Office Management Supplemental Program Resources

This document was prepared by:

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Supplemental Program Resources 2024

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Introduction

This document provides supplemental information for the Office Management program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Office Management program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Office Management standards for the Business Management and Administration program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Office Management

Office Management focuses on careers that plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources.

Business Management and Administration Career Cluster

Business Management and Administration is focused on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Postsecondary Options

Certificate/License
- Management (WNC)

Associate Degree
- Office Management, Business (TMCC)

Bachelor's Degree
- Business Administration, Administration (GBC, UNLV, UNR)
- Business Administration, Information Systems (UNLV, UNR)
- Management (UNR)

Master's/Doctoral Degree
- Business Administration, Management Information Systems (UNLV, UNR)

For additional information on this cluster, please contact: cteinfo@doe.nv.gov

Website: https://doe.https://doe.nv.gov/offices/craleo/cte

Approved Courses

Principles of Office and Logistics Management
Office Management

Complementary Courses

Office Management Advanced Studies
CTE Work Experience – Business Management and Administration
IRC – Office Management

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization

FBLA

State Recognized Industry Certifications

Refer to the Governor's Office of Innovation's
Nevada Eligible Industry Credentialing List

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Human Resources Managers	$136,350	191,600	5.0%
Compensation Managers	$136,380	17,500	2%
Administrative Services & Facilities Managers	$104,900	377,800	5.0%

Source U.S. Bureau of Labor Statistics 2022

Program Structure for Office Management

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. **Core Course Sequence (R) with Lab Course(s) (C)**

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Office and Logistics Management	PRNOLM	52.0204	12	003	G	1.00	12	12003G1.0012
R	Office Management	OFFICE MGMT	52.0204	12	003	G	1.00	22	12003G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s)**. A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Office Management Advanced Studies	OFFICE MGMT AS	52.0204	12	003	E	1.00	11	12003E1.0011
C	Industry Recognized Credential – Office Management	IRC OFFICE MGMT	52.0204	12	999	E	1.00	11	12999E1.0011
C	CTE Work Experience – Business Management and Administration	WORK EXPER BUS ADM	99.0004	12	998	G	1.00	11	12998G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Principles of Office and Logistics Management

Prerequisite None

This course is for entry-level students in Office and Logistics Management and prepares students for jobs in an office or business setting with an emphasis in either office management or logistics management. Students will gain knowledge and proficiency of advanced web functions, word-processing applications, spreadsheet applications, presentation applications, and database applications as they are used in a business environment. Students will understand and abide by policies for technology.

Office Management

Prerequisite: Principles of Office and Logistics Management

This course is a continuation of the Office Management program and prepares students for work in an office or business environment. Students will learn occupational skills in accounting such as recording business transactions, posting journal and ledger entries, and preparing financial statements. Students will be introduced to standard accounting software and expand their knowledge of standard office software. Additionally, an introduction to laws related to business practices, organizational structures and interpersonal office skills will be covered. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will learn and apply advanced skills in office technology and software commonly used in today's work environment. Upon successful completion of this program, students will have acquired entry-level skills for employment in this field.

Office Management Advanced Studies

Prerequisite: Completion of Office Management Program of Study

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Industry-Recognized Credential – Office Management

Prerequisite: Completion of Office Management Program of Study

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Office Management Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Business Management and Administration

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Office Management program.

CTE Classroom Equipment   Total: **$6,080**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	$3,500	$3,500
1	Networkable Laser Printer (black/white or color)	$1,000	$1,000
2	Storage Cabinets (36" x 12" x 72") (lockable)	$400	$800
2	Bookcases (36" x 12" x 42")	$115	$230
2	White Boards (4' x 8')	$275	$550

Program Equipment   Total: **$28,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	$1,000	$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	$1,500	$1,500
1	Technology Storage/Charging System	$2,000	$2,000

Instructional Materials   Total: **$8,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here.	$100	$2,500
1	Teacher Textbook Edition and Resources	$500	$500
1	Office Productivity Software Suite	$2,500	$2,500
25	Online Accounting Software Subscriptions	$120	$3,000

Instructional Supplies   Total: **$1,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Computer Accessories (cases, covers, etc.) (optional)	$1000	$1000
Varies	Office Supplies (paper, files, etc.)	$500	$500

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Other   **Total:**   **$100**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Microsoft Certifications	$100	$100

Category Totals:

Classroom Equipment	$6,080
Program Equipment	$28,500
Instructional Materials	$8,500
Instructional Supplies	$1,500
Other	$100
Estimated Program Total	**$44,680**

Crosswalks and Alignments for Office Management Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Office Management Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Program Area program connect with and support academic learning. The performance indicators are grouped according to their content standard and are cross walked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support Mathematical Practices. The following table illustrates the alignment of the Program Area Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Business Management and Administration program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Business Management and Administration Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Business Management and Administration program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Office Management Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Office Management program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Office Management Standards are cross walked to the Business Management and Administration Career Cluster™ and the Administrative Support Career Pathway.

Crosswalk of Office Management Program of Study Standards
and the Nevada Academic Content Standards (possibly more than one)

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3.1.4, 3.2.2, 3.4.4, 3.4.5
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.1.4, 2.2.2, 2.3.5, 2.3.6 2.4.1
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	5.1.1
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	3.2.6; 5.1.2

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	7.4.1, 7.4.2
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	6.3.3
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	2.2.4, 2.2.5, 2.2.6, 2.2.7 2.3.1, 2.4.4, 2.4.5
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	2.3.3, 2.3.4, 2.5.5; 4.2.2 6.2.2; 7.3.1

| RST.11-12.9 | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | 2.1.7, 2.3.1, 2.5.4, 2.5.6 3.1.2; 6.2.2, 6.2.4, 6.3.5 7.1.2, 7.3.7, 7.4.1, 7.4.2 7.4.3 |

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	3.1.3, 3.1.5, 3.2.1, 3.4.6 4.2.1, 4.2.3; 5.2.1; 6.1.1 6.1.2, 6.3.2; 7.3.2, 7.3.4
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 4.1.3, 4.2.1 5.1.3, 5.1.4; 6.3.4; 7.2.1 7.2.2, 7.3.5
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	5.1.2, 5.1.3, 5.1.4; 6.2.1 7.1.1, 7.1.3, 7.1.4
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	5.1.3, 5.1.4; 6.2.1
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	4.1.1, 4.1.2; 5.1.2, 5.1.3 5.1.4; 6.2.1
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	3.4.6; 6.2.1
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.4.6; 4.1.4
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	2.4.4, 2.4.5
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	2.4.6; 3.4.6; 4.1.4; 6.2.1

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards	Performance Indicators
WHST.11-12.1 Write arguments focused on discipline-specific content.	5.1.1
WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.	5.1.1; 6.3.5
WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	2.1.2, 2.2.3, 2.3.2
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 2.1.3, 2.2.2, 2.4.3 5.1.1, 5.1.5, 5.1.6; 6.2.3, 6.3.1 6.3.5
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5; 2.5.2, 2.5.4, 2.5.6
WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.5.2, 2.5.5
WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2; 2.1.7

Math: Algebra – Seeing Structure in Expressions

Nevada Academic Content Standards		Performance Indicators
ASSE.A.1	Interpret expressions that represent a quantity in terms of its context.	2.2.2

Math: Algebra – Quantity – Quantities

Nevada Academic Content Standards		Performance Indicators
NQ.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	2.2.2

Alignment of Office Management Standards
and the Mathematical Practices

Mathematical Practices	Office Management Performance Indicators
1. Make sense of problems and persevere in solving them.	2.2.1
2. Reason abstractly and quantitatively.	8.1.2, 8.3.1, 8.5.3
3. Construct viable arguments and critique the reasoning of others.	8.1.2, 8.3.1, 8.3.2, 8.4.1,8.4.2, 8.5.2
4. Model with mathematics.	2.3.3-2.3.5
5. Use appropriate tools strategically.	2.3.3-2.3.5
6. Attend to precision.	2.2.3-2.2.8
7. Look for and make use of structure.	2.3.1-2.3.5
8. Look for and express regularity in repeated reasoning.	2.2.1-2.2.8, 2.3.1-2.3.5

Alignment of Office Management Standards
and the Science and Engineering Practices

Science and Engineering Practices	Office Management Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	5.2.1-5.2.4
2. Developing and using models.	2.2.3, 2.2.8
3. Planning and carrying out investigations.	2.3.2-2.3.4, 2.5.4
4. Analyzing and interpreting data.	2.2.1-2.2.8, 2.3.1, 2.3.3-2.3.5
5. Using mathematics and computational thinking.	2.2.1
6. Constructing explanations (for science) and designing solutions (for engineering).	2.3.3
7. Engaging in argument from evidence.	2.2.5, 2.2.8, 2.3.3
8. Obtaining, evaluating, and communicating information.	2.4.1-2.4.6

Crosswalks of Office Management Standards
and the Common Career Technical Core

Business Management and Administration Career Cluster	Performance Indicators
1. Use vocabulary, symbols and formulas common to architecture and construction.	2.2.1-8
2. Use architecture and construction skills to create and manage a project.	4.2.1, 4.2.2, 4.2.3
3. Comply with regulations and applicable codes to establish and manage a legal and safe workplace.	2.1.5 ;4.1.1-4; 7.1.1-4 7.2.1-3, 7.3.1-7 7.4.1-3
4. Evaluate the nature and scope of the Architecture and Construction Career Cluster™ and the role of architecture and construction in society and the economy.	5.1.1-3, 5.2.1-3,
5. Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.	2.1.1-7, 2.2.1-8, 2.3.1-7 2.5.1-6
6. Read, interpret and use technical drawings, documents and specifications to plan a project.	3.1.1-5, 3.2.1-3, 3.4.1-3.4.6; 5.1.1-6, 5.2.1-3 6.1.1-3, 6.2.1-5, 6.3.1-6 7.1.1-4, 7.2.1-3, 7.3.1-7

Administrative Support Career Pathway	Performance Indicators
1. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.	6.1.1-3, 6.2.1-5, 6.3.1-6
2. Access, evaluate and disseminate information for business decision making.	2.1.1-2.1.7, 2.2.1-2.2.8 2.3.1-2.3.7, 2.4.1-6, 2.5.1-6
3. Plan, monitor and manage day-to-day business activities.	7.1.1-4, 7.2.1-3, 7.3.1.-7 7.4.1-3

Business Information Management Career Pathway	Performance Indicators
1. Describe and follow laws and regulations affecting business operations and transactions.	4.1.1-4, 4.2.1-3
2. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.	3.1.1-5, 3.2.1-3, 3.3.1 3.4.1-6
3. Access, evaluate and disseminate information for business decision making.	2.1.1-7, 2.2.1-8, 2.3.1-7 2.4.1-6, 2.5.1-6
4. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.	7.1.1-4, 7.2.1-3, 7.3.1.-7 7.4.1-3
5. Plan, organize and manage an organization/department to achieve business goals.	3.1.1-5, 3.2.1-3, 3.4.1-3.4.6; 5.1.1-6, 5.2.1-3 6.1.1-3, 6.2.1-5, 6.3.1-6 7.1.1-4, 7.2.1-3, 7.3.1-7

General Management Career Pathway	Performance Indicators
1. Describe and follow laws and regulations affecting business operations and transactions.	4.2.1-3
2. Access, evaluate and disseminate information for business decision making.	2.1.1-6, 2.3.1-7, 2.4.1-6 2.5.1-6
3. Apply economic concepts fundamental to global business operations.	2.2.1-8, 2.3.1-7, 2.5.1-6 3.1.1-5, 3.2.1-3, 3.3.1 3.4.1-6
4. Employ and manage techniques, strategies and systems to enhance business relationships.	4.1.1-4, 4.2.1-3; 5.1.1-5.2.1-3
5. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.	3.1.1-5, 3.2.1-3, 3.3.1 3.4.1-6
6. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.	7.1.1-4, 7.3.1-7
7. Plan, organize and manage an organization/department to achieve business goals.	7.2.1-3
8. Create strategic plans used to manage business growth, profit and goals.	5.1.5, 5.2.3; 6.1.3, 6.3.5 7.1.4,

Operations Management Career Pathway	Performance Indicators
1. Describe and follow laws and regulations affecting business operations and transactions.	4.2.1-4.2.3; 8.4.2
2. Develop and maintain positive customer relationships.	5.1.1-5.1.6, 5.2.1-5.2.4
3. Apply inventory tracking systems to facilitate operational controls.	8.2.1-8.2.3
4. Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.	2.1.3-2.1.4, 2.2.1-2.2.8 2.3.1-2.3.5, 2.4.1-2.4.6 2.5.1-2.5.6; 3.1.1-3.1.5 3.2.1, 3.3.1; 6.2.1-6.2.4 6.3.1-6.3.6; 7.1.1-7.1.8 7.2.1-7.2.4, 7.3.1-7.3.7