Organize Projects
 - ii. Streamline Tasks
 - iii. Handle Time Wasters
- 2. Workplace Teams
 - a. Teamwork
 - i. Organizational Benefits
 - ii. Employee Benefits
 - b. Workplace Team Structures
 - i. Project and Task Force Teams
 - ii. Cross-Functional Teams
 - iii. External Teams
 - iv. Virtual Teams
 - v. Committees
 - c. Effective Workplace Teams
 - i. Leading a Team
 - ii. Serving on a Team
 - iii. Characteristics of Effective Teams
 - iv. Teamwork Techniques
 - d. Productive Team Communication and Interpersonal Skills
 - i. Listening
 - ii. Collaborating
 - iii. Resolving Conflict
 - e. Diversity in Teams and the Workplace
- 3. Ethical Theories and Behaviors
 - a. Diversity in the Global Marketplace
 - b. Characteristics of Ethical Organizations
 - i. Environmental Responsibility
 - ii. Global Awareness
 - iii. Organizational Commitment to Ethical Behavior
 - iv. Honesty
 - v. Commitment to diversity and nondiscrimination
 - vi. Commitment to the Community
 - vii. Identifying Ethical Organizations
 - c. Making Ethical Decisions
 - i. Facts, Options, and Consequences
 - ii. Change is Possible
 - d. Characteristics of Ethical Administrative Professionals
 - i. Committed to Ethical Behavior
 - ii. Refuse to Engage in Negative Workplace Politics
 - iii. Trustworthy with Confidential Information
- 4. Leadership
 - a. Leadership vs. Management
 - b. Leadership Theories
 - c. Leadership Styles
 - i. Autocratic
 - ii. Participative/Democratic
 - iii. Laissez-Faire
 - d. Leadership Traits
 - i. Integrity
 - ii. Responsibility
 - iii. Visionary
 - e. The Administrative Professional as a Successful Leader
 - i. Plan and Develop Strategies
 - ii. Take Ownership
 - iii. Communication Effectively

- iv. Invest in People
 - v. Delegate Tasks
- 5. Customer Focus
 - a. Importance of a Customer Focus Attitude
 - b. Internal and External Customers
 - c. Customer Focus Strategies
 - i. Show Respect
 - ii. Take Responsibility
 - iii. Maintain Effective Relationships
 - iv. Follow Up
 - d. Customer Focus Skills
 - i. Problem-Solving
 - ii. Effective Listening
 - iii. Verbal Communication
 - iv. Nonverbal Communication
 - v. Written Communication
 - e. Handling Difficult Situations
 - i. Handling Conflict
 - ii. Handling Difficult Customers
 - iii. Dealing with Abusive Customers
- 6. Communication
 - a. Written Communication
 - i. Effective Global Communication
 - ii. Cohesive Business Writing
 - iii. Workplace Communication Tools
 - iv. Conducting Research
 - v. Evaluating Information
 - vi. Document Sources
 - b. Verbal Communication and Presentations
 - i. Speak to be Understood
 - ii. Understand Factors that Affect Verbal Communication
 - iii. Nonverbal Communication
 - iv. Telephone Communication
 - 1. Manage Incoming Calls
 - 2. Placing Calls
 - 3. Develop a Telephone Personality
 - v. Business Presentations
 - 1. Plan the Presentation
 - 2. Determine the Purpose
 - 3. Know the Audience
 - 4. Consider Time and Setting
 - 5. Prepare Visuals
 - 6. Practice and Prepare to Present
 - a. Manage Fear and Anxiety
 - b. Check the Room and Equipment
 - 7. Evaluate the Presentation
 - c. Communication Technology
 - i. Computers
 - ii. Mobile Devices
 - iii. Social Networking Sites
 - iv. VoIP
 - v. Web Conferencing
 - vi. Instant and Text Messaging
 - vii. Cloud Computing
 - viii. Web Tools

- ix. Security Issues
- x. Identity Theft
- 7. Records Management
 - a. Physical Records
 - i. Value of Records
 - ii. Storage Supplies, Equipment, and Media
 - iii. Records Storage Systems
 - iv. Filing Procedures for Physical Records
 - v. Retaining Records
 - b. Electronic Records
 - i. Filing Procedures for Electronic Records
 - ii. Preparing Outgoing Mail
 - iii. Sending Outgoing Mail
 - iv. Handling Incoming Mail
 - v. Handling of Electronic Signature
 - vi. Printing and Copying Documents
- 8. Meeting and Event Planning
 - a. Meeting Types
 - b. Electronic Meetings
 - i. Audio Conferences
 - ii. Video Conferences
 - iii. Web Conferences
 - iv. Advantages and Disadvantages of Remote Meetings
 - v. Meeting Roles and Responsibilities
- 9. Coordinating Business Travel
 - a. Domestic Travel
 - i. Air Travel
 - ii. Ground Transportation
 - iii. Hotel Reservations
 - iv. Car and Rail Travel
 - b. International Travel
 - i. Cultural Differences
 - ii. International Flights
 - iii. Passports and Visas
 - iv. Health Documents and Precautions
 - v. Foreign Currency
 - vi. International Car Rental and Driving\
 - vii. International Rail Transportation
 - c. Organizational Travel Procedures
 - i. Arrangements by Travel Agencies
 - ii. Arrangements by Administrative Professional
 - iii. Job Duties During the Executive's Absence
 - iv. Post-Travel
 - 1. Expense Reports
 - 2. Follow-Up Meetings
- 10. Job Search and Advancement
 - a. Analyze Individual Skills, Abilities, and Interests
 - b. Adopt a Job Search Plan
 - i. Develop Networks
 - ii. Online Opportunities
 - iii. Mobile Apps
 - iv. Research Organizations
 - c. Prepare Employment Documents
 - i. Resume
 - ii. Portfolio
 - iii. Letter of Application and Cover Letters

- d. Online and Telephone Prescreening
- e. In-Person Interview
- f. Job Advancement and Changes

Methods of Instruction

Method

Discussion

Integration

Discussions as a class, or in smaller groups will be used to encourage students to exchange ideas, findings, and comprehension of course material in a learning environment where students feel safe and respected for expressing differing views. For example, students will be able to discuss the impact diversity, equity, inclusion, and accessibility (DEIA) have in the office environment. Through discussion, students will examine the opportunities and challenges faced in the business environment with DEIA. Additionally, students will discuss opportunities and the support available to marginalized and underrepresented groups, such as women, in the office environment. The instructor will participate in the small group or class discussions and respond to student questions as needed in a reasonable time frame.

DE Adaptations for MOI

The DE adaptation will take place using the available CMS tools assuring that all accessibility requirements are met. For instance, asynchronous discussions can be done using the discussion boards in the CMS and synchronous discussions can be done via accessible video conferencing tools. Instructor will make comments to further the discussion or make corrections and/or post a summary of the interactions within one week after the due date. This will provide the opportunity to infuse the instructor's perspective to the discussions and facilitate student learning. All online discussions will meet accessibility standards. Instructor feedback can be posted in the gradebook comments and/or in the discussions in a reasonable time frame.

Method

Activity

Integration

Activities will be used to explore the importance of having a customer focus, including customer focus strategies, skills, and attitudes in the office environment. Activities will facilitate incorporating other customer focus behaviors to consider when identifying internal and external customers. The use of handouts, presentation software, and media/videos and other written materials will facilitate the activities.

DE Adaptations for MOI

Students will participate in class activities using the CMS discussion boards, group options (forums, file sharing), or synchronous meetings. Lectures and content on customer focused strategies, skill, and attitudes in the office environment can be accomplished using accessible instructor prepared web-based content and links to appropriate reference sites offering resources. Online guided discussion of accessible web-based presentations showing customer focus behaviors for internal and external customers can be used to discuss appropriate and inappropriate behaviors. All materials will meet accessibility requirements. Instructor feedback can be posted in the gradebook comments and/or in the discussions in a reasonable time frame.

Method

Projects

Integration

Projects will be used to cover how to create a resume and cover letter for an administrative professional job opening. These projects may include, but are not limited to, analyzing individual skills, abilities, and interests, preparing employment documents, and adopting a job search plan.

DE Adaptations for MOI

The available CMS learning tools will be used to deliver project assuring that all accessibility requirements are met. For example, projects will be completed using the assignments area in the CMS. Projects can also be delivered by providing links to online resources, sharing recorded video or slide presentations. Instructor feedback can be posted in the gradebook comments and/or in the discussions in a reasonable time frame which will include suggestions for improvement. All materials and delivery methods used will meet accessibility requirements.

Method

Lecture

Integration

Lecture will be used to cover fundamental communication methods. For example, lecture topics can include written communication including business writing techniques, conducting research, and evaluating information. Lecture will also be used to evaluate factors that affect verbal communication. Additionally, lecture will be used to explore communication technologies including computers, mobile devices, and social networking sites. The use of handouts, presentation software, and media/videos and other written materials will facilitate the lecture.

DE Adaptations for MOI

Online lectures will consist of accessible instructor-prepared materials including captioned lecture videos, text-based lectures, adapted presentation software presentations, and links to web pages, delivered through the Course Management System (CMS), dealing with fundamental communication methods. Lectures may also incorporate supplemental materials available through MSJC Library or other online resources. All lecture materials and delivery methods will meet accessibility requirements.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams will be used to measure competency of fundamental concepts and objectives. Examples may include, but not limited to, differentiating the characteristics and opportunities in diverse and inclusive office environments including traditional, virtual, mobile, and home office settings. Also, exams will be used to assess and measure student understanding of teamwork and team structures in the office environment. Exams will include multiple types of assessments, including multiple-choice, short-answer and/or essay questions. Additionally, exams will be submitted through the CMS system, evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter, including appropriate use of content and terminology. Graded exams will utilize the online grading system within the CMS ensuring that accessibility requirements are met. Timely feedback will be provided via the CMS grade book.

DE Adaptations for MOE

Accessible exams and quizzes will be conducted on class lectures and textbook reading assignments to measure the understanding and retention of the course concepts and objectives through the CMS system. The testing assessments include multiple-choice, true/false, or short answer questions to provide equitable opportunity for all learners. Graded exams will utilize the online grading system within the CMS ensuring that accessibility requirements are met. Timely feedback will be provided via the CMS grade book, chat, or other accessible conferencing tools.

Method

Projects

Integration

Projects will be used to determine and measure competencies in developing a resume and cover letter for an administrative assistant position. Additionally, projects may include, but are not limited to, analyzing individual skills, abilities, and interests, preparing employment documents, and the impact diversity, equity, and inclusion, and accessibility has in the job search process. Projects will be submitted through the assignment section of the CMS, evaluated based on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter, including appropriate use of content and terminology. Timely instructor feedback will be provided via the gradebook, chat, or other accessible conferencing tools.

DE Adaptations for MOE

For the DE adaptation, project (scenario, brief and detailed instructions) will be provided in the CMS. Students will be instructed to submit project using the available CMS assignment tools. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Additionally, the instructor will provide detailed comments on the student's work and suggestions for improvement. All materials used will meet accessibility requirements. Timely instructor feedback will be provided via the gradebook, chat, or other accessible conferencing tools.

Method

Homework

Integration

Homework exercises will be used to determine the students' competencies in applying course objectives. For example, students will analyze the importance of having a customer focus, including customer focus strategies, skills, and attitudes in a diverse and inclusive office environment. Also, homework will be used to assess and measure student understanding of the different customer focus behaviors for internal and external customers. The homework exercises will be evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter, including appropriate use of content and terminology. Graded exams will utilize the online grading system within the CMS. Timely instructor feedback will be provided via the CMS gradebook, chat, or other accessible conferencing tools.

DE Adaptations for MOE

For the DE adaptation, homework exercises will be completed and submitted utilizing the CMS tools. For example, a link to a third-party publisher's content may be provided or the entire assignment can be embedded on the CMS. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. All materials used will meet accessibility requirements. Timely instructor feedback will be provided via the gradebook, chat, or other accessible conferencing tools.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read Part Two – Communicating Effectively in the textbook Oliverio, M., Pasewark, W., White, B. (2019). The Office: Procedures and Technology, 7th Edition Cengage Learning . ISBN: 9780357125700. Focus your exploration on the types of communication and the differences between formal and informal communication. What strategies can be used to break down the barriers of communication? What specific communication skills can be utilized to create a message. Summarize your findings, including suggestions for justifying behaviors. In class be prepared to share your findings in a small group setting. Then be prepared to share your group findings with the class. This assignment will be evaluated on a rubric developed by the instructor including your ability to incorporate information from course material, written composition and support for your findings and conclusions. Students will receive timely detailed feedback and suggestions via the CMS system.

How assignment will be adapted in online format

The assignment will be presented to the class and then submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS. Based on the published rubric the instructor will provide feedback through the grade book function, messaging, or other forms of confidential communication in a timely manner. Any materials for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing how you have obtained Administrative Professional Qualifications. Include in your self-evaluation three skills you have strongly acquired and five skills you intend to develop; additionally, add your plan to expand the five skills you will continue to grow. Additionally, include in your plan how you plan to grow a more equitable mindset and increase your inclusive language as an office professional working with individuals and teams. The assignment instructions will be accessed and submitted through the assignment section of the CMS. A rubric will be provided in the CMS detailing the instructor's grading policy. Timely instructor feedback will be posted in the gradebook.

How assignment will be adapted in online format

The assignment will be presented to the class and then submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS. Based on the published rubric the instructor will provide feedback through the grade book function, messaging, or other forms of confidential communication in a timely manner. Any materials for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Using research methods and critically identify, interpret, and evaluate the impact diversity, equity, inclusion, and accessibility (DEIA) has on the office environment. Consider the opportunities and challenges faced in the office environment with DEIA. Also, examine the opportunities and the support available to marginalized and underrepresented groups. Summarize your findings in a two-page written report. You will be required to use at least two work cited reliable sources of information. The assignment instructions will be accessed and submitted through the assignment section of the CMS. A rubric will be provided in the CMS detailing the instructor's grading policy. Timely instructor feedback will be posted in the gradebook.

How assignment will be adapted in online format

The assignment will be presented to the class and then submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS. Based on the published rubric the instructor will provide feedback through the grade book function, messaging, or other forms of confidential communication in a timely manner. Any materials for students and communications must meet accessibility guidelines.

Course Materials**Textbooks**

Munyua, Caroline (2020). Office Procedures, Office Administration and Management, Office Organization & Secretarial Duties. Kenhill Consultants. ISBN: 978-9966-1767-5-2

Oliverio, M., Pasewark, W., White, B. (2019). The Office: Procedures and Technology, 7th Edition Cengage Learning . ISBN: 9780357125700

These are the most current editions available.

Other Resources

Doyle, Alison (2021). Important Leadership Skills for Workplace Success. <https://www.thebalancecareers.com/top-leadership-skills-2063782>

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

- Introducing inclusive teaching strategies will help students view themselves as people who belong to the community of learners in a classroom and college. The class will create a discussion policy incorporating a learning environment that allows all students to feel safe expressing their views civilly and being respected as individuals and members of groups.
- Learning objectives include analyzing the impact of diversity, equity, inclusion, and accessibility (DEIA) on the office environment.
- Course content explores through definitions, terms and concepts the impact diversity, inclusion and equity have on the office environment.
- Assignments area includes an assignment providing an opportunity for students to research issues related to the impact of diversity, inclusion and equity have on the office environment. Furthermore, a focal point of the assignment is to examine the opportunities and the support available to marginalized and underrepresented groups in the office environment.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

- Assignments have been made more equitable by infusing flexibility and variety. For example, students have the flexibility to research which marginalized and underrepresented group has/is impacted or helped in the office environment. Students have the flexibility to select an industry that interests them the most, or can relate to. Flexibility and variety allow students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type. Additionally, assignments can be worked on with a partner. Teamwork infuses diversity of ideas and promotes an equitable course.
- Course content has been designed with equity in mind to ensure that all students have optimal conditions and opportunities to demonstrate their learning. First, content will be delivered in a variety of methods, including, but not limited to, class or small group discussions, lecture, and audio-visual materials. Additionally, the content will include videos, blogs, slide presentations, accessible and downloadable PDFs, and a variety of websites that feature real-life examples reflecting diverse viewpoints and backgrounds. Infusing variety promotes an equitable course by allowing students to work with their unique scheduling, technological, and personal needs, breaking barriers to access. Furthermore, course content will facilitate and promote an equitable course for diverse learners by allowing students to demonstrate and share their learning to the class or in small group settings. For example, students will explore a marginalized and underrepresented group has/is impacted or helped in the office. Students have the flexibility to select an industry that interests them the most, or can relate to.

• Evaluation methods in the course are designed to promote equity by incorporating variety in the types of assessments. For example, papers describing the impact diversity, equity, inclusion, and accessibility (DEIA) have on applying for an office position. Exams/tests will include multiple types of assessments, including multiple-choice, short-answer, and/or essay questions to facilitate evaluation of diverse learners. Exams/tests will measure student understanding of fundamental concepts and objectives, such as office skills and strategies, communication methods, and ethical issues in the office environment.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and asked to identify and explain the use of three technologies used in the office environment. Then, each group will report out to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via video-conferencing software that meets accessibility requirements and CMS tools to promote learning and satisfaction. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor question discussion. Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via Zoom. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor discussion to clarify any office procedure concepts. Further, instructor-led interactions will occur during face-to-face classes on a regular classroom basis and individual email, inbox messages. Instructor-to-student exchange in online courses will occur through asynchronous activities such as discussions, separate email and inbox messages, and direct personal feedback on assignments. Furthermore, the instructor will send a pre-course announcement letter to students so that they feel welcomed to the Office Procedures and Systems class and learn a little more about the class objectives. The goal of the pre-course announcement is to set an inviting and collaborative tone for future interactions. The instructor will send frequent announcements to offer instruction, comfort, and encouragement. In-class announcements or available CMS tools will be used by the instructor to consistently communicate with students, keep them abreast of new developments in the course and/or office environments.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes utilizing CMS tools. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be given an assignment describing an office environment communication conflict within the office team then provide a step-by-step process to resolve the dispute. Another example, students are placed in small groups. Each student is given a communication technology (mobile devices, social networking sites, VoIP Instant and Text Messaging, Cloud Computing, Security Issues) and requested to provide five best practices using the technology within a workplace environment. Each student presents their communication technology with the five best practices to the small group. Interactions will occur during face-to-face classes on a regular classroom basis. Interactions in online courses will occur through asynchronous activities such as accessible readings, web links, discussions, separate email and inbox messages, and direct feedback on assignments.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, each week, students will be requested to complete a reflective journal assignment related to particular learning material. For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your leadership skills is very important to your growth and effectiveness as an office professional. Then, write a one-page reflection on how you plan to identify your weaknesses and strengths as an administrative professional. The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes acquired to write a one-page final reflection highlighting how the student will apply learned skills.