

Gray Instructional Plan

Author	
First and Last Name	Rita Gray
School/Organization	International Association of Administrative Professionals (IAAP)

Step 1 - Overview			
Topic	IAAP Certified Administrative Professional (CAP) Exam Prep		
Subject/Class Name	IAAP CAP/CAP Exam Prep		
Learner Ages/Grades	18+/N/A	Semester/Year	Fall/2017
Summary			
<p>Provide a brief summary of the topic/class. Describe the topic and how it fits into the rest of the learners' education.</p> <p>The first IAAP CAP/CAP Exam Prep course will be a pilot course.</p> <p>The IAAP CAP Exam Prep fully online course will examine the seven CAP Exam Domains:</p> <ul style="list-style-type: none"> D1: Organizational Communications 25% D2: Business Writing and Document Production 20% D3: Technology and Information Distribution 15% D4: Office and Records Management 15% D5: Event and Project Management 12% D6: Human Resources 8% D7: Financial Functions 5% <p>The course is designed to provide advancement in the work life of Administrative Professionals. It will enhance the individual skills and knowledge base of the learner in the broader categories of administrative procedure, written communication, oral communication, basic accounting, computer hardware, and computer software.</p>			
Pre-Requisite Skills			
<p>What should the learner know before beginning this class? Include content knowledge, technology skills, and attitudes necessary to succeed with this class.</p> <p>A student must meet the following IAAP requirements to be eligible to register for the CAP Exam:</p> <ul style="list-style-type: none"> • Have 24 months of administrative experience and a bachelor's degree from an accredited institution; OR • Have 36 months of administrative experience and an associate degree from an accredited institution; OR • Have 48 months of administrative experience • The administrative experience must be all within the past 10 years; AND • The administrative experience must include twelve consecutive months in the past five years. <p>Although neither a high school diploma nor a college degree is necessary for success a general educational background is useful.</p>			

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Standards/Organization or Source

What standards govern this content? Identify the organizational, professional, or state/national standards that are required when teaching this content.

Standards:

The International Association of Administrative Professionals has the following Disclaimer on the IAAP CAP Study Group web page:

The International Association of Administrative Professionals (IAAP) does not endorse any study materials, groups, or exam preparation courses. The IAAP Certified Administrative Professional Study Guide was developed by subject-matter experts using the IAAP CAP Body of Knowledge who did not have access to or knowledge of current CAP Exam questions.

The IAAP Certified Administrative Professional (CAP) exam is governed by the Certification Advisory Board (CAB) whose members are not involved with the development or administration of any preparatory resource.

The CAP Study Tools mentioned on the IAAP Website are for reference only and do not guarantee success on the examination. IAAP's goal is to provide candidates with access to a variety of quality preparation options.

While, there are no published guidelines to teaching this material the instructor should have a commitment to the concept of life-long learning. Since the standard of the modern office is continually evolving the instructor skills and teaching materials should be updated on a regular basis.

Learning Outcomes (Instructional Objectives)

What will learners be capable of after completing this class? Remember to phrase objectives using active verbs and include the level of proficiency expected. Use ABCD format for each objective.

Course participants will be able to:

Audience: Identify and describe the learner.

Behavior: Describe what is expected of the learner after receiving instruction.

Conditions: Describe the setting and circumstances in which learner's will occur.

Degree: Explain the standard for acceptable performance.

1. The IAAP CAP Exam Prep student should be able to correctly answer multiple choice questions about Organizational Communications with 85% accuracy.
2. The student should be able to correctly label computer hardware components with 85% accuracy.
3. The student should be able to correctly answer multiple choice questions about international business etiquette with 85% accuracy.
4. The student should write a five-page topic paper using correct grammar and punctuation with no more than two errors.

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Class Timeline

Provide a description of how the class will be taught over time. This should include information about activities and student products.

This is a blended course with synchronous and asynchronous meetings through Blackboard and Zoom. All Zoom sessions will be held in synchronous format during the allotted course time of every Tuesday from 5:30 p.m. – 8:30 p.m. with one 20-minute break. The discussions and explorations in class will include challenges administrative professionals face. Course topics will include issues related to current trends in management, office administration, and office systems and technology. Students will engage in an in-depth reading of theory and office procedures related to administrative professionals.

Required Text

- The IAAP 2017 Certified Administrative Professional Study Guide, Second Edition.

Suggested Texts

- Bovee, C.L. & Thill, J.V. (2015). *Business Communication Today*, 13th Edition. London, England:Pearson Prentice-Hall.
- Rankin, D. & Shumack, K. (2016). *The Administrative Professional: Technology and Procedures*, 15th Edition. Boston, MA:Delmar Cengage Learning.
- Shockley-Zalabak, P. (2014). *Fundamentals of Organizational Communication*, 9th Edition. London, England:Pearson.
- Vermaat, M.E., Sebok, S.L., Freund, S.M., Campbell, J.T., & Frydenberg, M. (2016) *Enhanced Discovering Computers*, 1st Edition. Boston, MA:Cengage Learning.

Required Hardware

- Personal computer with high speed internet connection
- USB headset with a microphone-every participant must access the synchronous session with USB headset with a microphone
- Zoom Video conferencing

Required Software

- Microsoft Word, Excel and PowerPoint
- Blackboard
- Firefox, Chrome, Safari

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Assignments/Activities

- Readings

The readings for this course have been selected to provide you with the type of questions you may see on the IAAP CAP Exam.

- Class Participation

Please be prepared for each Zoom class session by being on time (class start time is 5:30 p.m.), having read any assigned materials, and being prepared to participate in discussions. You need to be able to share your understandings about the topic, new ideas, and discoveries about administrative professionals through collegial, effective, and professional discussion in these synchronous activities. If there are ideas that are unclear to you, please do not hesitate to bring them up in class. If you are unable to attend a Zoom session, please notify the instructor in a timely fashion.

- Online Discussions

Students will respond to an online discussion prompt every two weeks. Students will also respond to a minimum of two other students' discussion prompts.

- Review Sessions

One week upon completion of each subject area, students will participate in a three-hour synchronous review session.

- Timed Mock Exam

Two weeks upon completion of each domain, students will participate in a three-hour mock exam administered online in a controlled environment.

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Step 2 - Class Implementation

Learner Interview

Interview at least 2 students (**one** can be in this course) to learn more about them as learners. You will want to ask questions about their motivation to be online, their study habits, etc. Consider your topic and the learners you will be including as you complete these interviews. **What did you learn from your learners that will impact your class design? How will this impact your design decisions?**

Learner Interview #1: Kam Manuel

Kam is enrolled in the Educational Psychology Online Master's program with a concentration in Adult Learning. Below are Kam's responses to my interview questions.

- For what reason(s) did you enroll in this online course?
The program that I wished to study is offered online, making it more convenient with my work schedule to attend classes.
- What are your study habits for this course?
I study/read daily for my classes. Sometime a couple of times a day depending on my course load. I divide my readings up so I have small chunks every day.
- What is your favorite part of the online course?
The availability to be in my own home and in comfortable clothes. Also, there is no need to worry about inclement weather.
- What was your least favorite part of the online course?
I miss the actual "face to face" interaction.
- Name something that you feel could be improved or enhanced in the online course.
I don't think there is anything I would change. It works pretty well for me.
- Do you get together with any of your classmates outside of the online course to work on projects (if close proximity is possible)?
I have not had the opportunity, although we have talked about it. We do communicate via text and phone calls outside of class.

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Learner Interview

Learner Interview #2: Susannah Finley

Susannah is enrolled in the IT Online Master's program. Below are Susannah's responses to my interview questions.

- What reason(s) did you enroll in this online course?
I am following the sequence for the IT Online Master's Degree. I started planning for a Master's program years ago. I assumed it would be face-to-face, somewhat inflexible, and exhausting (the last two are why I waited so long). I also had hesitations about an online degree, believing that employers wouldn't take it seriously. The IT Online Program was the first one that sounded feasible for me, especially with evening classes and fewer required credits than some of the other programs I was considering. I took the plunge, hoping that the credibility from an established university would extend to its online programs. At almost two years in, I would say it does.
- What are your study habits for this course?
 - *I read the syllabus multiple times before the course starts, and buy the book several weeks early (paper, not online).*
 - *If other course resources are posted, I read them.*
 - *I download all course resources to my home and work computers, and put them in my OneDrive.*
 - *I try to block out which weeks of coursework will be hardest, and compare the schedule to other big life events (birthdays, holidays, work commitments). If need be, I alert the instructor to any days I will be out.*
 - *During each class, I take notes in Evernote regarding specific expectations from the instructor, or details on assignments. If I don't understand, I ask. If I forget to ask, I check with a classmate later.*
 - *During each week, I review what I need to do for the upcoming week, and which nights/weekends I can book to get it done. I alert my family as to about how much weekend classwork I have, and keep them posted on any looming deadlines that will require a big push from me.*
 - *During my scheduled classwork times, I complete the assignments.*
- What is your favorite part of the online course?
 - *I enjoy completing the big assignments and finding out how I did. Receiving little to no specific feedback is generally confusing. Was I "close enough" to what the experts agree is probably on target? Is this good enough to put in my portfolio, or will it need major rewrites?*
- What was your least favorite part of the online course?
 - *I suppose I'm someone who is waiting for more structure – maybe a recap of our discussion board efforts by the instructor, and how our opinions relate to (or contradict) current approaches in the larger ID field.*
- Name something that you feel could be improved or enhanced in the online course.
 - *Hmm, see above.*
- Do you get together with any of your classmates outside of the online course to work on projects (if close proximity is possible)?
 - *We did get together in person last semester, as it was just easier and more fun.*

What did you learn from your learners that will impact your class design?

I learned from my interviews that online learners want "social presence." Both learners eluded to the "face to face" interaction with their peers. In fact, Kam specifically stated that she missed the "face to face" interaction. Susannah stated that last semester her peers did get together and it was, "just easier and more fun."

Also, I learned from my interviews the importance of giving feedback quickly to students on assignments, recapping discussion boards, and relating how the learners' opinions relate to (or contradict) current approaches in the administrative professional field.

How will this impact your design decisions?

As I design the IAAP CAP/CAP Exam Prep online course, I must intentionally build in "social presence" opportunities throughout the course. Also, I must provide quick feedback on the review sessions and timed mock exam. Likewise, writing a brief closing response to the online discussions will continue to build instructor presence throughout the course.

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Instructor Interview

Interview at least 1 instructor to learn their perspectives on distance education. You will want to ask questions about what they think of your ideas for your class design. Do they have specific suggestions? **How will this impact your design decisions?**

Instructor Interview #1: Dr. Mary Catherine “Cathy” Hammon

Dr. Hammon is the Program Coordinator for Adult Education/Applied Educational Psychology Programs and Clinical Assistant Professor. Dr. Hammon has five years of online teaching experience as well as 30+ years of technology assisted delivery and satellite delivery experience during her career with TVA. She is a subject matter expert in the field of educational psychology. Below are Dr. Hammon’s responses to my interview questions.

- Following your review of Step 1, what do you think of my ideas for the class design?
Step 1 is well sourced with IAAP. Given the fact that IAAP does not provide prep classes for the CAP exam, the marketplace needs this course.
- Do you have specific suggestions?
The first online course should be a pilot which allows issues to be worked out.

How will this impact your design decisions?

Based upon Dr. Hammon’s suggestion, I have added in the Step 1 Summary that the first IAAP CAP/CAP Exam Prep course will be a pilot course.

Instructor Interview #2: Marie Herman, CAP-OM, ACS

Marie Herman is an instructor who offers an online IAAP CAP Exam study group. She has been teaching online study groups since 2012. Below are Marie’s responses to my interview questions.

- Following your review of Step 1, what do you think of my ideas for the class design?
Looks like you have a good start to an online class.
- Do you have specific suggestions?
Your suggested texts are WAY out of date and don’t match the current blueprint which was revised in 2011. IAAP recommends that study books be no more than 2 years old (though 5 is probably more realistic). It is unclear to me how often your meetings will be held. You state one week after completing reading, but that doesn’t indicate how often those will take place. I use Anymeeting for the videoconferencing. It is similar to Zoom, which I am familiar with. I don’t see a software list in your document. I require that students join a Yahoo group which I set up. I don’t use a formal LSM, but the Yahoo group serves as a repository where all email communications are stored, links to the recordings of the sessions, links to the required readings organized by domain, copies of the PowerPoint files I use in each weekly session, additional helpful files and general exam information.

How will this impact your design decisions?

Based upon Marie’s suggestions, I have replaced the outdated suggested texts with the four CAP core resources. I have added the wording “every Tuesday” within the Class Timeline category in Step 1 to clarify how often class meetings will be held. I added a Required Software List in Step 1. I also added Zoom Video Conferencing to the Required Hardware List in Step 1.

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IAAP Certification Manager Interview: Barbara Weathers, MA

Barbara Weathers is the Certification Manager for IAAP (International Association of Administrative Professionals) where she oversees the development, implementation, quality assurance and maintenance of the IAAP certification program, Certified Administrative Professional (CAP). Barbara has 20 years of experience in higher education including program development, regulations compliance and oversight, community outreach, and faculty training. She has overseen the creation of professional development Certificate programs in the areas of leadership, multigenerational communication, and virtual teams. While at Drury University, Barbara conducted a program redesign for the Organizational Communication and Leadership bachelor's degree and developed the adjunct faculty training process for instructors teaching blended course, which involved a combination of online and face-to-face components. She has taught and developed numerous undergraduate and graduate courses both online and face-to-face in the areas of communication, marketing, public relations, and leadership.

In researching the IAAP Certification web page, I discovered two online CAP Exam Prep courses offered. One was offered through the College of Southern Maryland and the other was offered through Northern Virginia Community College. I e-mailed the IAAP headquarters telling them about my IP Project and asking if IAAP received any funds from the courses. I received an e-mail back from Barbara Weathers stating that she thought a phone call would be the best way to answer my question, and that she would like to talk with me about my thoughts for an online CAP prep course.

The next day, I had a 30-minute phone conversation with Barbara. She explained her excitement for my project. She wanted to have a two to three-month asynchronous prep course developed that would be taught beginning Summer 2018. It would be offered before exam time, would utilize PowerPoint slides that would cover the IAAP Study Guide Book and additional content taken from the IAAP core resources. It would not be Webinar based. It would be guided and hold students accountable. The Pass rate for students who take the course should be 80%. She went on to explain that IAAP is seeking NCCA (National Commission of Certifying Agencies) Accreditation through the Institute for Credentialing Excellence.

She went on to explain that IAAP currently uses a free LMS, Udu. She said that an upgraded account is \$75 per year.

By the end of the conversation, I was completely overwhelmed. What began as an opportunity to share my IP Project with her had ended with an opportunity for me to design a real IAAP CAP Prep Exam online course.

Distance Education Setting/Rationale

Describe the distance education delivery system you will be using and why it is appropriate for this content. (Simonson Chapter 4 should help).

Technology – Hardware (Click boxes of all equipment needed.)

<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> 35mm Camera	<input type="checkbox"/> Projection System
<input type="checkbox"/> Printer	<input type="checkbox"/> Video Camera	<input checked="" type="checkbox"/> Microphone
<input type="checkbox"/> Digital Camera	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Video Conferencing (e.g. Zoom)
<input type="checkbox"/> Television	<input type="checkbox"/> DVD Player	<input checked="" type="checkbox"/> Headset
<input type="checkbox"/> Handheld Devices (iPhone, iPod Touch, mp3 players)		
<input type="checkbox"/> Other:		

Technology – Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Microsoft Word	<input type="checkbox"/> Dreamweaver	<input type="checkbox"/> Photo Editing
<input checked="" type="checkbox"/> Microsoft Excel	<input checked="" type="checkbox"/> Firefox, Chrome, Safari	<input type="checkbox"/> Cloud Mapping
<input checked="" type="checkbox"/> Microsoft PowerPoint	<input type="checkbox"/> Online Encyclopedia	<input type="checkbox"/> Online library
<input type="checkbox"/> Microsoft Publisher	<input type="checkbox"/> LiveText	<input type="checkbox"/> Web 2.0 tools
<input checked="" type="checkbox"/> LMS (Blackboard, Edmodo, Moodle, etc)	<input type="checkbox"/> Social Networking (Twitter, Facebook, Instagram, Skype, etc)	<input type="checkbox"/> Podcasting (GarageBand, ProfCast)
<input type="checkbox"/> Other:		

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Accommodation Options (Special Needs, Gifted, etc.) – you must specify at least two different populations you may have in your class	
What population does this accommodation apply to?	Describe the accommodation(s) that will assist this population. Hypothetically, come up with possible needs your learners will have (e.g., hearing, visual, etc.) and how you would modify your approach to meet those needs. (Add additional rows if necessary.)
Special Needs-Learning Disability	<p>Needs the learner will have:</p> <ul style="list-style-type: none"> • Extra time to formulate questions or responses during discussion <p>Modification to teaching approach to meet these needs:</p> <ul style="list-style-type: none"> • Include Disability Statement in course syllabus • Allow extra discussion time during class for the learner to formulate questions so he or she feels valued for his or her contribution to the course • Be available before and after class to answer questions • Have regularly scheduled virtual office hours • Encourage posts to the Hallway so all learners are sharing questions that learner may have but may be hesitant to ask • Record lectures • Make PowerPoint lecture notes available • Use of screen readers to access course content <p>Accommodations that will assist with this population include the following:</p> <ul style="list-style-type: none"> • Untimed tests • Fewer questions on tests • Extended time to respond to online discussions • Extra time for assignments • Allowing verbal recorded answers instead of written answers • Allowing use of a word bank on tests • Multiple choice tests instead of essays

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Special Needs- Visually Impaired	<p>Needs the learner will have:</p> <p>Learners with visual impairments can have very different abilities and needs. Learners can have no vision, have tunnel vision, have peripheral vision, or have some other form of limited sight. Some students may have the ability to see magnified shapes or print.</p> <p>Modification to teaching approach to meet these needs:</p> <ul style="list-style-type: none">• Make sure textbooks and content are in an accessible format• Use clear, consistent layouts and organization schemes for presenting content• Structure headings (using style features built into the learning management system, Word, PowerPoint, PDFs, etc.) and use built-in designs/layouts (e.g., for PPT slides)• Use descriptive wording for hyperlink text (e.g., "IAAP-HQ website" rather than "click here")• Always offer a concise alternative-text-based description within images• Use large, bold fonts on uncluttered pages with plain backgrounds• Use color combinations that are high contrast and can be read by those who are colorblind• Make sure all content and navigation is accessible using the keyboard alone• Caption or transcribe video and audio content <p>Accommodations that will assist with this population include the following:</p> <ul style="list-style-type: none">• Colleges and universities need to adopt clear policies, procedures, and guidelines to ensure that the technology they procure and deploy is fully accessible to all learners with disabilities, including the blind• Interaction of course management system and assistive technology used by the learner• Course materials in accessible alternative formats
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Step 3 – Class Design				
Objective and Standard	Instructional Strategy	Technology Requirements	Specific Outcomes	Assessment Technique
What learning objective and standard are you addressing? Complete this table for each of the objectives in this unit.	What instructional activities are necessary to achieve this objective?	What technology is required for this objective?	What will you see/hear/feel when the learner succeeds?	How will you assess the learners' success? (This must match the objective/outcomes!)
Objective 1: The IAAP CAP Exam Prep student should be able to correctly answer multiple choice questions about Organizational Communications with 85% accuracy.		Personal computer with high speed internet connection Zoom Video conferencing Firefox, Chrome, or Safari USB headset with a microphone		
Objective 2: The student should be able to correctly label computer hardware components with 85% accuracy.		Personal computer with high speed internet connection Zoom Video conferencing Firefox, Chrome, or Safari USB headset with a microphone		
Objective 3: The student should be able to correctly answer multiple choice questions about international business etiquette with 85% accuracy.		Personal computer with high speed internet connection Zoom Video conferencing Firefox, Chrome, or Safari Blackboard		
Objective 4: The student should write a five-page topic paper using correct grammar and punctuation with no more than two errors.		Personal computer with high speed internet connection Zoom Video conferencing Firefox, Chrome, or Safari Microsoft Office Word or comparable word processing program		