

**Florida Department of Education
Curriculum Framework**

Program Title: Global Finance
Program Type: Career Preparatory
Career Cluster: Finance
Components: Core, One Program 4 Occupational Completion Points

Secondary – Career Preparatory

Program Number	8515300
CIP Number	0252080111
Grade Level	9-12, 30, 31
Standard Length	5 credits
Teacher Certification	BANK FINC @7 7G BUS ED 1 @2 MKTG1 @2 MKTG MGMT @7 7G
CTSO	DECA FBLA BPA
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting and Auditing Clerks 43-4041 – Credit Authorizers, Checkers and Clerks 13-1160 – Market Research Analysts and Marketing Specialists
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This pathway leads to a concentration in Global Finance. This path provides students with an understanding of how and why businesses choose to expand their operations into other countries. Courses expose students to the unique challenges facing multinational organizations—and to the potential opportunities and markets that are lost to organizations that choose not to do business in the global marketplace. Building on concepts that broadens student understanding of how businesses operate and how they grow and thrive in our ever-changing world.

The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. They then learn about international trade investment and international finance, including an examination of the role of the International Monetary Fund. Students study business strategies that enable organizations to compete effectively in the global marketplace. Finally, students explore international business as a potential career.

This path offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance Career Cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of the Finance and Business Technology or the BTE Core, and continuation in Global Finance.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8815150	Finance and Business Technology OR	1 credit	43-3021	2
	8200320	Applied Computer Business Skills I And	.5 credit		2
	8200330	Applied Computer Business Skills II OR	.5 credit		2
	8209020	Computing for College and Careers OR	1 credit		2
	8207310	Introduction to Information Technology	1 credit		2
B	8203310	Accounting Applications 1 (no substitutions)	1 credit	43-3031	3
C	8815130	Financial Internship OR	1 credit	43-4041	2
	8501420	Finance Cooperative Education - OJT	1 credit		2
	8815160	Managerial Accounting	1 credit		3
D	8815170	Business in a Global Economy	1 credit	13-1160	3

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Finance and Business Technology	^	^	^	1/53 2%	8/52 15%	4/56 7%	6/55 11%	9/58 16%	2/35 6%	5/42 12%	6/56 11%	7/53 13%
Introduction to IT	^	^	^	2/53 4%	2/52 4%	2/56 4%	2/55 4%	2/58 3%	2/35 6%	2/42 5%	2/56 4%	2/53 4%
Applied Computer Business Skills I	**	**	**	**	**	**	**	**	**	**	**	**
Applied Computer Business Skills II	**	**	**	**	**	**	**	**	**	**	**	**
Computing for College and Careers	^	^	^	2/53 4%	12/52 23%	8/56 14%	17/55 31%	10/58 17%	4/35 11%	12/42 29%	17/56 30%	13/53 25%
Accounting Applications 1	^	^	^	2/53 4%	12/52 23%	8/56 14%	17/55 31%	10/58 17%	4/35 11%	12/42 29%	17/56 30%	13/53 25%
Financial Internship	**	**	**	**	**	**	**	**	**	**	**	**
Financial OJT	**	**	**	**	**	**	**	**	**	**	**	**
Managerial Accounting	^	^	^	1/53 2%	3/52 6%	2/56 4%	3/55 5%	4/58 7%	1/35 3%	4/42 10%	4/56 7%	3/53 6%
Business in a Global Economy	^	^	^	1/53 2%	3/52 6%	5/56 9%	1/55 2%	2/58 3%	1/35 3%	2/42 5%	2/56 4%	#

^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Finance and Business Technology competencies:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Global Finance.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Global Finance.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Global Finance.
- 04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 05.0 Demonstrate effective customer service skills.
- 06.0 Demonstrate human relations skills necessary for workplace success.
- 07.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 08.0 Use technology to enhance the effectiveness of communication skills.
- 09.0 Demonstrate proficiency using slide presentation software.
- 10.0 Perform general organizational workplace competencies.
- 11.0 Demonstrate sales and marketing fundamentals.
- 12.0 Explain the importance of employability and entrepreneurship skills.
- 13.0 Manage career development.
- 14.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
Apply ergonomic principles applicable to the configuration of computer workstations.
- 15.0 Use information technology tools.
- 16.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member.
- 17.0 Practice quality performance in the learning environment and the workplace.
- 18.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 19.0 Describe the importance of professional ethics and legal responsibilities.
- 20.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance.
- 21.0 Demonstrate mathematics knowledge and skills.
- 22.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 23.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc.
- 24.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.

OR

For competencies associated with the BTE Core visit the following link: <http://www.fl DOE.org/workforce/dwdframe/>

The BTE Core includes the Technical Competencies of the first OCP A of this program.

Technical competencies following OCP A:

- 25.0 Demonstrate language arts knowledge and skills.
- 26.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level.
- 27.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 28.0 Practice quality performance in the learning environment and the workplace.
- 29.0 Exhibit customer service skills.
- 30.0 Demonstrate mathematics knowledge and skills.
- 31.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
- 32.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 33.0 Demonstrate skills for accounting work-based learning experiences.
- 34.0 Apply accounting principles and concepts to the performance of accounting activities.
- 35.0 Apply accounting principles and concepts using appropriate technology.
- 36.0 Perform critical job skills.
- 37.0 Display professional work habits.
- 38.0 Demonstrate ethical behavior.
- 39.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Global Finance.
- 40.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Global Finance.
- 41.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Global Finance.
- 42.0 Explain the concepts of managerial accounting.
- 43.0 Prepare financial statements
- 44.0 Demonstrate understanding of budget planning
- 45.0 Prepare budgeted income statements
- 46.0 Determine cash budget
- 47.0 Analyze cost.
- 48.0 Demonstrate knowledge of break-even analysis.
- 49.0 Analyze decisions.
- 50.0 Explain the manufacturing environment.
- 51.0 Explain costing systems.
- 52.0 Evaluate profitability.
- 53.0 Calculate liquidity and debt.
- 54.0 Calculate asset management ratios.
- 55.0 Assess organizational controls.
- 56.0 Demonstrate the ability to work in managerial accounting.
- 57.0 Evaluate learning from industry experts.
- 58.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

- 59.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 60.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 61.0 Describe the importance of professional ethics and legal responsibilities.
- 62.0 Design final course project.
- 63.0 Explain the strategies for competing in a global marketplace.
- 64.0 Define the concept of globalization.
- 65.0 Compare and contrast country differences.
- 66.0 Explain the applications of international trade investment.
- 67.0 Demonstrate applications in international finance.
- 68.0 Explain the strategies for competing in a global marketplace.
- 69.0 Select careers in international business for career planning.

**Florida Department of Education
Student Performance Standards**

Course Title: Finance and Business Technology
Course Number: 8815150
Course Credit: 1

Course Description:

This course is designed to provide an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, financial and tax software applications and the integration of these programs using software that meets industry standards.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Global Finance.	
01.01 Key Ideas and Details		
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure		
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.RST.2.5
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
		LAFS.910.RST.2.6
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
		LAFS.910.RST.3.7
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
		LAFS.910.RST.3.8
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
		LAFS.910.RST.3.9
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
		LAFS.910.RST.4.10
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Global Finance.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content.	
		LAFS.910.WHST.1.1
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.910.WHST.1.2
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
		LAFS.910.WHST.1.3
02.02	Production and Distribution of Writing	

Florida Standards		Correlation to CTE Program Standard #
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	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. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	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. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Global Finance.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.3.1
03.04 Model with mathematics.	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-MLA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:		
04.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
04.02 Locate, organize and reference written information from various sources.		
04.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
04.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
04.05 Apply active listening skills to obtain and clarify information.		
04.06 Develop and interpret tables and charts to support written and oral communications.		
04.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
05.0 Demonstrate effective customer service skills – the student will be able to:		SC.912.L.17.11
05.01 Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.02 Identify and evaluate customer needs.		
05.03 Respond to client inquiries in a timely matter.		
05.04 Access and maintain client records.		
05.05 Provide timely accurate information to meet customer needs.		
05.06 Utilize available techniques to effectively serve customers.		
05.07 Utilize a process to assist clients, including difficult customers, with problem resolution.		
05.08 Operate within grant of authority to provide service to customers.		
05.09 Build client relationships		
06.0 Demonstrate human relations skills necessary for workplace success – the student will be able to:		
06.01 Exhibit interest and enthusiasm.		
06.02 Demonstrate a positive mental attitude.		
06.03 Demonstrate traits of being industrious and cooperative.		
06.04 Demonstrate sincerity, patience, courtesy, and tact.		
06.05 Exhibit punctuality, attendance and dependability.		
06.06 Willingness to receive and accept feedback and use it constructively.		
06.07 Demonstrate willingness to assume job responsibilities.		
06.08 Develop ability to handle difficult customer/co-worker situations.		
06.09 Develop ability to exhibit friendliness, combined with a professional businesslike approach.		
06.10 Demonstrate willingness to assume the responsibility for one's actions.		
06.11 Demonstrate problem solving and critical thinking skills.		
06.12 Foster teamwork to improve quality of work.		
06.13 Use group consensus strategies.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:	MAFS.912.N-Q.1.3	SC.912.E.5.1
07.01 Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.		
07.02 Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.		
07.03 Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment.		
07.04 Apply the following tools to increase work efficiency: word processing, database, spreadsheet programs, presentation programs, web design, email systems, and the Internet.		
07.05 Utilize computer technology to access, analyze and interpret business information.		
07.06 Cite Internet-based resources correctly using proper format.		
07.07 Research industry trends on the Internet.		
08.0 Use technology to enhance the effectiveness of communication skills – the student will be able to:		
08.01 Select and use word processing software and accompanying features to enhance written business communications.		
08.02 Format content to a document by applying font, paragraph attributes, indent and tab settings to text and paragraphs. Apply spacing settings to text and paragraphs. Navigate and search through a document, create and manipulate tables.		
08.03 Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. Insert and format pictures, shapes, and clipart. Apply and manipulate text boxes.		
08.04 Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document.		
09.0 Demonstrate proficiency using slide presentation software – the student will be able to:		
09.01 Manage and configure the presentation software environment, including: adjusting views, manipulating window, configuring toolbar and file options.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.02 Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders.		
09.03 Locate, create and incorporate graphical and multimedia elements, including: shapes, graphics, images, bullets, hyperlinks, video, and audio into a slide presentation appropriate for the project.		
09.04 Explore and apply design and color theory to create dynamic and appealing visuals.		
09.05 Explore various design tools and applications.		
09.06 Create and manipulate graphical and multimedia elements to improve or develop new contacts appropriate for the project, including: creation of images, color selections, tone, hue and contrast.		
09.07 Apply slide transitions and create custom animations to slide presentations appropriate for the target audience.		
10.0 Perform general organizational workplace competencies – the student will be able to:		SC.912.E.5.2; SC.912.L.17.11
10.01 Demonstrate self-motivation and responsibility to complete an assigned task.		
10.02 Identify problem solving techniques.		
10.03 Choose appropriate action in situations requiring effective time management.		
10.04 Apply techniques for organizing and planning time and resources to complete an assigned task.		
10.05 Apply principles and techniques for being a productive, contributing member of a team.		
10.06 Communicate effectively with individuals lacking a technical background.		
10.07 Evaluate detailed technical oral instructions for clarity.		
10.08 Participate in group discussion as both a member and a leader.		
10.09 Encourage and build mutual trust, respect, and cooperation among team members.		
10.10 Assimilate new knowledge into project solutions and decisions.		
10.11 Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.12 Evaluate alternatives, costs and benefits in determining the best solution.		
10.13 Identify strategies to improve and maximize productivity in the workplace.		
11.0 Demonstrate sales and marketing fundamentals – the student will be able to:		
11.01 Demonstrate knowledge of services and/or product offered.		
11.02 Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.		
11.03 Explain the importance of and demonstrate the procedures of cross selling.		
11.04 Identify the opportunities for cross selling.		
11.05 Follow effective procedures for closing a sale.		
11.06 Demonstrate the ability to sell a variety of services and/or products.		
12.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
12.01 Identify and demonstrate positive work behaviors needed to be employable.		
12.02 Develop personal career plan that includes goals, objectives, and strategies.		
12.03 Examine licensing, certification, and industry credentialing requirements.		
12.04 Maintain a career portfolio to document knowledge, skills, and experience.		
12.05 Evaluate and compare employment opportunities that match career goals.		
12.06 Identify and exhibit traits for retaining employment.		
12.07 Identify opportunities and research requirements for career advancement.		
12.08 Research the benefits of ongoing professional development.		
12.09 Examine and describe entrepreneurship opportunities as a career planning option.		
13.0 Manage career development – the student will be able to:		SC.912.E.6.5; SC.912.L.15.10; SC.912.N.2.3

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.01 Enhance personal business skills.		
13.02 Formulate a career plan for post-graduation.		
13.03 Comply with continuing education needs/requirements.		
13.04 Attend seminars, workshops, and tradeshow.		
13.05 Respond to changing business environment.		
13.06 Identify updated industry information.		
13.07 Explain the importance of having a written job description.		
13.08 Pursue industry designations/licensing/degrees.		
13.09 Assess career plan.		
13.10 Demonstrate knowledge of how to make job changes appropriately.		
13.11 Understand employment benefits packages.		
13.12 Build mentor relationships.		
13.13 Volunteer in community service organizations.		
13.14 Network with industry professionals.		
13.15 Maintain professional contact for future projects.		
13.16 Identify corporate strategies and policies.		
13.17 Anticipate future industry trends and identify various industry career paths.		
14.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:		
14.01 Develop keyboarding skills to enter and manipulate text and data.		
14.02 Describe and use current and emerging computer technology and software to perform personal and business related tasks.		
14.03 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.04 Demonstrate basic file management skills.		
14.05 Troubleshoot problems with computer software, hardware, peripherals, and other office equipment.		
14.06 Select and use standard written business and financial communication formats.		
15.0 Use information technology tools – the students will be able to:	MAFS.912.N-Q.1.3	
15.01 Use personal information management (PIM) applications to increase workplace efficiency.		
15.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
15.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
15.04 Employ collaborative/groupware applications to facilitate group work.		
16.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member – the student will be able to:		SC.912.E.7.7; SC.912.N.1.1
16.01 Explore, design, implement, and evaluate organizational structures and cultures for managing project teams.		
16.02 Explore and demonstrate an awareness of current trends in business and the employee's role in maintaining productive business environments in today's global workplace.		
16.03 Collaborate with individuals and teams to complete tasks and solve business-related problems and demonstrate initiative, courtesy, loyalty, honesty, cooperation, and punctuality as a team member.		
17.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		SC.912.E.6.4
17.01 Assess personal, peer, and group performance and identify and implement strategies for improvement (e.g., organizational skills, note taking/outlining, advance organizers, reasoning skills, problem-solving and decision-making skills).		
17.02 Develop criteria for assessing products and processes that incorporate effective business practices (e.g., time management, productivity, total quality management).		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
18.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		SC.912.E.6.4
18.01 Demonstrate an awareness of quality service and the personal and professional standards required to establish an effective service-based culture in the workplace, business, or learning environment.		
18.02 Identify, analyze, and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.		
18.03 Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.		
19.0 Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
19.01 Evaluate and justify decisions based on ethical reasoning.		
19.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
19.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
19.04 Interpret and explain written organizational policies and procedures.		
20.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance – the student will be able to:	MAFS.912.N-Q.1.3	SC.912.N.1.1, 4.4
20.01 Analyze, interpret, compile and demonstrate the ability to present/communicate data in understandable and measurable terms using common statistical procedures. Use common standards of measurement including the metric system in solving work-related or business problems (e.g., length, weight, currency, time).		
20.02 Select and use the correct mathematical processes and tools to solve complex problem settings that are typical of business settings and use formulas when appropriate. Use personal finance and tax software applications to solve business/financial problems.		
20.03 Use spreadsheet software to develop basic financial reports.		
21.0 Demonstrate mathematics knowledge and skills – the students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.01 Demonstrate knowledge of arithmetic operations.		
21.02 Analyze and apply data and measurements to solve problems and interpret documents.		
21.03 Construct charts/tables/graphs using functions and data.		
22.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		SC.912.N.1.4
22.01 Use personal assessment tools to identify personal strengths and weaknesses related to learning and work environments.		
22.02 Analyze job and career requirements and relate career interests to opportunities in the global economy.		
23.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc. – the student will be able to:		SC.912.N.1.1; SC.912.P.12.2
23.01 Analyze personal skills and aptitudes in comparison with various business related job and career options.		
23.02 Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience in financial careers.		
23.03 Design, initiate, refine, and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations.		
23.04 Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.		
23.05 Demonstrate an awareness of the potential impact of local and global trends on career plans and life goals.		
23.06 Experience work-based learning through volunteerism, job shadowing, mentoring, e-coaching, etc.		
24.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
24.01 Perform business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.). Demonstrate knowledge of ethical behavior in a business environment (e.g., confidentiality of information, employee right to know, hiring practices, plagiarism, copyright violations, sexual harassment,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
mission statement, code of ethics, etc.).		
24.02 Describe ethical issues and problems associated with computers and information systems.		
24.03 Anticipate and provide solutions dealing with business situations involving ethical issues.		

BTE Core:

The first course recommended in this program is a selection from the BTE Core (**Applied Computer Business Skills I and II, or Computing for College and Careers, or Introduction to Information Technology**). The course selections and their descriptions are located here: <http://www.fldoe.org/workforce/dwdframe/> . Student course enrollment in the BTE Core, as with all other secondary courses, requires the reporting of a program in which the student is enrolled. The BTE Core is not an independent program, but a selection of courses for the initial OCP of a program. Student enrollment in the BTE Core cannot be reported without an accompanying program number. Teacher certification and other information regarding the BTE Core is identified by the program in which the student is enrolled. See the selected program framework for the appropriate information.

2014 – 2015

**Florida Department of Education
Student Performance Standards**

Course Title: Accounting Applications 1
Course Number: 8203310
Course Credit: 1

Course Description:

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Global Finance.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out	

Florida Standards		Correlation to CTE Program Standard #
	experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Global Finance.	

Florida Standards	Correlation to CTE Program Standard #
02.01 Text Types and Purposes	
02.01.1 Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing	
02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2 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. LAFS.910.WHST.2.5	
02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge	
02.03.1 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. LAFS.910.WHST.3.7	
02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing	

Florida Standards		Correlation to CTE Program Standard #
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Global Finance.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06	Attend to precision. MAFS.K12.MP.6.1	
03.07	Look for and make use of structure. MAFS.K12.MP.7.1	
03.08	Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
25.0	Demonstrate language arts knowledge and skills – the student will be able to:		
25.01	Locate, comprehend and evaluate key elements of oral and written information.		
25.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
25.03	Present information formally and informally for specific purposes and audiences.		
26.0	Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and		SC.912.N1.1

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
professional level – the student will be able to:		
26.01 Organize ideas and communicate oral and written messages. Students should be able to produce, read and interpret a business letter, internal memo, and e-mail communication.		
26.02 Collaborate with individuals and teams to complete tasks and problem solve.		
27.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:		SC.912.N.1.1, 4, 2.2, 3.5
27.01 Describe how accounting departments work within and across organizations.		
27.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).		
28.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		SC.912.L.16.10, 17.11, 17.16; SC.912.N.1.1, 2.2, 3.5, 4.2
28.01 Apply appropriate organizational skills to manage time and resources.		
28.02 Perform tasks accurately, completely, and with attention to detail on a consistent basis.		
28.03 Think critically and make informed decisions.		
28.04 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.		
28.05 Follow accepted rules, regulations, policies and workplace safety.		
29.0 Exhibit customer service skills – the student will be able to:		
29.01 Listen and identify customer's needs and concerns.		
29.02 Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.		
29.03 Model appropriate ways to problem solve with customers in various situations.		
29.04 Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, community service).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.05 Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).		
29.06 Develop and articulate a personal and business code of ethical behavior.		
30.0 Demonstrate mathematics knowledge and skills – the student will be able to:		
30.01 Demonstrate knowledge of arithmetic operations.		
30.02 Analyze and apply data and measurements to solve problems and interpret documents.		
30.03 Construct charts/tables/graphs using functions and data.		
31.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:		SC.912.N.1.1, 2.2, 3.5, 4.2
31.01 Develop an awareness of effective credit management.		
31.02 Prepare and analyze a personal budget.		
31.03 Apply appropriate mathematical processes to accounting applications.		
32.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		SC.912.L.17.20; SC.912.N.1.1, 4, 5, 7; 2.2, 3.5
32.01 Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.		
33.0 Demonstrate skills for accounting work-based learning experiences – the student will be able to:		SC.912.L.17.15; SC.912.N.1.1, 3, 4, 2.2, 3.5
33.01 Apply accounting principles in an accounting environment.		
33.02 Explore the use of technology in an accounting environment.		
33.03 Complete a work-based simulation.		
34.0 Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		SC.912.L.17.11, 15, 20, SC.912.N.1.1, 2.2, 3.5
34.01 Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).		
34.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).		
34.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).		
34.04 Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).		
34.05 Analyze transactions for accuracy and prepare appropriate correcting entries.		
35.0 Apply accounting principles and concepts using appropriate technology – the student will be able to:		
35.01 Identify and use the appropriate technology in an accounting environment.		
35.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).		
35.03 Research types of accounting systems.		

**Florida Department of Education
Student Performance Standards**

Course Title: Financial Internship
Course Number: 8815130
Course Credit: 1

Course Description:

The financial internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

Abbreviations:

FS-MLA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.0 Perform critical job skills – the student will be able to:		
36.01 Apply literacy skills in technical reading, computing and calculating.		
36.02 Perform tasks as outlined in the individualized job performance skills plan.		
36.03 Maintain relevant employment documents.		
36.04 Sustain mentoring relationships in the workplace.		
36.05 Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.		
36.06 Collaborate, communicate and interact utilizing technology.		
36.07 Offer alternative suggestions or solutions rather than simply rejecting others ideas.		
36.08 Contribute to team efforts by fulfilling responsibilities and valuing diversity.		
36.09 Explore networking opportunities through professional associations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.10 Exercise proper judgment in decision making.		
36.11 Adapt to changing organizational environments with flexibility.		
36.12 Build a portfolio reflecting experiences and skills gained during the internship.		
37.0 Display professional work habits – the student will be able to:		
37.01 Report as expected, on time, appropriately dressed and groomed and ready to work.		
37.02 Create a positive professional image through proper introductions, eye contact, and a firm handshake.		
37.03 Model acceptable work habits and conduct in the workplace as defined by company policy.		
37.04 Complete and follow through on tasks and take initiative as warranted.		
37.05 Respond to internal and external customers' needs and concerns.		
37.06 Practice business etiquette and social sensitivity in face to face interaction, on the telephone and the Internet.		
37.07 Build bridges between conflicting attitudes and ways of thinking.		
38.0 Demonstrate ethical behavior – the student will be able to:		
38.01 Compare business activities to professional standards.		
38.02 Show empathy, respect and support for others.		
38.03 Value confidentiality and privacy.		
38.04 Recognize gender and cultural inappropriate behaviors.		

**Florida Department of Education
Student Performance Standards**

Course Title: **Managerial Accounting**
Course Number: **881560**
Course Credit: **1**

Course Description:

Managerial Accounting introduces the fundamentals of management accounting, including manufacturing and cost accounting, budgeting, accounting for managerial decision-making, and financial statement analysis. Students learn how to use accounting information for internal decision-making and planning and control. In addition, students examine career opportunities as an accountant and the education, experience, and skills needed to enter and succeed in the accounting profession. Regardless of the career path they choose, this course gives students the financial acumen necessary to make informed personal and business decisions.

Florida Standards		Correlation to CTE Program Standard #
39.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Global Finance.	
	39.01 Key Ideas and Details	
	39.01.1 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. LAFS.1112.RST.1.1	
	39.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	39.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	39.02 Craft and Structure	
	39.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	39.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	

Florida Standards		Correlation to CTE Program Standard #
39.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
39.03	Integration of Knowledge and Ideas	
39.03.1	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. LAFS.1112.RST.3.7	
39.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
39.03.3	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. LAFS.1112.RST.3.9	
39.04	Range of Reading and Level of Text Complexity	
39.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
39.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
40.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Global Finance.	
40.01	Text Types and Purposes	
40.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
40.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
40.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
40.02	Production and Distribution of Writing	

Florida Standards		Correlation to CTE Program Standard #
40.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
40.02.2	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. LAFS.1112.WHST.2.5	
40.02.3	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. LAFS.1112.WHST.2.6	
40.03 Research to Build and Present Knowledge		
40.03.1	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. LAFS.1112.WHST.3.7	
40.03.2	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. LAFS.1112.WHST.3.8	
40.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
40.04 Range of Writing		
40.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
41.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Global Finance.		
41.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
41.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
41.03	Construct viable arguments and critique the reasoning of others.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.3.1
41.04 Model with mathematics.	MAFS.K12.MP.4.1
41.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
41.06 Attend to precision.	MAFS.K12.MP.6.1
41.07 Look for and make use of structure.	MAFS.K12.MP.7.1
41.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.0 Explain the concepts of managerial accounting – the student will be able to:		SC.912.P.10.3
42.01 Compare and contrast financial accounting with managerial accounting.		
42.02 Explain the purpose of managerial accounting and describe the audience.		
42.03 List the four major areas of managerial accounting and summarize each		
42.04 Describe how accounting information is used to make business decisions.		
43.0 Prepare financial statements – the student will be able to:		SC.912.E.6.6; SC.912.N.1.1
43.01 Compare and contrast the components of a manufacturing business income statement and balance sheet with those of a service business.		
43.02 Demonstrate the ability to analyze an income statement using component percentages.		
43.03 Demonstrate the ability to analyze a balance sheet using vertical analysis.		
43.04 Discuss the key components of a cash flow statement.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
43.05 Demonstrate the ability to prepare and analyze a retained earnings statement.		
44.0 Demonstrate understanding of budget planning – the student will be able to:		
44.01 Describe the budgeting process and the purposes and importance of budgeting.		
44.02 List the sources of budget information.		
44.03 Describe the interrelationship between budgeting and forecasting.		
45.0 Prepare budgeted income statements – the student will be able to:		
45.01 Describe the purpose of an operational plan.		
45.02 Demonstrate the ability to prepare sales and purchases budget schedules.		
45.03 Demonstrate the ability to prepare expenses budget schedules.		
45.04 Demonstrate the ability to prepare budgeted income statements.		
45.05 Prepare a budget variance report.		
46.0 Determine cash budget – the student will be able to:	MAFS.912.N-Q.1.3; S-IC.2	
46.01 Describe the purpose and importance of a cash budget.		
46.02 Demonstrate the ability to prepare a cash budget, with schedules of cash receipts and cash payments.		
46.03 Prepare a performance report.		
46.04 Analyze a performance report.		
47.0 Analyze cost – the student will be able to:		SC.912.P.10.3
47.01 Compare and contrast total costs and unit costs.		
47.02 Demonstrate the ability to compute total costs and unit costs.		
47.03 Compare and contrast fixed costs and variable costs.		
47.04 Demonstrate the ability to calculate gross profit, contribution margin, and contribution margin per unit.		
48.0 Demonstrate knowledge of break-even analysis – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
48.01 Explain the purpose of break-even analysis.		
48.02 Explain the break-even point formula.		
48.03 Demonstrate the ability to calculate the break-even point.		
48.04 Demonstrate the ability to determine the sales required to earn a planned net income.		
49.0 Analyze decisions – the student will be able to:	MAFS.912.N-Q.1.3; S-IC.2	SC.912.N.4.1
49.01 Demonstrate the ability to analyze the effect on profit of changes in cost, sales price, volume, and sales mix.		
49.02 Demonstrate the ability to perform a cost analysis for a new product.		
49.03 Evaluate the profitability of a declining product.		
50.0 Explain the manufacturing environment – the student will be able to:		SC.912.N.1.1
50.01 Compare and contrast cost accounting in the manufacturing, assembly, and retail industries.		
50.02 List the cost elements of any finished product.		
50.03 Describe the elements of manufacturing cost.		
51.0 Explain costing systems – the student will be able to:		
51.01 Compare and contrast job-order costing and process costing.		
51.02 Explain the environment appropriate for a process costing system.		
51.03 Explain the importance of calculating manufacturing costs.		
51.04 Explain the flow of goods through manufacturing inventory accounts.		
51.05 Explain the environment appropriate for a job-order costing system.		
52.0 Evaluate profitability – the student will be able to:		
52.01 List the types of financial ratios and describe the type of information each provides.		
52.02 Explain how financial ratios are used.		
52.03 Demonstrate the ability to calculate profitability ratios in a given scenario.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
52.04 Evaluate profitability ratios in a given scenario.		
53.0 Calculate liquidity and debt – the student will be able to:		
53.01 Demonstrate the ability to calculate liquidity ratios.		
53.02 Evaluate liquidity ratios in given scenarios.		
53.03 Demonstrate the ability to calculate debt ratios.		
53.04 Evaluate debt ratios in given scenarios.		
54.0 Calculate asset management ratios – the student will be able to:		SC.912.N.1.1
54.01 Demonstrate the ability to calculate the accounts receivable turnover ratio.		
54.02 Evaluate accounts receivable turnover ratios in given scenarios.		
54.03 Demonstrate the ability to calculate the merchandise inventory turnover ratio.		
54.04 Evaluate merchandise inventory turnover ratios in given scenarios.		
54.05 Demonstrate the ability to calculate the total asset turnover ratio.		
54.06 Demonstrate the ability to calculate the fixed asset turnover ratio.		
55.0 Assess organizational controls – the student will be able to:		
55.01 Explain key ways managerial accounting is used to ensure that organizations are operating in the intended manner and are achieving their goals.		
55.02 Demonstrate the ability to identify business exposures in given scenarios.		
55.03 Propose solutions to business exposures in given scenarios.		
56.0 Demonstrate the ability to work in managerial accounting – the student will be able to:		
56.01 Compare and contrast various career opportunities in managerial accounting.		
56.02 Describe the educational paths one may take to attain a position in managerial accounting.		
56.03 Explain how knowledge of managerial accounting assists managers in decision making.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
56.04 Demonstrate the ability to conduct an effective interview with an individual who works in managerial accounting.		
57.0 Evaluate learning from industry experts – the student will be able to:		
57.01 Evaluate personal experience and qualifications for potential employment opportunities in managerial accounting.		
57.02 Demonstrate understanding of potential employment opportunities in managerial accounting.		
57.03 Develop a personal educational and career path for careers in managerial accounting.		
58.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
58.01 Employ leadership skills to accomplish organizational goals and objectives.		
58.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
58.03 Conduct and participate in meetings to accomplish work tasks.		
58.04 Employ mentoring skills to inspire and teach others.		
59.0 Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:		
59.01 Identify and describe the services and legal responsibilities of financial institutions.		
59.02 Describe the effect of money management on personal and career goals.		
59.03 Develop a personal budget and financial goals		
59.04 Complete financial instruments for making deposits and withdrawals.		
59.05 Maintain financial records.		
59.06 Read and reconcile financial statements.		
59.07 Research, compare and contrast investment opportunities.		
60.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:	MAFS.912.S-IC.2	
60.01 Describe the nature and types of business organizations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
60.02 Explain the effect of key organizational systems on performance and quality.		
60.03 List and describe quality control systems and/or practices common to the workplace.		
60.04 Explain the impact of the global economy on business organizations.		
61.0 Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
61.01 Evaluate and justify decisions based on ethical reasoning.		
61.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
61.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
61.04 Interpret and explain written organizational policies and procedures.		
62.0 Design final course project – the student will be able to:		
62.01 Demonstrate the ability to give a professional presentation.		
62.02 Evaluate personal experience and performance in the course.		
62.03 Monitor how well s/he was successful in learning about managerial accounting.		
62.04 Summarize key learning across the whole subject of managerial accounting.		

**Florida Department of Education
Student Performance Standards**

Course Title: Business in a Global Economy
Course Number: 881570
Course Credit: 1

Course Description:

This course provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing multinational organizations—and to the potential opportunities and markets that are lost to organizations that choose not to do business in the global marketplace. Building on concepts that broadens student understanding of how businesses operate and how they grow and thrive in our ever-changing world.

Florida Standards		Correlation to CTE Program Standard #
39.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Global Finance.	
39.01	Key Ideas and Details	
39.01.1	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. LAFS.1112.RST.1.1	
39.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
39.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
39.02	Craft and Structure	
39.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
39.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
39.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
39.03	Integration of Knowledge and Ideas	
39.03.1	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. LAFS.1112.RST.3.7	
39.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
39.03.3	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. LAFS.1112.RST.3.9	
39.04	Range of Reading and Level of Text Complexity	
39.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
39.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
40.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Global Finance.	
40.01	Text Types and Purposes	
40.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
40.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
40.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
40.02	Production and Distribution of Writing	
40.02.1	Produce clear and coherent writing in which the development,	

Florida Standards	Correlation to CTE Program Standard #
<p>organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4</p>	
<p>40.02.2 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. LAFS.1112.WHST.2.5</p>	
<p>40.02.3 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. LAFS.1112.WHST.2.6</p>	
<p>40.03 Research to Build and Present Knowledge</p>	
<p>40.03.1 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. LAFS.1112.WHST.3.7</p>	
<p>40.03.2 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. LAFS.1112.WHST.3.8</p>	
<p>40.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9</p>	
<p>40.04 Range of Writing</p>	
<p>40.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10</p>	
<p>41.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Global Finance.</p>	
<p>41.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1</p>	
<p>41.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1</p>	
<p>41.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1</p>	

Florida Standards		Correlation to CTE Program Standard #
41.04 Model with mathematics.	MAFS.K12.MP.4.1	
41.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
41.06 Attend to precision.	MAFS.K12.MP.6.1	
41.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
41.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-MLA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
63.0 Explain the strategies for competing in a global marketplace – the student will be able to:	MAFS.912.N-Q.1.3; S-IC.2	
63.01 Define “business strategy”, “universal needs”, and localization.		
63.02 Explain how firms can profit through global expansion.		
64.0 Define the concept of globalization – the student will be able to:		SC.912.E.7.7
64.01 Define “globalization” and explain how it creates linkages between nations.		
64.02 Discuss the benefits and detriments of globalization.		
64.03 Describe how the process of globalization creates opportunities and challenges.		
65.0 Compare and contrast country differences – the student will be able to:		SC.912.L.14.4, 34; 17.6; SC.912.N.4.2
65.01 Define “culture,” and name and discuss the elements of culture.		
65.02 Explain how social culture influences values in the workplace.		
65.03 Describe the risks inherent in cross-cultural business transactions.		
65.04 Compare and contrast the world’s three dominant economic systems.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
65.05 Explain what determines nations' economic development.		
65.06 Describe the implications of national political, economic, and legal differences on global management practices.		
66.0 Explain the applications of international trade investment – the student will be able to:		SC.912.L.18.11
66.01 Explain how and why countries trade with each other.		
66.02 Describe the pros and cons of international trade to all nations.		
66.03 Compare and contrast international trade and international investment.		
66.04 Discuss the decision process involved in international investment.		
66.05 Explain how countries measure international activity.		
66.06 Describe the causes and effects of economic crises as reflected in the balance of payments.		
67.0 Demonstrate applications in international finance – the student will be able to:		
67.01 Explain the role played by the World Bank and the international monetary fund in the international monetary system.		
67.02 Describe the differences between fixed and floating exchange rate systems.		
67.03 Describe the world's exchange rate regimes and why countries adopt them.		
67.04 Explain the implications of the global monetary system for business strategy.		
67.05 Define exchange rates and explain how currencies are traded.		
67.06 Describe the functions of the foreign exchange market.		
67.07 Explain the role played by forward exchange rates in ensuring against foreign exchange risk.		
67.08 Explain how currency exchange rates are determined.		
67.09 Define translation, transaction, and economic exposures, and describe how managers can protect against each one.		
68.0 Explain the strategies for competing in a global marketplace – the student will be able	MAFS.912.N-Q.1.3, S-IC.2	SC.912.L.15.10; SC.912.N.1.4
68.01 Define “business strategy”, “universal needs,” and “localization”		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
68.02 Explain how firms can profit through global expansion.		
68.03 Explain how pressures for cost reductions and local responsiveness influence business strategy.		
68.04 Describe different strategies for competing globally and discuss their pros		
68.05 Evaluate the pros and cons of using strategic alliances to support global strategies.		
68.06 Describe the decision-making process for foreign expansion.		
68.07 Compare and contrast modes of entry into foreign markets.		
68.08 Evaluate the pros and cons of acquisition as an entry strategy.		
68.09 Describe ways to improve export performance.		
68.10 Identify available sources of assistance to exporters.		
68.11 Discuss reasons to vary product attributes, distribution strategy, advertising and promotion, and pricing by country.		
68.12 Describe the effects of globalization on new product development.		
68.13 Perform break-even analysis to evaluate a marketing plan.		
68.14 Calculate bulk prices to per-unit costs.		
68.15 Calculate how many years it will take for an investment to double.		
68.16 Compare and contrast types of organizational structures for global operations.		
68.17 Describe the factors that affect decisions about global organization structure.		
68.18 Describe the challenges inherent in maintaining control of international operations.		
68.19 Explain the different roles of labor and labor participation in international markets.		
68.20 Define ethics and discuss the ethical challenges unique to international businesses.		
68.21 Analyze ethical dilemma scenarios and determine the appropriate course		
68.22 Describe the causes of unethical behavior by managers.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
68.23 Describe actions managers can take to incorporate ethical considerations in decision making.		
68.24 Explain how trends in the political environment are changing global competition.		
68.25 Explain how changes in the global financial environment affect businesses.		
68.26 Describe how firms can prepare to keep pace with global change.		
69.0 Select careers in international business for career planning – the student will be able to:		SC.912.E.7.4
69.01 Compare and contrast various career opportunities in international business.		
69.02 Describe the educational paths one may take to achieve a position in international business.		
69.03 Conduct an effective interview with an individual who works in international business.		
69.04 Evaluate personal experience and qualifications for potential employment opportunities.		
69.05 Demonstrate understanding of potential employment opportunities.		
69.06 Develop a personal educational and career path for careers in international business.		
69.07 Demonstrate effective presentation skills.		
69.08 Evaluate personal experience and performance in the course.		
69.09 Summarize key learning objectives.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA, Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Personal and Family Finance
Program Type: Non Career Preparatory
Career Cluster: Finance

Secondary – Non Career Preparatory

Program Number	8500120
CIP Number	09200104PA
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	FAM CON SC 1 BUS ED 1 @2
CTSO	FBLA BPA FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.

This content includes, but is not limited to, consumer rights and responsibilities, record-keeping, decision making and consumer choices, resource management, credit, taxation, wills, savings plans, investments, money management resources, insurance and contracts.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of .5 credits.

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Personal and Family Finance	^^	^^	^^	1/53 2%	4/52 8%	6/56 11%	2/55 4%	4/58 7%	2/35 6%	3/42 7%	3/56 5%	4/53 8%

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Personal and Family Finance.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Personal and Family Finance.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Personal and Family Finance.
- 04.0 Define the role of individuals and families in the American economic system.
- 05.0 Apply the decision making process to personal and family financial choices.
- 06.0 Manage personal and family income.
- 07.0 Identify services of financial institutions.
- 08.0 Use consumer information.
- 09.0 Understand personal taxation.
- 10.0 Identify the purpose of wills, insurance and contracts.
- 11.0 Demonstrate an understanding of saving and investing.
- 12.0 Analyze the use of consumer credit.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal and Family Finance
Course Number: 8500120
Course Credit: .5

Course Description:

The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Personal and Family Finance.	
	01.01 Key Ideas and Details	
	01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
	01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
	01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
	01.02 Craft and Structure	
	01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
	01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
	01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
<p>01.03 Integration of Knowledge and Ideas</p>	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
<p>01.04 Range of Reading and Level of Text Complexity</p>	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
<p>02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Personal and Family Finance.</p>	
<p>02.01 Text Types and Purposes</p>	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
<p>02.02 Production and Distribution of Writing</p>	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.4
02.02.2	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.	LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	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.	LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Personal and Family Finance.	
03.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Define the role of individuals and families in the American economic system – the student will be able to:		SC.912.E.5.6; SC.912.L.15.4; SC.912.P.10.15
04.01 Identify the importance of financially self-sufficient families to the stability of the American economic system.		
04.02 Identify the role and importance of the consumer in the economic system.		
04.03 Explain the relationship between the consumer, business and government sectors in the U.S. economy.		
04.04 Describe the importance of global trade to consumers in the U.S. and in other nations.		
04.05 Define consumer education terminology, including capitalism, resources, economic system, supply and demand.		
04.06 Describe the characteristics of a free enterprise system.		
04.07 Summarize the law of "supply and demand" and explain its importance in a free enterprise system.		
05.0 Apply the decision-making process to personal and family financial choices – the student will be able to:		SC.912.E.7.1; SC.912.L.16.5; SC.912.N.1.1; SC.912.P.12.2
05.01 Discuss the importance of taking responsibility for personal financial decisions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.02 Apply the decision-making process to making consumer choices.		
05.03 Explain how limited personal financial resources affect the choices people make.		
05.04 Describe how shared decision-making regarding expenditures works in a family setting.		
05.05 Explain the interrelationship of time, energy, and money to achieving personal and family goals.		
05.06 Identify why there are dual income families and the advantages and disadvantages they provide to the family.		
05.07 Describe various ways in which families manage their money.		
06.0 Manage personal and family income – the student will be able to:		SC.912.E.5.9
06.01 Identify sources of income.		
06.02 Analyze how career choice, education, skills and economic conditions affect income.		
06.03 Identify the paycheck deductions that account for the difference between gross and net pay.		
06.04 Relate personal goals and financial goals to the life cycle.		
06.05 Identify the opportunity cost of various financial decisions.		
06.06 Explain how inflation affects spending.		
06.07 Compare the benefits and costs of various spending decisions.		
06.08 Compare the advantages and disadvantages of different payment methods.		
06.09 Develop a record keeping system including a budget, income, expenditures, and a net worth statement.		
07.0 Identify services of financial institutions – the student will be able to:		
07.01 Identify services and functions of financial institutions.		
07.02 Identify regulations of financial institutions pertaining to the consumer.		
07.03 Explain investment opportunities including stocks, bonds, IRA's, 401(k), 403(b) plans and mutual funds.		
07.04 Explain how to use money management tools available from financial institutions.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.0 Use consumer information – the student will be able to:		
08.01 Identify local, state and federal sources of consumer information.		
08.02 Describe the effects of advertising on consumer purchases.		
08.03 Evaluate different credit plans such as revolving charge, 90-day, installment accounts, and interest free.		
08.04 Evaluate consumer information regarding products and services.		
08.05 Describe the rights and responsibilities of buyers and sellers under consumer protection laws.		
09.0 Understand personal taxation – the student will be able to:	MAFS.912.N-Q.1.3	SC.912.N.1.1
09.01 Explain the basic principles of taxation.		
09.02 List types and sources of taxes at the local, state and federal level.		
09.03 Describe how taxes relate to governmental services.		
09.04 Identify penalties related to non-payment of income tax.		
09.05 Explain the difference between gross and disposable income.		
09.06 Explain transfer payments and their role in the economy.		
09.07 Complete a personal/family income tax form.		
10.0 Identify the purpose of wills, insurance and contracts – the student will be able to:		
10.01 Identify the types of insurance needed by individuals and families.		
10.02 Interpret basic contract information in leases, service warranties and general sales/credit agreement.		
10.03 Identify reasons for making a will.		
10.04 Identify the important components of a will.		
10.05 Explain how wills are an important part of a financial plan.		
10.06 Describe how insurance and other risk-management strategies protect against financial loss.		
11.0 Explain and describe saving and investing – the student will be able to:		SC.912.L.14.2, 17.13; SC.912.N.1.1

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.01 Explain the relationship between saving and investing.		
11.02 Describe reasons for saving and investing.		
11.03 Compare the risk, return, and liquidity of investment alternatives.		
11.04 Describe how to buy and sell investments.		
11.05 Explain how different factors affect the rate of return on investments.		
11.06 Evaluate sources of investment information.		
11.07 Explain how agencies that regulate financial markets protect investors.		
11.08 Explain how inflation affects different types of investments.		
12.0 Analyze the use of consumer credit – the student will be able to:		SC.912.L.17.11, SC.912.N.4.2
12.01 Explain why consumer credit is important to business and consumers in today's economy.		
12.02 Compare sources of consumer credit.		
12.03 Analyze the benefits and cost of consumer credit.		
12.04 Explain factors that affect credit worthiness and determine one's credit score.		
12.05 Identify ways to avoid or correct credit problems.		
12.06 Locate and understand sources of assistance if one experiences credit problems.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA), Business Professional of America (BPA) and Family, Career and Community Leaders of America (FCCLA) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Course Title: Finance Directed Study
Career Cluster: Finance

Secondary – Career Preparatory

Course Number	8501000
CIP Number	0252089901
Grade Level	11-12, 30, 31
Standard Length	1 credit – Multiple credits
Teacher Certification	ANY BUSINESS ED G BUS ED 1 @ 2 MKTG1@2
CTSO	FBLA BPA DECA

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Finance cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

**Florida Department of Education
Student Performance Standards**

Course Title: Finance Directed Study
Course Number: 8501000
Course Credit: 1

CTE Standards and Benchmarks	
01.0	Demonstrate expertise in a specific occupation within the career cluster – the student will be able to:
	01.01 The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results – the student will be able to:
	02.01 Select investigative study referencing prior research and knowledge.
	02.02 Collect, organize and analyze data accurately and precisely.
	02.03 Design procedures to test the research.
	02.04 Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
03.0	Apply enhanced leadership and professional career skills – the student will be able to:
	03.01 Develop and present a professional presentation offering potential solutions to a current issue.
	03.02 Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
	03.03 Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
	03.04 Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
04.0	Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study – the student will be able to:
	04.01 Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
	04.02 Read and interpret information relative to the chosen occupation.
	04.03 Locate and evaluate key elements of oral and written information.
	04.04 Analyze and apply data and/or measurements to solve problems and interpret documents.

04.05 Construct charts/tables/graphs using functions and data.

Additional Information

Laboratory Activities

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA), Business Professionals of America (BPA) and DECA are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Course Title: Finance Cooperative Education - OJT
Course Type: Career Preparatory
Career Cluster: Finance

Secondary – Cooperative Education - OJT

Course Number	8501420
CIP Number	02520899CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	BUS ED 1 @2 MKTG1@2 VOE @7 TC COOP ED @7 ANY BUSINESS ED w/TC COOP E G ANY BUSINESS ED G
CTSO	FBLA BPA DECA

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance cluster(s); provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance cluster(s).

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge

of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Finance Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Program Title: Finance Cooperative Education - OJT
Secondary Number: 8501420

Standards and Benchmarks	
01.0	Perform designated job skills – the student will be able to:
01.01	Perform tasks as outlined in the training plan.
01.02	Demonstrate job performance skills.
01.03	Demonstrate safety procedures on the job.
01.04	Maintain appropriate records.
01.05	Attain an acceptable level of productivity.
01.06	Demonstrate appropriate dress and grooming habits.
02.0	Demonstrate work ethics – the student will be able to:
02.01	Follow directions.
02.02	Demonstrate good human relations skills on the job.
02.03	Demonstrate good work habits.
02.04	Demonstrate acceptable business ethics.

Additional Information

Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

Future Business Leaders (FBLA), Business Professionals of America (BPA) and DECA are the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Finance
Course Type: Orientation/Exploratory
Career Cluster: Finance

Secondary – Middle School	
Course Number	8540350
CIP Number	148540350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 MKTG1@2 TC COOP ED @7 VOE @7
CTSO	FBLA BPA DECA
Facility Code	212 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Finance career cluster. The content includes but is not limited to instruction in elements of the financial industry: planning; management; finance; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance. The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Securities and Investments career pathway.
- 02.0 Demonstrate an understanding of the Business Finance career pathway.
- 03.0 Demonstrate an understanding of the Banking Services career pathway.
- 04.0 Demonstrate an understanding of the Insurance career pathway.
- 05.0 Apply leadership and communication skills.
- 06.0 Describe how information technology is used in the Finance career cluster.
- 07.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Finance
Course Number: 8540350
Course Length: Semester

Course Description:

Beginning with a broad overview of the Finance career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Finance career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks	
01.0	Demonstrate an understanding of the Securities and Investments career pathway – the student will be able to:
01.01	Define and use proper terminology associated with the Securities and Investments career pathway.
01.02	Describe some of the careers available in the Securities and Investments career pathway.
01.03	Identify common characteristics of the careers in the Securities and Investments career pathway.
01.04	Research the history of the Securities and Investments career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Securities and Investments career pathway.
01.06	Describe technologies associated in careers within the Securities and Investments career pathway.
02.0	Demonstrate an understanding of the Business Finance career pathway – the student will be able to:
02.01	Define and use proper terminology associated with the Business Finance career pathway.
02.02	Describe some of the careers available in the Business Finance career pathway.
02.03	Identify common characteristics of the careers in the Business Finance career pathway.
02.04	Research the history of the Business Finance career pathway and describe how the careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Business Finance career pathway.
02.06	Describe technologies associated in careers within the Business Finance career pathway.

CTE Standards and Benchmarks

03.0	Demonstrate an understanding of the Banking Services career pathway – the student will be able to:
03.01	Define and use proper terminology associated with the Banking Services career pathway.
03.02	Describe some of the careers available in the Banking Services career pathway.
03.03	Identify common characteristics of the careers in the Banking Services career pathway.
03.04	Research the history of the Banking Services career pathway and describe how the careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Banking Services career pathway.
03.06	Describe technologies associated in careers within the Banking Services career pathway.
04.0	Demonstrate an understanding of the Insurance career pathway – the student will be able to:
04.01	Define and use proper terminology associated with the Insurance career pathway.
04.02	Describe some of the careers available in the Insurance career pathway.
04.03	Identify common characteristics of the careers in the Insurance career pathway.
04.04	Research the history of the Insurance career pathway and describe how the careers have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Insurance career pathway.
04.06	Describe technologies associated in careers within the Insurance career pathway.
05.0	Apply leadership and communication skills – the student will be able to:
05.01	Discuss the establishment and history of the FBLA and BPA organization.
05.02	Identify the characteristics and responsibilities of organizational leaders.
05.03	Demonstrate parliamentary procedure skills during a meeting.
05.04	Participate on a committee which has an assigned task and report to the class.
05.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
05.06	Use a computer to assist in the completion of a project related to the Finance career cluster.
06.0	Describe how information technology is used in the Finance career cluster – the student will be able to:

CTE Standards and Benchmarks

06.01	Identify information technology (IT) careers in the Finance career cluster, including the responsibilities, tasks and skills they require.
06.02	Relate information technology project management concepts and terms to careers in the Finance career cluster.
06.03	Manage information technology components typically used in professions of the Finance career cluster.
06.04	Identify security-related ethical and legal IT issues faced by professionals in the Finance career cluster.
07.0	Use information technology tools – the student will be able to:
07.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Finance career cluster.
07.02	Use e-mail clients to send simple messages and files to other Internet users.
07.03	Demonstrate ways to communicate effectively using Internet technology.
07.04	Use different types of web search engines effectively to locate information relevant to the Finance career cluster.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA), Business Professional of America (BPA) and DECA are the appropriate Career and Technical Student Organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Finance and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Finance

Secondary – Middle School	
Course Number	8540360
CIP Number	148540360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 MKTG1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA BPA DECA
Facility Code	212 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Finance career cluster. The content includes but is not limited to instruction in elements of the financial industry: planning; management; finance; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance. The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the Securities and Investments career pathway.
- 02.0 Demonstrate an understanding of the Business Finance career pathway.
- 03.0 Demonstrate an understanding of the Banking Services career pathway.
- 04.0 Demonstrate an understanding of the Insurance career pathway.
- 05.0 Apply leadership and communication skills.
- 06.0 Describe how information technology is used in the Finance career cluster.
- 07.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Finance and Career Planning
Course Number: 8540360
Course Length: Semester

Course Description:

Beginning with a broad overview of the Finance career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Finance career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks

01.0	Demonstrate an understanding of the Securities and Investments career pathway – the student will be able to:
01.01	Define and use proper terminology associated with the Securities and Investments career pathway.
01.02	Describe some of the careers available in the Securities and Investments career pathway.
01.03	Identify common characteristics of the careers in the Securities and Investments career pathway.
01.04	Research the history of the Securities and Investments career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Securities and Investments career pathway.
01.06	Describe technologies associated in careers within the Securities and Investments career pathway.
02.0	Demonstrate an understanding of the Business Finance career pathway – the student will be able to:
02.01	Define and use proper terminology associated with the Business Finance career pathway.
02.02	Describe some of the careers available in the Business Finance career pathway.
02.03	Identify common characteristics of the careers in the Business Finance career pathway.
02.04	Research the history of the Business Finance career pathway and describe how the careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Business Finance career pathway.
02.06	Describe technologies associated in careers within the Business Finance career pathway.

CTE Standards and Benchmarks

03.0	Demonstrate an understanding of the Banking Services career pathway – the student will be able to:
03.01	Define and use proper terminology associated with the Banking Services career pathway.
03.02	Describe some of the careers available in the Banking Services career pathway.
03.03	Identify common characteristics of the careers in the Banking Services career pathway.
03.04	Research the history of the Banking Services career pathway and describe how the careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Banking Services career pathway.
03.06	Describe technologies associated in careers within the Banking Services career pathway.
04.0	Demonstrate an understanding of the Insurance career pathway – the student will be able to:
04.01	Define and use proper terminology associated with the Insurance career pathway.
04.02	Describe some of the careers available in the Insurance career pathway.
04.03	Identify common characteristics of the careers in the Insurance career pathway.
04.04	Research the history of the Insurance career pathway and describe how the careers have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Insurance career pathway.
04.06	Describe technologies associated in careers within the Insurance career pathway.
05.0	Apply leadership and communication skills – the student will be able to:
05.01	Discuss the establishment and history of the FBLA and BPA organization.
05.02	Identify the characteristics and responsibilities of organizational leaders.
05.03	Demonstrate parliamentary procedure skills during a meeting.
05.04	Participate on a committee which has an assigned task and report to the class.
05.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
05.06	Use a computer to assist in the completion of a project related to the Finance career cluster.
06.0	Describe how information technology is used in the Finance career cluster – the student will be able to:

CTE Standards and Benchmarks

06.01 Identify information technology (IT) careers in the Finance career cluster, including the responsibilities, tasks and skills they require.

06.02 Relate information technology project management concepts and terms to careers in the Finance career cluster.

06.03 Manage information technology components typically used in professions of the Finance career cluster.

06.04 Identify security-related ethical and legal IT issues faced by professionals in the Finance career cluster.

07.0 Use information technology tools – the student will be able to:

07.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Finance career cluster.

07.02 Use e-mail clients to send simple messages and files to other Internet users.

07.03 Demonstrate ways to communicate effectively using Internet technology.

07.04 Use different types of web search engines effectively to locate information relevant to the Finance career cluster.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes – the student will be able to:

08.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

09.0 Develop skills to locate, evaluate, and interpret career information.

10.0 Identify and demonstrate processes for making short and long term goals.

11.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.

12.0 Understand the relationship between educational achievement and career choices/postsecondary options.

13.0 Identify a career cluster and related pathways that match career and education goals.

14.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

15.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

Career and Technical Student Organization (CTSO)

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Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Finance
Course Type: Orientation/Exploratory
Career Cluster: Finance

Secondary – Middle School	
Course Number	8540400
CIP Number	148540400M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 @2 MKTG1 @2 TC COOP ED @7 VOE @7
CTSO	FBLA BPA DECA
Facility Code	240 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Finance career cluster. Fundamentals of Finance provides students with opportunities to become familiar with related careers and develop fundamental knowledge and skills in general economic systems, financial securities, banking concepts, credit, and consumer lending in the United States. Instruction in information systems and related electronic skills and software applications is also included. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
- 02.0 Demonstrate ability in using microcomputer and electronic skills to perform job functions.
- 03.0 Develop and utilize business-related soft skills.
- 04.0 Develop sales and marketing fundamentals.
- 05.0 Demonstrate effective customer service skills.
- 06.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member.
- 07.0 Assess personal strengths and weaknesses relating to job objectives, career exploration, personal development, and life goals
- 08.0 Compare the differences between the various economic systems and explore American capitalism.
- 09.0 Demonstrate knowledge through citing examples of capital markets and the role securities have within these markets.
- 10.0 Develop skills in interpreting the financial section of the daily newspaper
- 11.0 Identify different types of business organization.
- 12.0 State the banking concept as used in America.
- 13.0 Describe the role of consumer credit in today's society.
- 14.0 Identify the principles of saving and borrowing.
- 15.0 Summarize global banking functions.
- 16.0 Define global trade.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Finance
Course Number: 8540400
Course Length: Semester

Course Description:

This course provides students with opportunities to acquire foundational knowledge and skills suitable for pursuing higher level programs of study related to the information technology industry.

CTE Standards and Benchmarks

01.0	Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance – the student will be able to:
01.01	Develop keyboarding skills to enter and manipulate text and data.
01.02	Describe and use current and emerging computer technology and software to perform personal and business related tasks.
01.03	Identify and describe communications and networking systems used in workplace environments.
01.04	Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
01.05	Describe ethical issues and problems associated with computers and information systems.
01.06	Demonstrate basic file management skills.
01.07	Troubleshoot problems with computer software, hardware, peripherals, and other office equipment.
01.08	Select and use standard written business and financial communication formats.
02.0	Demonstrate ability in using microcomputer and electronic skills to perform job functions – the student will be able to:
02.01	Apply the following tools to increase work efficiency: word processing, database, spreadsheet programs, presentation programs, email systems, and the Internet.
02.02	Utilize computer technology to access, analyze and interpret business information.
02.03	Cite Internet-based resources correctly using proper format.
02.04	Research industry trends on the Internet.

CTE Standards and Benchmarks

03.0 Develop and utilize business-related soft skills – the student will be able to:

03.01 Understand the importance of a positive attitude in obtaining and maintaining a job.

03.02 Identify good grooming and dress habits for the workplace.

03.03 Develop problem-solving skills.

03.04 Identify the benefits of teamwork.

03.05 Identify the importance of impromptu speaking ability in the workplace.

03.06 Identify the importance of prepared speaking ability in the workplace.

04.0 Develop sales and marketing fundamentals – the student will be able to:

04.01 Demonstrate knowledge of available financial services and products.

04.02 Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.

04.03 Explain the importance of and demonstrate the procedures of cross selling.

04.04 Identify the opportunities for cross selling.

04.05 Follow effective procedures for closing a sale.

04.06 Demonstrate the ability to sell a variety of financial services and products.

05.0 Demonstrate effective customer service skills – the student will be able to:

05.01 Practice appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers in person, or over the phone.

05.02 Identify and evaluate customer needs.

05.03 Practice responding to client inquiries in a timely matter.

05.04 Practice available techniques to effectively serve customers.

05.05 Practice assisting clients, including difficult customers, with problem resolution.

06.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member – the student will be able to:

06.01 Explore and evaluate organizational structures and cultures for managing project teams.

CTE Standards and Benchmarks

06.02	Explore and identify current trends in business and the employee's role in maintaining productive business environments in today's global workplace.
06.03	Collaborate with individuals and teams to practice tasks and solve business-related problems, demonstrating initiative, courtesy, loyalty, honesty, cooperation, and punctuality as a team member.
07.0	Assess personal strengths and weaknesses relating to job objectives, career exploration, personal development, and life goals – the student will be able to:
07.01	Analyze job and career requirements and relate career interests to opportunities in financial occupations in the global economy.
08.0	Compare the differences between the various economic systems and explore American capitalism – the student will be able to:
08.01	Describe the terms "market" and "market system." Compare and contrast major features of a variety of economic systems.
08.02	Describe the characteristics of America's market economy and the impact of supply and demand.
08.03	Explain the role of the profit motive in investment decisions.
09.0	Demonstrate knowledge through citing examples of capital markets and the role securities have within these markets – the student will be able to:
09.01	Identify reasons for corporate efforts to raise capital.
09.02	Explain methods available to corporations for raising capital.
10.0	Develop skill in interpreting the financial section of the daily newspaper – the student will be able to:
10.01	Identify important financial data components found in the financial section of a daily newspaper.
11.0	Identify different types of business organization – the student will be able to:
11.01	Compare the features of proprietorship, partnership, and corporation.
11.02	List the advantages and disadvantages of forming a corporation.
11.03	Discuss reasons for corporate acquisitions and mergers.
12.0	State the banking concept as used in America – the student will be able to:
12.01	Identify the basic functions of banks.
12.02	Describe the services offered by a full service bank.
12.03	Explain the importance of selling financial services by all financial institutions.
13.0	Describe the role of consumer credit in today's society – the student will be able to:

CTE Standards and Benchmarks

13.01	Define consumer credit.
13.02	Identify major providers of consumer credit.
13.03	State the reasons consumer credit exists.
14.0	Identify the principles of saving and borrowing – the student will be able to:
14.01	Describe the importance of credit to consumers in the American marketplace.
14.02	List the criteria for judging an individual's credit worthiness.
14.03	Describe three different types of consumer credit discrimination.
14.04	Describe a strategy for increasing an individual's savings.
15.0	Summarize global banking functions – the student will be able to:
15.01	Describe the promotion of global trade.
15.02	Analyze the global credit crisis.
15.03	Identify global exchange services.
16.0	Define global trade – the student will be able to:
16.01	Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.
16.02	Outline the advantages and disadvantages of a protectionist policy.
16.03	Identify possible solutions to the problem of meeting global competition.
16.04	Distinguish between imports and exports.
16.05	Discuss the U.S. balance of trade.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA), Business Professionals of America (BPA) and DECA are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Program Title: Financial Para-planner – Financial Services
Career Cluster: Finance

CCC	
CIP Number	0252080102
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Collegiate DECA, Phi Beta Lambda
SOC Codes (all applicable)	13-2052 – Personal Financial Advisors
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Financial Services AS degree program (1252080100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of the program is to prepare students for employment in the financial planning industry. This program also provides necessary skills needed to advance beyond a clerical position in a financial planner's office. This program focuses on broad transferable skills and stresses understanding and demonstration of the following elements of the financial planning industry. These include Fundamentals of Financial Planning, Principles of Insurance, Investment Planning, and Retirement Planning and Employment Benefits.

Internship: Internships are an integral part of this program. This program is designed for students to learn how to interact with the client. The intern will meet the client, along with a financial planner and will ask questions to understand the client's attitudes about money, risk tolerance and goals.

The intern will learn to gather and then input the data into financial planning software, and then help the financial planner analyze data to develop a plan for the client.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge and understanding of the financial planning process.
- 02.0 Demonstrate knowledge and understanding of the concept and use of insurance products as it relates to the financial planning process.
- 03.0 Demonstrate knowledge and understanding of investing as it relates to the financial planning process.
- 04.0 Demonstrate knowledge and understanding of the concept of retirement planning as it relates to the financial planning process.
- 05.0 Demonstrate knowledge and understanding of the concept of employee benefits as it relates to the financial planning process.
- 06.0 Demonstrate the ability to apply financial planning principles.

**Florida Department of Education
Student Performance Standards**

Program Title: Financial Para-planner – Financial Services
CIP Number: 0252080102
Program Length: 12 credit hours
SOC Code(s): 13-2052

This certificate program is part of the Financial Services AS degree program (1252080100). At the completion of this program, the student will be able to:

01.0	Demonstrate knowledge and understanding of the financial planning process – the student will be able to:
01.01	Identify and explain the major steps of the financial planning process as recognized and defined by Certified Financial Planner Board of Standards, Inc.
01.02	Identify and explain the economic environment as it relates to the financial planning process.
01.03	Demonstrate knowledge and proficiency in calculating time value of money.
01.04	Identify and explain the legal environment as it relates to the financial planning process.
01.05	Identify and explain financial analysis.
01.06	Identify and explain ethical and professional considerations in financial planning.
01.07	Demonstrate knowledge of and ability to comply with National Association of Securities Dealers (NASD) and Security and Exchange Commission (SEC) general regulations pertaining to the financial planning industry.
02.0	Demonstrate knowledge and understanding of the concept and use of insurance products as they relate to the financial planning process – the student will be able to:
02.01	Explain the principles of risk management and insurance.
02.02	Identify and explain the principles of property insurance.
02.03	Identify and explain the principles of liability insurance.
02.04	Identify and describe various insurance products as they apply to financial planning.
03.0	Demonstrate knowledge and understanding of investing as it relates to the financial planning process – the student will be able to:
03.01	Discuss the concepts of investment regulation.

03.02	Identify and explain investment theory.
03.03	Discuss the operation of financial markets.
03.04	Identify and discuss investment strategies and tactics in financial planning.
03.05	Discuss and explain modern portfolio theory.
04.0	Demonstrate knowledge and understanding of the concept of retirement planning as it relates to the financial planning process – the student will be able to:
04.01	Explain the basic concept of retirement planning.
04.02	Identify and describe the various types of retirement plans.
04.03	Explain the characteristics of qualified retirement plans.
04.04	Identify and explain the factors that need to be considered in retirement planning.
04.05	Identify and explain distributions and distribution options from retirement options.
05.0	Demonstrate knowledge and understanding of the concept of employee benefits as it relates to the financial planning process – the student will be able to:
05.01	Identify and explain the concept of employee benefits.
05.02	Identify and describe the various types of employee benefits.
05.03	Explain the concept and identify the benefits of social security and Medicare.
06.0	Demonstrate the ability to apply financial planning principles – the student will be able to:
06.01	Demonstrate knowledge of the financial planning process.
06.02	Demonstrate knowledge of the products and services used in the financial planning industry.
06.03	Demonstrate the ability to interface with the client and collect pertinent personal and financial data.
06.04	Demonstrate the ability to organize, input and analyze data used in various financial software programs.
06.05	Demonstrate the ability to formulate a basic financial plan.
06.06	Demonstrate ability to monitor and track the products and/or services provided from initiation to implementation.
06.07	Demonstrate the ability the ability to respond to client inquiries.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Sample Course Outline

<u>Course</u>		<u>Credit Hours</u>
FIN 1122	Fundamentals of Financial Planning	3
RMI 1521	Principles of Insurance	3
FIN 2123	Investment Planning, Retirement Planning and Employee Benefits	3
FIN 1943	Internship	<u>3</u>
	Total Credits	12

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Mortgage Finance Management – Financial Services
Career Cluster: Finance

CCC	
CIP Number	0252080103
Program Type	College Credit Certificate (CCC)
Program Length	31 credit hours
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-3031 – Financial Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Financial Services AS degree program (1252080100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of this program is to prepare students for employment in the Mortgage Finance industry in positions such as loan officer, closer/post-closers, escrows specialist quality control, and collections/loss mitigation/REO.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer services skills.
- 03.0 Demonstrate human relations skills necessary for work place success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills.
- 08.0 Manage career development.
- 09.0 Understand terminology unique to the mortgage finance industry.
- 10.0 Demonstrate knowledge of rules and regulations.
- 11.0 Manage client relationships.
- 12.0 Manage business plan.
- 13.0 Demonstrate knowledge of loan processing.
- 14.0 Demonstrate knowledge of the residential mortgage lending process.
- 15.0 Demonstrate knowledge of property valuation.
- 16.0 Demonstrate knowledge of loan servicing and quality control.
- 17.0 Demonstrate proficiency of the fundamental of residential mortgage lending.

**Florida Department of Education
Student Performance Standards**

Program Title: Mortgage Finance Management – Financial Services
CIP Number: 0252080103
Program Length: 31 credit hours
SOC Code(s): 11-3031

This certificate program is part of the Financial Services AS degree program (1252080100). At the completion of this program, the student will be able to:

01.0	Demonstrate comprehension and communication skills – the student will be able to:
01.01	Follow written and oral technical instructions.
01.02	Take notes, organize, summarize, and paraphrase ideas and details.
01.03	Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors.
01.04	Gather, read, discuss, evaluate and critique work from professional journals related to the course content.
01.05	Read trade journals and magazines to stay current in the industry.
01.06	Reflect on what has been learned through reading, recognizing assumptions and implications, and formulating ideas, opinions, and personal responses.
01.07	Use reference sources such as books, magazines, and electronic databases to gather and critically evaluate materials.
01.08	Submit final drafts using correct grammar, punctuation, and spelling.
01.09	Read and comprehend both technical and non-technical text accurately.
01.10	Write reports, summaries, and descriptive essays.
01.11	Write clear and well-organized research papers, integrating a variety of information.
01.12	Correctly cite or attribute sources.
01.13	Read and understand graphs, charts, diagrams and tables commonly used in this industry/occupation.
01.14	Organize, prepare and deliver formal and informal effective presentations.
01.15	Participate in group discussions both as a member and as a leader.

02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.
02.09	Build client relationships.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
03.10	Demonstrate willingness to assume the responsibility for one's actions.
03.11	Demonstrate problem solving and critical thinking skills.
03.12	Foster teamwork to improve quality of work.

03.13	Use group consensus strategies.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
04.03	Cite Internet-based resources correctly using proper format.
04.04	Research industry trends on the Internet.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
05.03	Choose appropriate action in situations requiring effective time management.
05.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
05.05	Apply principles and techniques for being a productive, contributing member of a team.
05.06	Communicate effectively with individuals lacking a technical background.
05.07	Evaluate detailed technical oral instructions for clarity.
05.08	Participate in group discussion as both a member and a leader.
05.09	Encourage and build mutual trust, respect, and cooperation among team members.
05.10	Assimilate new knowledge into project solutions and decisions.
05.11	Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.
05.12	Evaluate alternatives, costs and benefits in determining the best solution.
05.13	Identify strategies to improve and maximize productivity in the workplace.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
06.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.

06.03	Explain the importance of and demonstrate the procedures of cross selling.
06.04	Identify the opportunities for cross selling.
06.05	Follow effective procedures for closing a sale.
06.06	Demonstrate the ability to sell a variety of services and/or products.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.
07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.
07.12	Understand and apply the process of accepting and declining job offers.
07.13	Apply personal skills and talents to enhance work performance.
07.14	Apply skills to meet and exceed employer expectations.
07.15	Demonstrate appropriate responses to feedback from employer, supervisor, co-workers and customers.
07.16	Apply principles and techniques for working productively with people of diverse cultures and backgrounds.
07.17	Identify and use acceptable strategies for resolving conflict in the workplace.
07.18	Identify and apply stress management techniques, employee wellness and safety guidelines.

07.19	Participate in job-enhancing activities to achieve career success.
07.20	Compose and produce a letter of resignation.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
08.04	Attend seminars, workshops, and tradeshow.
08.05	Respond to changing business environment.
08.06	Identify updated industry information.
08.07	Explain the importance of having a written job description.
08.08	Pursue industry designations/licensing/degrees.
08.09	Reassess career plan.
08.10	Demonstrate knowledge of how to make job changes appropriately.
08.11	Understand employment benefits packages.
08.12	Build mentor relationships.
08.13	Volunteer in community service organizations.
08.14	Network with industry professionals.
08.15	Maintain professional contact for future projects.
08.16	Identify corporate strategies and policies.
08.17	Anticipate future industry trends and identify various industry career paths.
09.0	Understand terminology unique to the finance industry – the student will be able to:
09.01	Understand and use terminology as it applies to the mortgage finance and credit industry.
09.02	Know how to communicate with a customer in layman’s language.

10.0	Demonstrate knowledge of rules and regulations – the student will be able to:
10.01	Understand Federal and state regulations and the examinations of financial institutions.
10.02	Understand business law as it applies to the financial services industry.
11.0	Manage client relationships – the student will be able to:
11.01	Respond to client inquires.
11.02	Access client records
11.03	Process administrative changes
11.04	Assist clients with problem resolution.
11.05	Perform client reviews as needed.
11.06	Build client relationships.
11.07	Maintain client contact system.
11.08	Maintain client files.
11.09	Monitor compliance procedures.
12.0	Manage business plan – the student will be able to:
12.01	Determine licensing requirements.
12.02	Obtain appropriate licensing and appointments.
12.03	Define target market.
12.04	Set income objectives and sales goals.
12.05	Select prospecting activity.
12.06	Determine selling systems to be implemented.
12.07	Acquire product knowledge.
12.08	Determine office support equipment needs.
12.09	Determine software systems and training needs.

13.0	Demonstrate knowledge of loan processing – the student will be able to:
13.01	Identify underwriting requirements for conventional loans, FHA and VA.
13.02	Demonstrate knowledge of credit analysis/counseling skills.
13.03	Discuss the concepts of affordable housing
13.04	Identify types of community lending products and programs.
14.0	Demonstrate knowledge of the residential mortgage lending process – the student will be able to:
14.01	Identify and define residential lending and mortgage financing terminology.
14.02	Demonstrate comprehension of mortgage loan documentation.
14.03	Analyze a borrower's credit report and outstanding debt.
14.04	Determine a mortgage applicant's ability to qualify.
14.05	Describe how to obtain and analyze the legal and financial requirements of the loan transaction.
15.0	Demonstrate knowledge of property valuation – the student will be able to:
15.01	Demonstrate knowledge of evaluating appraisals.
15.02	Analyze property rights and estates.
15.03	Demonstrate the ability to evaluate title insurance.
16.0	Demonstrate knowledge of loan servicing and quality control – the student will be able to:
16.01	Describe the functions of the servicing process, including notice of payments, disbursement of escrow payments and escrow analysis.
16.02	Discuss the process of delinquent and default notices, foreclosure and post-foreclosure procedures.
16.03	Describe quality control mechanisms to prevent fraud.
16.04	Identify borrower's alternative in the event of foreclosure.
17.0	Demonstrate proficiency of the fundamental of residential mortgage lending – the student will be able to:
17.01	Demonstrate comprehension of mortgage loan documentation, the information needed in order to take a loan application, and the cycle of the loan application process.
17.02	Analyze and compare mortgage terms to determine the appropriate financing suitable to various types of borrowers.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Mortgage Finance Operations – Financial Services
Career Cluster: Finance

CCC	
CIP Number	0252080104
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-3031 – Financial Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Financial Services AS degree program (1252080100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of this program is to prepare students for employment in the Mortgage Finance industry in positions such as loan processor, loan officer, and home buyer counselor.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer services skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills.
- 08.0 Manage career development.
- 09.0 Understand terminology unique to the mortgage finance industry.
- 10.0 Demonstrate knowledge of rules and regulations.
- 11.0 Manage client relationships.
- 12.0 Manage business plan.
- 13.0 Demonstrate knowledge of loan processing.
- 14.0 Demonstrate knowledge of the residential mortgage lending process.
- 15.0 Demonstrate knowledge of property valuation.

**Florida Department of Education
Student Performance Standards**

Program Title: Mortgage Finance Operations – Financial Services
CIP Number: 0252080104
Program Length: 18 credit hours
SOC Code(s): 11-3031

This certificate program is part of the Financial Services AS degree program (1252080100). At the completion of this program, the student will be able to:

01.0	Demonstrate comprehension and communication skills – the student will be able to:
01.01	Follow written and oral technical instructions.
01.02	Take notes, organize, summarize, and paraphrase ideas and details.
01.03	Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors.
01.04	Gather, read, discuss, evaluate and critique work from professional journals related to the course content.
01.05	Read trade journals and magazines to stay current in the industry.
01.06	Reflect on what has been learned through reading, recognizing assumptions and implications, and formulating ideas, opinions, and personal responses.
01.07	Use reference sources such as books, magazines, and electronic databases to gather and critically evaluate materials.
01.08	Submit final drafts using correct grammar, punctuation, and spelling.
01.09	Read and comprehend both technical and non-technical text accurately.
02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.

02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.
02.09	Build client relationships.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
04.03	Cite Internet-based resources correctly using proper format.
04.04	Research industry trends on the Internet.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
05.03	Choose appropriate action in situations requiring effective time management.

05.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
05.05	Apply principles and techniques for being a productive, contributing member of a team.
05.06	Communicate effectively with individuals lacking a technical background.
05.07	Evaluate detailed technical oral instructions for clarity.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
06.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.
06.03	Explain the importance of and demonstrate the procedures of cross selling.
06.04	Identify the opportunities for cross selling.
06.05	Follow effective procedures for closing a sale.
06.06	Demonstrate the ability to sell a variety of services and/or products.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.
07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.

07.12	Understand and apply the process of accepting and declining job offers.
07.13	Apply personal skills and talents to enhance work performance.
07.14	Apply skills to meet and exceed employer expectations.
07.15	Demonstrate appropriate responses to feedback from employer, supervisor, co-workers and customers.
07.16	Apply principles and techniques for working productively with people of diverse cultures and backgrounds.
07.17	Identify and use acceptable strategies for resolving conflict in the workplace.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
08.04	Attend seminars, workshops, and tradeshow.
08.05	Respond to changing business environment.
08.06	Identify updated industry information.
08.07	Explain the importance of having a written job description.
09.0	Understand terminology unique to the mortgage finance industry – the student will be able to:
09.01	Understand and use terminology as it applies to the mortgage finance and credit industry.
09.02	Know how to communicate with a customer in layman’s language.
10.0	Demonstrate knowledge of rules and regulations – the student will be able to:
10.01	Understand Federal and state regulations and the examinations of financial institutions.
10.02	Understand business law as it applies to the financial services industry.
11.0	Manage client relationships – the student will be able to:
11.01	Respond to client inquires.
11.02	Access client records

11.03	Process administrative changes
11.04	Assist clients with problem resolution.
11.05	Perform client reviews as needed.
11.06	Build client relationships.
11.07	Maintain client contact system.
11.08	Maintain client files.
11.09	Monitor compliance procedures.
12.0	Manage business plan – the student will be able to:
12.01	Determine licensing requirements.
12.02	Obtain appropriate licensing and appointments.
12.03	Define target market.
12.04	Set income objectives and sales goals.
12.05	Select prospecting activity.
12.06	Determine selling systems to be implemented.
12.07	Acquire product knowledge.
12.08	Determine office support equipment needs.
12.09	Determine software systems and training needs.
13.0	Demonstrate knowledge of loan processing – the student will be able to:
13.01	Identify underwriting requirements for conventional loans, FHA and VA.
13.02	Demonstrate knowledge of credit analysis/counseling skills.
13.03	Discuss the concepts of affordable housing
13.04	Identify types of community lending products and programs.
14.0	Demonstrate knowledge of the residential mortgage lending process – the student will be able to:

14.01	Identify and define residential lending and mortgage financing terminology.
14.02	Demonstrate comprehension of mortgage loan documentation.
14.03	Analyze a borrower's credit report and outstanding debt.
14.04	Determine a mortgage applicant's ability to qualify.
14.05	Describe how to obtain and analyze the legal and financial requirements of the loan transaction.
15.0	Demonstrate knowledge of property valuation – the student will be able to:
15.01	Demonstrate knowledge of evaluating appraisals.
15.02	Analyze property rights and estates.
15.03	Demonstrate the ability to evaluate title insurance.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Mortgage Finance Specialist – Financial Services
Career Cluster: Finance

CCC	
CIP Number	0252080105
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-3031 – Financial Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Financial Services AS degree program (1252080100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of this program is to prepare students for employment in the Mortgage Finance industry in a position such as loan processor.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer services skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills.
- 08.0 Manage career development.
- 09.0 Understand terminology unique to the mortgage finance industry.
- 10.0 Demonstrate knowledge of rules and regulations.
- 11.0 Manage client relationships.
- 12.0 Manage business plan.
- 13.0 Demonstrate knowledge of loan processing.
- 14.0 Demonstrate knowledge of the residential mortgage lending process.

**Florida Department of Education
Student Performance Standards**

Program Title: Mortgage Finance Specialist – Financial Services
CIP Number: 0252080105
Program Length: 12 credit hours
SOC Code(s): 11-3031

This certificate program is part of the Financial Services AS degree program (1252080100). At the completion of this program, the student will be able to:

01.0	Demonstrate comprehension and communication skills – the student will be able to:
01.01	Follow written and oral technical instructions.
01.02	Take notes, organize, summarize, and paraphrase ideas and details.
01.03	Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors.
01.04	Gather, read, discuss, evaluate, and critique work from professional journals related to the course content.
02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.

03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.
07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.

07.12	Understand and apply the process of accepting and declining job offers.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
09.0	Understand terminology unique to the mortgage finance industry – the student will be able to:
09.01	Understand and use terminology as it applies to the mortgage finance and credit industry.
09.02	Know how to communicate with a customer in layman’s language.
10.0	Demonstrate knowledge of rules and regulations – the student will be able to:
10.01	Understand Federal and state regulations and the examinations of financial institutions.
10.02	Understand business law as it applies to the financial services industry.
11.0	Manage client relationships – the student will be able to:
11.01	Respond to client inquiries.
11.02	Access client records
11.03	Process administrative changes
11.04	Assist clients with problem resolution.
11.05	Perform client reviews as needed.
11.06	Build client relationships.
11.07	Maintain client contact system.
11.08	Maintain client files.
11.09	Monitor compliance procedures.
12.0	Manage business plan – the student will be able to:
12.01	Determine licensing requirements.

12.02	Obtain appropriate licensing and appointments.
12.03	Define target market.
12.04	Set income objectives and sales goals.
12.05	Select prospecting activity.
12.06	Determine selling systems to be implemented.
12.07	Acquire product knowledge.
12.08	Determine office support equipment needs.
12.09	Determine software systems and training needs.
13.0	Demonstrate knowledge of loan processing – the student will be able to:
13.01	Identify underwriting requirements for conventional loans, FHA and VA.
13.02	Demonstrate knowledge of credit analysis/counseling skills.
13.03	Discuss the concepts of affordable housing
13.04	Identify types of community lending products and programs.
14.0	Demonstrate knowledge of the residential mortgage lending process – the student will be able to:
14.01	Identify and define residential lending and mortgage financing terminology.
14.02	Demonstrate comprehension of mortgage loan documentation.
14.03	Analyze a borrower's credit report and outstanding debt.
14.04	Determine a mortgage applicant's ability to qualify.
14.05	Describe how to obtain and analyze the legal and financial requirements of the loan transaction.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Banking Management – Financial Services
Career Cluster: Finance

CCC	
CIP Number	0252080301
Program Type	College Credit Certificate (CCC)
Program Length	27 credit hours
CTSO	Collegiate DECA, Phi Beta Lambda
SOC Codes (all applicable)	11-3031 – Financial Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Banking – Financial Services AS degree program (1252080300).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of this program is to prepare students for employment in commercial lending such as: commercial lending, credit-management, supervisory and management positions, community service coordinator, customer relations specialist, customer services manager/supervisor, department supervisor, support services supervisor, or other mid-management administrator or financial management positions in a variety of business environments, or to provide supplemental training for persons previously or currently employed in other industries management occupations.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

The content includes instruction to individuals in the areas of planning, organizing, directing and controlling of a business, with emphasis on selected theories of management and decision making and the knowledge and understanding necessary for managing people and functions.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer service skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills.
- 08.0 Manage career development.
- 09.0 Utilize effective cross selling techniques and procedures for financial services.
- 10.0 Demonstrate knowledge of the history, growth and structure of the financial industry.
- 11.0 Understand terminology unique to the finance and credit industry.
- 12.0 Identify, classify, and demonstrate management activities.
- 13.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.
- 14.0 Understand terminology unique to the banking industry.
- 15.0 Utilize effective selling techniques in interactions with customers.
- 16.0 Demonstrate knowledge of the history, growth and structure of the banking industry.
- 17.0 Demonstrate basic skills for performing functions of entry level positions in banking institutions.
- 18.0 Demonstrate security procedures and detection of fraud.
- 19.0 Demonstrate knowledge of accounting/budgeting operations.
- 20.0 Manage customer interactions.
- 21.0 Participate in learning.
- 22.0 Demonstrate knowledge of principles of human resources.
- 23.0 Demonstrate knowledge of essential human relations skills.
- 24.0 Demonstrate knowledge and application of product and service technology.
- 25.0 Demonstrate knowledge of basic marketing principles.
- 26.0 Demonstrate knowledge of real estate.
- 27.0 Demonstrate knowledge of major laws and regulations that relate to and affect banking.
- 28.0 Demonstrate knowledge of business English and business writing.
- 29.0 Operate computers and other equipment appropriate to customer relationship management.
- 30.0 Use web browsers to access internet services.
- 31.0 Demonstrate proficiency in microcomputer operating systems and software.
- 32.0 Demonstrate basic skills for performing loan processing functions of entry level positions in financial institutions.
- 33.0 Demonstrate proficiency in business law.
- 34.0 Plan the marketing strategy and promote the business.
- 35.0 Identify the organization and function of the retail industry.
- 36.0 Demonstrate knowledge of small business management functions.
- 37.0 Demonstrate an understanding of commercial lending.

- 38.0 Demonstrate knowledge of statement analysis.
- 39.0 Demonstrate proficiency in money and banking.
- 40.0 Apply the concepts for residential mortgage lending.
- 41.0 Demonstrate an understanding of the principles of real estate finance.

**Florida Department of Education
Student Performance Standards**

Program Title: Banking Management – Financial Services
CIP Number: 0252080301
Program Length: 27 credit hours
SOC Code(s): 11-3031

This certificate program is part of the Banking – Financial Services AS degree program (1252080300). At the completion of this program, the student will be able to:

- | | |
|-------|--|
| 01.0 | Demonstrate comprehension and communication skills – the student will be able to: |
| 01.01 | Follow written and oral technical instructions. |
| 01.02 | Take notes, organize, summarize, and paraphrase ideas and details. |
| 01.03 | Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors. |
| 01.04 | Gather, read, discuss, evaluate and critique work from professional journals related to the course content. |
| 01.05 | Read trade journals and magazines to stay current in the industry. |
| 01.06 | Reflect on what has been learned through reading, recognizing assumptions and implications, and formulating ideas, opinions, and personal responses. |
| 01.07 | Use reference sources such as books, magazines, and electronic databases to gather and critically evaluate materials. |
| 01.08 | Submit final drafts using correct grammar, punctuation, and spelling. |
| 01.09 | Read and comprehend both technical and non-technical text accurately. |
| 01.10 | Write reports, summaries, and descriptive essays. |
| 01.11 | Write clear and well-organized research papers, integrating a variety of information. |
| 01.12 | Correctly cite or attribute sources. |
| 01.13 | Read and understand graphs, charts, diagrams and tables commonly used in this industry/occupation. |
| 01.14 | Organize, prepare and deliver formal and informal effective presentations. |
| 01.15 | Participate in group discussions both as a member and as a leader. |

02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.
02.09	Build client relationships.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
03.10	Demonstrate willingness to assume the responsibility for one's actions.
03.11	Demonstrate problem solving and critical thinking skills.
03.12	Foster teamwork to improve quality of work.

03.13	Use group consensus strategies.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
04.03	Cite Internet-based resources correctly using proper format.
04.04	Research industry trends on the Internet.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
05.03	Choose appropriate action in situations requiring effective time management.
05.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
05.05	Apply principles and techniques for being a productive, contributing member of a team.
05.06	Communicate effectively with individuals lacking a technical background.
05.07	Evaluate detailed technical oral instructions for clarity.
05.08	Participate in group discussion as both a member and a leader.
05.09	Encourage and build mutual trust, respect, and cooperation among team members.
05.10	Assimilate new knowledge into project solutions and decisions.
05.11	Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.
05.12	Evaluate alternatives, costs and benefits in determining the best solution.
05.13	Identify strategies to improve and maximize productivity in the workplace.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
06.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.

06.03	Explain the importance of and demonstrate the procedures of cross selling.
06.04	Identify the opportunities for cross selling.
06.05	Follow effective procedures for closing a sale.
06.06	Demonstrate the ability to sell a variety of services and/or products.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.
07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.
07.12	Understand and apply the process of accepting and declining job offers.
07.13	Apply personal skills and talents to enhance work performance.
07.14	Apply skills to meet and exceed employer expectations.
07.15	Demonstrate appropriate responses to feedback from employer, supervisor, co-workers and customers.
07.16	Apply principles and techniques for working productively with people of diverse cultures and backgrounds.
07.17	Identify and use acceptable strategies for resolving conflict in the workplace.
07.18	Identify and apply stress management techniques, employee wellness and safety guidelines.

07.19	Participate in job-enhancing activities to achieve career success.
07.20	Compose and produce a letter of resignation.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
08.04	Attend seminars, workshops, and tradeshow.
08.05	Respond to changing business environment.
08.06	Identify updated industry information.
08.07	Explain the importance of having a written job description.
08.08	Pursue industry designations/licensing/degrees.
08.09	Reassess career plan.
08.10	Demonstrate knowledge of how to make job changes appropriately.
08.11	Understand employment benefits packages.
08.12	Build mentor relationships.
08.13	Volunteer in community service organizations.
08.14	Network with industry professionals.
08.15	Maintain professional contact for future projects.
08.16	Identify corporate strategies and policies.
08.17	Anticipate future industry trends and identify various industry career paths.
09.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:
09.01	Identify opportunities for cross selling.
09.02	Demonstrate how to sell other financial services.

09.03	Demonstrate knowledge of all services offered by financial institutions.
09.04	Explain the importance and demonstrate the procedures of cross selling.
10.0	Demonstrate knowledge of the history, growth and structure of the financial industry – the student will be able to:
10.01	Demonstrate knowledge of the evolution of American financial institutions.
10.02	Identify major acts and important regulations resulting from the growth and changes in financial institutions.
10.03	Explain the similarities and differences in the financial institutions and other businesses that offer financial services.
10.04	Explain the effects of deregulation.
11.0	Understand terminology unique to the finance and credit industry – the student will be able to:
11.01	Understand and use terminology as it applies to the finance and credit industry.
11.02	Know how to communicate with a customer without using confusing terminology.
12.0	Identify, classify, and demonstrate management activities – the student will be able to:
12.01	Compare management styles.
12.02	Identify the major functions of management.
12.03	Demonstrate understanding of basic management concepts such as authority, responsibility, delegation, empowerment, and hiring and firing.
12.04	Demonstrate knowledge of the relationship between authority and responsibility to task accomplishment.
12.05	Select the most effective communication systems.
12.06	Identify problems and make an appropriate decision.
12.07	Demonstrate understanding of organizational culture and its impact on communication.
12.08	Identify and discuss current management issues in business and other organizations.
12.09	Describe activities associated with the management functions of planning, organizing, staffing, leading, and controlling.
13.0	Demonstrate a basic understanding of legal and ethical issues in a business environment – the student will be able to:
13.01	Demonstrate basic understanding of contracts.
13.02	Demonstrate basic understanding of human resource issues.

13.03	Demonstrate basic understanding of negotiable instruments.
13.04	Demonstrate basic understanding of intellectual property rights.
13.05	Demonstrate basic understanding of appropriate use of employer property.
13.06	Demonstrate basic understanding of confidentiality.
13.07	Demonstrate basic understanding of role of ethical decision making in dealings with stakeholders.
13.08	Demonstrate knowledge of social responsibilities.
14.0	Understand terminology unique to the banking industry – the student will be able to:
14.01	Understand and use terminology as it applies to the finance and credit industry.
14.02	Know how to communicate with a customer in layman’s language.
15.0	Utilize effective selling techniques in interactions with customers – the student will be able to:
15.01	Demonstrate ethics in dealing with customers.
15.02	Understand selling techniques with customers.
16.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:
16.01	Demonstrate knowledge of the evolution of American banking institutions.
16.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
16.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
16.04	Explain the effects of deregulation.
17.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:
17.01	Demonstrate counting and strapping of coin and currency.
17.02	Demonstrate use of a teller machine.
17.03	Explain the types of endorsements and why they are important.
17.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
17.05	Demonstrate knowledge of balancing a cash drawer.

17.06	Know how to detect counterfeit currency and the procedure for reporting it.
17.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's Checks, Bank Drafts, payments and cash advances on charge cards.
18.0	Demonstrate security procedures and detection of fraud – the student will be able to:
18.01	Demonstrate procedures bank employees would use during and after a robbery.
18.02	Demonstrate security procedures.
18.03	Explain the Currency Transaction Report (CTR).
18.04	Demonstrate security precautions and methods used to deter bank fraud.
19.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:
19.01	Demonstrate an understanding of profit vs. not-for-profit accounting.
19.02	Demonstrate an understanding of available and appropriate technology for accounting applications
19.03	Interpret and analyze income statement, owner's equity statement, and cash flow statement.
19.04	Describe the principles related to pricing decisions.
20.0	Manage customer interactions – the student will be able to:
20.01	Listen reflectively.
20.02	Review customer history.
20.03	Ask questions.
20.04	Collect information.
20.05	Assess the customer's needs.
20.06	Research solutions.
20.07	Develop a plan of action.
20.08	Refer to appropriate authority (if needed).
20.09	Execute data capture.
20.10	Communicate actions.

20.11	Resolve customer issues.
20.12	Offer additional services.
20.13	Perform follow-up as needed.
21.0	Participate in learning – the student will be able to:
21.01	Attend scheduled training.
21.02	Utilize available resources.
21.03	Review job critical information.
21.04	Seek feedback on performance.
21.05	Apply acquired skills.
22.0	Demonstrate knowledge of principles of human resources – the student will be able to:
22.01	Demonstrate knowledge of the functions of human resources.
22.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
22.03	Demonstrate knowledge of the business concepts used in Human Resources.
22.04	Demonstrate knowledge of recruitment of employees.
22.05	Describe recruitment process.
22.06	Analyze job descriptions and position requirements.
22.07	Identify potential employees as candidates in reviewing applicant materials.
22.08	Demonstrate knowledge of interviewing skills.
22.09	Describe methods of orientation for new employees.
22.10	Describe methods to train new employees.
22.11	Describe process for hiring new employees.
22.12	Describe compensation and benefit plans.
22.13	Develop compensation and benefit plans.

22.14	Describe the legal issues associated with compensation and benefit plans.
22.15	Describe the functions of the administration of compensation and benefit plans.
22.16	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.
22.17	Demonstrate an understanding of employee benefits and services.
23.0	Demonstrate knowledge of essential human relations skills – the student will be able to:
23.01	Discuss the importance of effective human relations skills in organizations.
23.02	Relate concepts including self-esteem, perception, values to job performance.
23.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
24.0	Demonstrate knowledge and application of product and service technology – the student will be able to:
24.01	Understand the importance of product safety.
24.02	Understand the importance of product and service technology.
25.0	Demonstrate knowledge of basic marketing principles – the student will be able to:
25.01	Discuss the role of marketing in the free enterprise system.
25.02	Discuss the functions of marketing.
26.0	Demonstrate knowledge of real estate – the student will be able to:
26.01	Describe a real estate market under the price system.
26.02	Explain the major sub markets of real estate.
26.03	Explain the principles of highest and best use of land.
26.04	List and explain at least three factors that influence demand in the real estate market.
27.0	Demonstrate knowledge of major laws and regulations that relate to and affect banking – the student will be able to:
27.01	Describe the interrelationships between regulatory agencies and the banks they regulate.
27.02	Explain the elements and differences of torts and crimes.
27.03	Describe the basic legal entities that transact business with banks.

27.04	List and explain the elements of a valid contract and the rights and responsibilities of various parties to a contract.
27.05	Discuss the basic laws affecting an individual's rights in property.
27.06	Identify the basic bankruptcy laws and bankruptcy filings permissible.
28.0	Demonstrate knowledge of business english and business writing – the student will be able to:
28.01	Improve writing techniques for business correspondence.
28.02	Gain tools that build essential professional language skills.
29.0	Operate computers and other equipment appropriate to customer relationship management – the student will be able to:
29.01	Obtain and transmit credit information.
29.02	Obtain information, schedule, place orders, and route using phone, fax, computer, cash register, and other communications and calculating devices.
29.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.
30.0	Use web browsers to access internet services – the student will be able to:
30.01	Explain how to connect to the Internet.
30.02	Send electronic messages.
30.03	Explain communication issues specific to e-mail.
30.04	Set up an e-mail account.
30.05	Participate in an e-mail discussion group.
30.06	Explain and use proper Usenet etiquette.
30.07	Use a Web browser to navigate the Web.
30.08	Explain the guidelines for evaluating information needs before beginning a search.
30.09	Explain issues associated with pornography, free speech, censorship, filtering, and copyright on the Web.
30.10	Describe how to critically evaluate information content.
30.11	Use bookmarks to create a bibliography.
31.0	Demonstrate proficiency in microcomputer operating systems and software – the student will be able to:

31.01	Describe the historical development of computer operating systems.
31.02	Describe the major hardware and related software of microcomputers.
31.03	Describe various disk formats.
31.04	Describe the various operating systems, including: Windows, Unix, Novell, etc.
31.05	Use various software applications.
31.06	Demonstrate knowledge of data processing concepts.
31.07	Identify the major programming languages used in business data processing.
31.08	Locate requested information on a computer printout.
31.09	Locate errors on a computer printout.
31.10	Use appropriate software.
32.0	Demonstrate basic skills for performing loan processing functions of entry level positions in financial institutions – the student will be able to:
32.01	Identify and process documentation required on different types of loans.
32.02	Demonstrate how to properly complete a credit application and a financial statement.
32.03	Explain how to establish credit and the importance of having a good credit rating.
32.04	Demonstrate the types of interest and how they are computed.
32.05	Explain the importance of the lending function.
33.0	Demonstrate proficiency in business law – the student will be able to:
33.01	Understand federal and state regulations and examination of financial institutions.
34.0	Plan the marketing strategy and promote the business – the student will be able to:
34.01	Create a promotional plan.
34.02	Describe the techniques for sales and promotion.
34.03	Analyze competitive promotional activities.
34.04	Evaluate promotional effectiveness.

34.05	Explain the use of goods classification and life cycle analyses as planning tools for marketing.
34.06	Develop and modify marketing mixes for a business.
34.07	Identify target markets.
34.08	Evaluate marketing activities.
34.09	Demonstrate knowledge of push/pull strategies.
34.10	Demonstrate knowledge of direct marketing, including e-Business.
34.11	Demonstrate knowledge of advertising media and the advantages and disadvantages of each.
34.12	Discuss the role of public relations in the marketing mix.
35.0	Identify the organization and function of the retail industry – the student will be able to:
35.01	Analyze the organizational structure of the retail industry.
35.02	Analyze the trends in the retail industry.
36.0	Demonstrate knowledge of small business management functions – the student will be able to:
36.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
36.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
36.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
36.04	Demonstrate an understanding of principles of financing and cash management in the small business.
36.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.
36.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
36.07	Demonstrate an understanding of trends in business communications and electronic technology.
36.08	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
36.09	Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.
36.10	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
36.11	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).

36.12	Understand the issues of family or home-based businesses.
36.13	Demonstrate an understanding of e-Business.
37.0	Demonstrate an understanding of commercial lending – the student will be able to:
37.01	Understand the business lending environment.
37.02	Demonstrate an understanding of the commercial client.
38.0	Demonstrate knowledge of statement analysis – the student will be able to:
38.01	Demonstrate an understanding of the balance sheet spreadsheet.
38.02	Understand the details of the income statement and statement of cash flows.
38.03	Demonstrate knowledge of financial ratios.
39.0	Demonstrate proficiency in money and banking – the student will be able to:
39.01	Compare banks and thrifts
39.02	Demonstrate knowledge of commercial banking
39.03	Explain current trends in financial services deregulation and diversified financial services.
39.04	Differentiate among corporation and other forms of business.
39.05	Understand the details of a corporate charter and bylaws.
39.06	Comprehend the financial details of means of acquiring capital and subsequent equity and debt functions.
39.07	Exhibit knowledge of securities markets and SEC regulations.
39.08	Demonstrate knowledge about business failure, reorganization, dissolutions, and liquidation.
39.09	Explain the purpose of statement analysis.
40.0	Apply the concepts for residential mortgage lending – the student will be able to:
40.01	Understand the residential mortgage lending industry and function from the perspective of the commercial banker.
40.02	Understand and use basic banking terminology.
40.03	Understand the effect of inflation on mortgage lending.

41.0 Demonstrate an understanding of the principles of real estate finance – the student will be able to:

41.01 Understand basic knowledge of the real estate business.

41.02 Demonstrate an understanding of the real estate contracts.

41.03 Demonstrate the ability to calculate payments and loans.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Stock Market Game: The Stock Market Game is sponsored by the Security Industry Association through its Foundation for Investor Education. This simulation is utilized nationally and internationally in grades 4 to Graduate School, by teachers across multiple disciplines. This demonstrates the versatility of this educational activity.

The Stock Market Game provides \$100,000 to teams of 3 to 5 students to use to during the 10 weeks of this activity to invest in stocks sold on the New York Stock Exchange, the NASDAQ and the American Exchange. This educational opportunity is used to learn: about the marketplace and the forces of supply and demand, wise investing fundamentals, the importance of monetary and fiscal policies on the market, how current events impacts the market, research skills, team work, decision-making skills, and risk management.

Since the SMG is student driven, they learn how important it is to research companies before investing, and what factors influence their companies on the local, state, national, and international markets. By learning how business grow, students see the factors which stimulate business, and how it changes over time, the skills necessary to be involved in business and its multiple related fields.

Teachers who participate in the SMG see its valuable immediately and repeat their participation semester after semester. The SMG is flexible and blends well with almost any curriculum and school frameworks. It is especially valuable in integrating math, language, science and social studies course work.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Banking Operations – Financial Services
Career Cluster: Finance

CCC	
CIP Number	0252080302
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	Collegiate DECA, Phi Beta Lambda
SOC Codes (all applicable)	11-3031 – Financial Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Banking – Financial Services AS degree program (1252080300).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer service skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills.
- 08.0 Manage career development.
- 09.0 Utilize effective cross selling techniques and procedures for financial services.
- 10.0 Demonstrate knowledge of the history, growth and structure of the financial industry.
- 11.0 Understand terminology unique to the finance and credit industry.
- 12.0 Understand terminology unique to the banking industry.
- 13.0 Utilize effective selling techniques in interactions with customers.
- 14.0 Demonstrate knowledge of the history, growth and structure of the banking industry.
- 15.0 Demonstrate basic skills for performing functions of entry level positions in banking institutions.
- 16.0 Demonstrate security procedures and detection of fraud.
- 17.0 Demonstrate knowledge of accounting/budgeting operations.
- 18.0 Manage customer interactions.
- 19.0 Participate in learning.
- 20.0 Demonstrate knowledge of principles of human resources.
- 21.0 Demonstrate knowledge of essential human relations skills.
- 22.0 Demonstrate knowledge and application of product and service technology.
- 23.0 Demonstrate knowledge of basic marketing principles.
- 24.0 Demonstrate knowledge of real estate.
- 25.0 Demonstrate knowledge of major laws and regulations that relate to and affect banking.
- 26.0 Demonstrate knowledge of business english and business writing.
- 27.0 Operate computers and other equipment appropriate to customer relationship management.
- 28.0 Use web browsers to access internet services.
- 29.0 Demonstrate proficiency in microcomputer operating systems and software.
- 30.0 Demonstrate basic skills for performing loan processing functions of entry level positions in financial institutions.
- 31.0 Demonstrate proficiency in business law.
- 32.0 Plan the marketing strategy and promote the business.
- 33.0 Identify the organization and function of the retail industry.
- 34.0 Demonstrate knowledge of small business management functions.
- 35.0 Demonstrate an understanding of commercial lending.
- 36.0 Demonstrate knowledge of statement analysis.

**Florida Department of Education
Student Performance Standards**

Program Title: Banking Operations – Financial Services
CIP Number: 0252080302
Program Length: 18 credit hours
SOC Code(s): 11-3031

This certificate program is part of the Banking – Financial Services AS degree program (1252080300). At the completion of this program, the student will be able to:

01.0	Demonstrate comprehension and communication skills – the student will be able to:
01.01	Follow written and oral technical instructions.
01.02	Take notes, organize, summarize, and paraphrase ideas and details.
01.03	Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors.
01.04	Gather, read, discuss, evaluate and critique work from professional journals related to the course content.
01.05	Read trade journals and magazines to stay current in the industry.
01.06	Reflect on what has been learned through reading, recognizing assumptions and implications, and formulating ideas, opinions, and personal responses.
01.07	Use reference sources such as books, magazines, and electronic databases to gather and critically evaluate materials.
01.08	Submit final drafts using correct grammar, punctuation, and spelling.
01.09	Read and comprehend both technical and non-technical text accurately.
02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.

02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.
02.09	Build client relationships.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
04.03	Cite Internet-based resources correctly using proper format.
04.04	Research industry trends on the Internet.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
05.03	Choose appropriate action in situations requiring effective time management.

05.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
05.05	Apply principles and techniques for being a productive, contributing member of a team.
05.06	Communicate effectively with individuals lacking a technical background.
05.07	Evaluate detailed technical oral instructions for clarity.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
06.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.
06.03	Explain the importance of and demonstrate the procedures of cross selling.
06.04	Identify the opportunities for cross selling.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.
07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.
07.12	Understand and apply the process of accepting and declining job offers.
07.13	Apply personal skills and talents to enhance work performance.

07.14	Apply skills to meet and exceed employer expectations.
07.15	Demonstrate appropriate responses to feedback from employer, supervisor, co-workers and customers.
07.16	Apply principles and techniques for working productively with people of diverse cultures and backgrounds.
07.17	Identify and use acceptable strategies for resolving conflict in the workplace.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
08.04	Attend seminars, workshops, and tradeshow.
08.05	Respond to changing business environment.
08.06	Identify updated industry information.
08.07	Explain the importance of having a written job description.
08.08	Pursue industry designations/licensing/degrees.
09.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:
09.01	Identify opportunities for cross selling.
09.02	Demonstrate how to sell other financial services.
09.03	Demonstrate knowledge of all services offered by financial institutions.
09.04	Explain the importance and demonstrate the procedures of cross selling.
10.0	Demonstrate knowledge of the history, growth and structure of the financial industry – the student will be able to:
10.01	Demonstrate knowledge of the evolution of American financial institutions.
10.02	Identify major acts and important regulations resulting from the growth and changes in financial institutions.
10.03	Explain the similarities and differences in the financial institutions and other businesses that offer financial services.
10.04	Explain the effects of deregulation.

11.0	Understand terminology unique to the finance and credit industry – the student will be able to:
11.01	Understand and use terminology as it applies to the finance and credit industry.
11.02	Know how to communicate with a customer without using confusing terminology.
12.0	Understand terminology unique to the banking industry – the student will be able to:
12.01	Understand and use terminology as it applies to the finance and credit industry.
12.02	Know how to communicate with a customer in layman’s language.
13.0	Utilize effective selling techniques in interactions with customers – the student will be able to:
13.01	Demonstrate ethics in dealing with customers.
13.02	Understand selling techniques with customers.
14.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:
14.01	Demonstrate knowledge of the evolution of American banking institutions.
14.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
14.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
14.04	Explain the effects of deregulation.
15.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:
15.01	Demonstrate counting and strapping of coin and currency.
15.02	Demonstrate use of a teller machine.
15.03	Explain the types of endorsements and why they are important.
15.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
15.05	Demonstrate knowledge of balancing a cash drawer.
15.06	Know how to detect counterfeit currency and the procedure for reporting it.
15.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's Checks, Bank Drafts, payments and cash advances on charge cards.
16.0	Demonstrate security procedures and detection of fraud – the student will be able to:

16.01	Demonstrate procedures bank employees would use during and after a robbery.
16.02	Demonstrate security procedures.
16.03	Explain the Currency Transaction Report (CTR).
16.04	Demonstrate security precautions and methods used to deter bank fraud.
17.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:
17.01	Demonstrate an understanding of profit vs. not-for-profit accounting.
17.02	Demonstrate an understanding of available and appropriate technology for accounting applications
17.03	Interpret and analyze income statement, owner's equity statement, and cash flow statement.
17.04	Describe the principles related to pricing decisions.
18.0	Manage customer interactions – the student will be able to:
18.01	Listen reflectively.
18.02	Review customer history.
18.03	Ask questions.
18.04	Collect information.
18.05	Assess the customer's needs.
18.06	Research solutions.
18.07	Develop a plan of action.
18.08	Refer to appropriate authority (if needed).
18.09	Execute data capture.
18.10	Communicate actions.
18.11	Resolve customer issues.
18.12	Offer additional services.
18.13	Perform follow-up as needed.

19.0	Participate in learning – the student will be able to:
19.01	Attend scheduled training.
19.02	Utilize available resources.
19.03	Review job critical information.
19.04	Seek feedback on performance.
19.05	Apply acquired skills.
20.0	Demonstrate knowledge of principles of human resources – the student will be able to:
20.01	Demonstrate knowledge of the functions of human resources.
20.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
20.03	Demonstrate knowledge of the business concepts used in Human Resources.
20.04	Demonstrate knowledge of recruitment of employees.
20.05	Describe recruitment process.
20.06	Analyze job descriptions and position requirements.
20.07	Identify potential employees as candidates in reviewing applicant materials.
20.08	Demonstrate knowledge of interviewing skills.
20.09	Describe methods of orientation for new employees.
20.10	Describe methods to train new employees.
20.11	Describe process for hiring new employees.
20.12	Describe compensation and benefit plans.
20.13	Develop compensation and benefit plans.
20.14	Describe the legal issues associated with compensation and benefit plans.
20.15	Describe the functions of the administration of compensation and benefit plans.
20.16	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.

20.17	Demonstrate an understanding of employee benefits and services.
21.0	Demonstrate knowledge of essential human relations skills – the student will be able to:
21.01	Discuss the importance of effective human relations skills in organizations.
21.02	Relate concepts including self-esteem, perception, values to job performance.
21.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
22.0	Demonstrate knowledge and application of product and service technology – the student will be able to:
22.01	Understand the importance of product safety.
22.02	Understand the importance of product and service technology.
23.0	Demonstrate knowledge of basic marketing principles – the student will be able to:
23.01	Discuss the role of marketing in the free enterprise system.
23.02	Discuss the functions of marketing.
24.0	Demonstrate knowledge of real estate – the student will be able to:
24.01	Describe a real estate market under the price system.
24.02	Explain the major sub markets of real estate.
24.03	Explain the principles of highest and best use of land.
24.04	List and explain at least three factors that influence demand in the real estate market.
25.0	Demonstrate knowledge of major laws and regulations that relate to and affect banking – the student will be able to:
25.01	Describe the interrelationships between regulatory agencies and the banks they regulate.
25.02	Explain the elements and differences of torts and crimes.
25.03	Describe the basic legal entities that transact business with banks.
25.04	List and explain the elements of a valid contract and the rights and responsibilities of various parties to a contract.
25.05	Discuss the basic laws affecting an individual's rights in property.
25.06	Identify the basic bankruptcy laws and bankruptcy filings permissible.

26.0	Demonstrate knowledge of business english and business writing – the student will be able to:
26.01	Improve writing techniques for business correspondence.
26.02	Gain tools that build essential professional language skills.
27.0	Operate computers and other equipment appropriate to customer relationship management – the student will be able to:
27.01	Obtain and transmit credit information.
27.02	Obtain information, schedule, place orders, and route using phone, fax, computer, cash register, and other communications and calculating devices.
27.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.
28.0	Use web browsers to access internet services – the student will be able to:
28.01	Explain how to connect to the Internet.
28.02	Send electronic messages.
28.03	Explain communication issues specific to e-mail.
28.04	Set up an e-mail account.
28.05	Participate in an e-mail discussion group.
28.06	Explain and use proper Usenet etiquette.
28.07	Use a Web browser to navigate the Web.
28.08	Explain the guidelines for evaluating information needs before beginning a search.
28.09	Explain issues associated with pornography, free speech, censorship, filtering, and copyright on the Web.
28.10	Describe how to critically evaluate information content.
28.11	Use bookmarks to create a bibliography.
29.0	Demonstrate proficiency in microcomputer operating systems and software – the student will be able to:
29.01	Describe the historical development of computer operating systems.
29.02	Describe the major hardware and related software of microcomputers.
29.03	Describe various disk formats.

29.04	Describe the various operating systems, including: Windows, Unix, Novell, etc.
29.05	Use various software applications.
29.06	Demonstrate knowledge of data processing concepts.
29.07	Identify the major programming languages used in business data processing.
29.08	Locate requested information on a computer printout.
29.09	Locate errors on a computer printout.
29.10	Use appropriate software.
30.0	Demonstrate basic skills for performing loan processing functions of entry level positions in financial institutions – the student will be able to:
30.01	Identify and process documentation required on different types of loans.
30.02	Demonstrate how to properly complete a credit application and a financial statement.
30.03	Explain how to establish credit and the importance of having a good credit rating.
30.04	Demonstrate the types of interest and how they are computed.
30.05	Explain the importance of the lending function.
31.0	Demonstrate proficiency in business law – the student will be able to:
31.01	Understand federal and state regulations and examination of financial institutions.
32.0	Plan the marketing strategy and promote the business – the student will be able to:
32.01	Create a promotional plan.
32.02	Describe the techniques for sales and promotion.
32.03	Analyze competitive promotional activities.
32.04	Evaluate promotional effectiveness.
32.05	Explain the use of goods classification and life cycle analyses as planning tools for marketing.
32.06	Develop and modify marketing mixes for a business.
32.07	Identify target markets.

32.08	Evaluate marketing activities.
32.09	Demonstrate knowledge of push/pull strategies.
32.10	Demonstrate knowledge of direct marketing, including e-Business.
32.11	Demonstrate knowledge of advertising media and the advantages and disadvantages of each.
32.12	Discuss the role of public relations in the marketing mix.
33.0	Identify the organization and function of the retail industry – the student will be able to:
33.01	Analyze the organizational structure of the retail industry.
33.02	Analyze the trends in the retail industry.
34.0	Demonstrate knowledge of small business management functions – the student will be able to:
34.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
34.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
34.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
34.04	Demonstrate an understanding of principles of financing and cash management in the small business.
34.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.
34.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
34.07	Demonstrate an understanding of trends in business communications and electronic technology.
34.08	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
34.09	Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.
34.10	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
34.11	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).
34.12	Understand the issues of family or home-based businesses.
34.13	Demonstrate an understanding of e-Business.
35.0	Demonstrate an understanding of commercial lending – the student will be able to:

35.01	Understand the business lending environment.
35.02	Demonstrate an understanding of the commercial client.
35.03	Demonstrate an understanding of loan interviewing and credit investigation.
36.0	Demonstrate knowledge of statement analysis – the student will be able to:
36.01	Demonstrate an understanding of the balance sheet spreadsheet.
36.02	Understand the details of the income statement and statement of cash flows.
36.03	Demonstrate knowledge of financial ratios.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies, computers and appropriate software should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Banking Specialist – Financial Services
Career Cluster: Finance

CCC	
CIP Number	0252080303
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Collegiate DECA, Phi Beta Lambda
SOC Codes (all applicable)	11-3031 – Financial Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Banking – Financial Services AS degree program (1252080300).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of this program is to prepare students for employment in occupations such as: community service representative, customer service representative, documentation/billing clerk, distribution clerk, employee relations representative, sales/customer service representative, support services specialist, teller/sales and services representative, transaction coordinator, transaction reconciliation specialist, or other specialist positions in a variety of financial services banking business environments, or to provide supplemental training for persons previously or currently employed in management and supervisory occupations.

The Banking Specialist certificate program provides students with both general knowledge and specific competencies that establish a foundation for a successful financial services career. It is suitable for professionals who recently entered banking from other industries and management trainees who desire a broader understanding of the financial services industry.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency,

and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

The content includes instruction to individuals in the areas of planning, organizing, directing and controlling in banking or a banking related business, with emphasis on selected theories of management and decision making and the knowledge and understanding necessary for managing people and functions.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer service skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills.
- 08.0 Manage career development.
- 09.0 Utilize effective cross selling techniques and procedures for financial services.
- 10.0 Demonstrate knowledge of the history, growth and structure of the financial industry.
- 11.0 Understand terminology unique to the finance and credit industry.
- 12.0 Understand terminology unique to the banking industry.
- 13.0 Utilize effective selling techniques in interactions with customers.
- 14.0 Demonstrate knowledge of the history, growth and structure of the banking industry.
- 15.0 Demonstrate basic skills for performing functions of entry level positions in banking institutions.
- 16.0 Demonstrate security procedures and detection of fraud.
- 17.0 Demonstrate knowledge of accounting/budgeting operations.
- 18.0 Manage customer interactions.
- 19.0 Participate in learning.
- 20.0 Demonstrate knowledge of principles of human resources.
- 21.0 Demonstrate knowledge of essential human relations skills.
- 22.0 Demonstrate knowledge and application of product and service technology.
- 23.0 Demonstrate knowledge of basic marketing principles.
- 24.0 Demonstrate knowledge of real estate.
- 25.0 Demonstrate knowledge of major laws and regulations that relate to and affect banking.

**Florida Department of Education
Student Performance Standards**

Program Title: Banking Specialist – Financial Services
CIP Number: 0252080303
Program Length: 12 credit hours
SOC Code(s): 11-3031

This certificate program is part of the Banking – Financial Services AS degree program (1252080300). At the completion of this program, the student will be able to:

01.0	Demonstrate comprehension and communication skills – the student will be able to:
01.01	Follow written and oral technical instructions.
01.02	Take notes, organize, summarize, and paraphrase ideas and details.
01.03	Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors.
01.04	Gather, read, discuss, evaluate and critique work from professional journals related to the course content.
02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.

03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
06.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.
06.03	Explain the importance of and demonstrate the procedures of cross selling.
06.04	Identify the opportunities for cross selling.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.

07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.
07.12	Understand and apply the process of accepting and declining job offers.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
09.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:
09.01	Identify opportunities for cross selling.
09.02	Demonstrate how to sell other financial services.
09.03	Demonstrate knowledge of all services offered by financial institutions.
09.04	Explain the importance and demonstrate the procedures of cross selling.
10.0	Demonstrate knowledge of the history, growth and structure of the financial industry – the student will be able to:
10.01	Demonstrate knowledge of the evolution of American financial institutions.
10.02	Identify major acts and important regulations resulting from the growth and changes in financial institutions.
10.03	Explain the similarities and differences in the financial institutions and other businesses that offer financial services.
10.04	Explain the effects of deregulation.
11.0	Understand terminology unique to the finance and credit industry – the student will be able to:
11.01	Understand and use terminology as it applies to the finance and credit industry.
11.02	Know how to communicate with a customer without using confusing terminology.
12.0	Understand terminology unique to the banking industry – the student will be able to:
12.01	Understand and use terminology as it applies to the finance and credit industry.

12.02	Know how to communicate with a customer in layman's language.
13.0	Utilize effective selling techniques in interactions with customers – the student will be able to:
13.01	Demonstrate ethics in dealing with customers.
13.02	Understand selling techniques with customers.
14.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:
14.01	Demonstrate knowledge of the evolution of American banking institutions.
14.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
14.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
14.04	Explain the effects of deregulation.
15.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:
15.01	Demonstrate counting and strapping of coin and currency.
15.02	Demonstrate use of a teller machine.
15.03	Explain the types of endorsements and why they are important.
15.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
15.05	Demonstrate knowledge of balancing a cash drawer.
15.06	Know how to detect counterfeit currency and the procedure for reporting it.
15.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's Checks, Bank Drafts, payments and cash advances on charge cards.
16.0	Demonstrate security procedures and detection of fraud – the student will be able to:
16.01	Demonstrate procedures bank employees would use during and after a robbery.
16.02	Demonstrate security procedures.
16.03	Explain the Currency Transaction Report (CTR).
16.04	Demonstrate security precautions and methods used to deter bank fraud.
17.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:

17.01	Demonstrate an understanding of profit vs. not-for-profit accounting.
17.02	Demonstrate an understanding of available and appropriate technology for accounting applications
17.03	Interpret and analyze income statement, owner's equity statement, and cash flow statement.
17.04	Describe the principles related to pricing decisions.
18.0	Manage customer interactions – the student will be able to:
18.01	Listen reflectively.
18.02	Review customer history.
18.03	Ask questions.
18.04	Collect information.
18.05	Assess the customer's needs.
18.06	Research solutions.
18.07	Develop a plan of action.
18.08	Refer to appropriate authority (if needed).
18.09	Execute data capture.
18.10	Communicate actions.
18.11	Resolve customer issues.
18.12	Offer additional services.
18.13	Perform follow-up as needed.
19.0	Participate in learning – the student will be able to:
19.01	Attend scheduled training.
19.02	Utilize available resources.
19.03	Review job critical information.
19.04	Seek feedback on performance.

19.05	Apply acquired skills.
20.0	Demonstrate knowledge of principles of human resources – the student will be able to:
20.01	Demonstrate knowledge of the functions of human resources.
20.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
20.03	Demonstrate knowledge of the business concepts used in Human Resources.
20.04	Demonstrate knowledge of recruitment of employees.
20.05	Describe recruitment process.
20.06	Analyze job descriptions and position requirements.
20.07	Identify potential employees as candidates in reviewing applicant materials.
20.08	Demonstrate knowledge of interviewing skills.
20.09	Describe methods of orientation for new employees.
20.10	Describe methods to train new employees.
20.11	Describe process for hiring new employees.
20.12	Describe compensation and benefit plans.
20.13	Develop compensation and benefit plans.
20.14	Describe the legal issues associated with compensation and benefit plans.
20.15	Describe the functions of the administration of compensation and benefit plans.
20.16	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.
20.17	Demonstrative an understanding of employee benefits and services.
21.0	Demonstrate knowledge of essential human relations skills – the student will be able to:
21.01	Discuss the importance of effective human relations skills in organizations.
21.02	Relate concepts including self-esteem, perception, values to job performance.
21.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.

22.0	Demonstrate knowledge and application of product and service technology – the student will be able to:
22.01	Understand the importance of product safety.
22.02	Understand the importance of product and service technology.
23.0	Demonstrate knowledge of basic marketing principles – the student will be able to:
23.01	Discuss the role of marketing in the free enterprise system.
23.02	Discuss the functions of marketing.
24.0	Demonstrate knowledge of real estate – the student will be able to:
24.01	Describe a real estate market under the price system.
24.02	Explain the major sub markets of real estate.
24.03	Explain the principles of highest and best use of land.
24.04	List and explain at least three factors that influence demand in the real estate market.
25.0	Demonstrate knowledge of major laws and regulations that relate to and affect banking – the student will be able to:
25.01	Describe the interrelationships between regulatory agencies and the banks they regulate.
25.02	Explain the elements and differences of torts and crimes.
25.03	Describe the basic legal entities that transact business with banks.
25.04	List and explain the elements of a valid contract and the rights and responsibilities of various parties to a contract.
25.05	Discuss the basic laws affecting an individual's rights in property.
25.06	Identify the basic bankruptcy laws and bankruptcy filings permissible.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Stock Market Game: The Stock Market Game is sponsored by the Security Industry Association through its Foundation for Investor Education. This simulation is utilized nationally and internationally in grades 4 to Graduate School, by teachers across multiple disciplines. This demonstrates the versatility of this educational activity.

The Stock Market Game provides \$100,000 to teams of 3 to 5 students to use to during the 10 weeks of this activity to invest in stocks sold on the New York Stock Exchange, the NASDAQ and the American Exchange. This educational opportunity is used to learn: about the marketplace and the forces of supply and demand, wise investing fundamentals, the importance of monetary and fiscal policies on the market, how current events impacts the market, research skills, team work, decision-making skills, and risk management.

Since the SMG is student driven, they learn how important it is to research companies before investing, and what factors influence their companies on the local, state, national, and international markets. By learning how business grow, students see the factors which stimulate business, and how it changes over time, the skills necessary to be involved in business and its multiple related fields.

Teachers who participate in the SMG see its valuable immediately and repeat their participation semester after semester. The SMG is flexible and blends well with almost any curriculum and school frameworks. It is especially valuable in integrating math, language, science and social studies course work.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Financial Services
Career Cluster: Finance

AS	
CIP Number	1252080100
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Collegiate DECA, Phi Beta Lambda
SOC Codes (all applicable)	11-3031 – Financial Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

The purpose of this program is to prepare students for employment as financial planners, register representatives, financial analysts, loan counselors, and loan officers working throughout the financial services industry. The main concepts or duties include assisting in developing financial plans, analyzing client information, and providing client services in all areas of financial planning.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 60 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer services skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills.
- 08.0 Manage career development.
- 09.0 Manage client relationships.
- 10.0 Apply mathematics skills to enhance financial services opportunities.
- 11.0 Demonstrate proficiency in macroeconomic principles.
- 12.0 Demonstrate knowledge of basic functions of financial institutions.
- 13.0 Understand terminology unique to the financial services and credit industry.
- 14.0 Demonstrate proficiency in money and finance, and accounting.
- 15.0 Demonstrate knowledge of rules and regulations.
- 16.0 Understand and practice legal and ethical behavior.
- 17.0 Compile and analyze business plan.

**Florida Department of Education
Student Performance Standards**

Program Title: Financial Services
CIP Number: 1252080100
Program Length: 60 credit hours
SOC Code(s): 11-3031

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0	Demonstrate comprehension and communication skills – the student will be able to:
01.01	Follow written and oral technical instructions.
01.02	Take notes, organize, summarize, and paraphrase ideas and details.
01.03	Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors.
01.04	Gather, read, discuss, evaluate and critique work from professional journals related to the course content.
01.05	Read trade journals and magazines to stay current in the industry.
01.06	Reflect on what has been learned through reading, recognizing assumptions and implications, and formulating ideas, opinions, and personal responses.
01.07	Use reference sources such as books, magazines, and electronic databases to gather and critically evaluate materials.
01.08	Submit final drafts using correct grammar, punctuation, and spelling.
01.09	Read and comprehend both technical and non-technical text accurately.
01.10	Write reports, summaries, and descriptive essays.
01.11	Write clear and well-organized research papers, integrating a variety of information.
01.12	Correctly cite or attribute sources.
01.13	Read and understand graphs, charts, diagrams and tables commonly used in this industry/occupation.
01.14	Organize, prepare and deliver formal and informal effective presentations.
01.15	Participate in group discussions both as a member and as a leader.

02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.
02.09	Build client relationships.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
03.10	Demonstrate willingness to assume the responsibility for one's actions.
03.11	Demonstrate problem solving and critical thinking skills.
03.12	Foster teamwork to improve quality of work.

03.13	Use group consensus strategies.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
04.03	Cite Internet-based resources correctly using proper format.
04.04	Research industry trends on the Internet.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
05.03	Choose appropriate action in situations requiring effective time management.
05.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
05.05	Apply principles and techniques for being a productive, contributing member of a team.
05.06	Communicate effectively with individuals lacking a technical background.
05.07	Evaluate detailed technical oral instructions for clarity.
05.08	Participate in group discussion as both a member and a leader.
05.09	Encourage and build mutual trust, respect, and cooperation among team members.
05.10	Assimilate new knowledge into project solutions and decisions.
05.11	Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.
05.12	Evaluate alternatives, costs and benefits in determining the best solution.
05.13	Identify strategies to improve and maximize productivity in the workplace.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
06.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.

06.03	Explain the importance of and demonstrate the procedures of cross selling.
06.04	Identify the opportunities for cross selling.
06.05	Follow effective procedures for closing a sale.
06.06	Demonstrate the ability to sell a variety of services and/or products.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.
07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.
07.12	Understand and apply the process of accepting and declining job offers.
07.13	Apply personal skills and talents to enhance work performance.
07.14	Apply skills to meet and exceed employer expectations.
07.15	Demonstrate appropriate responses to feedback from employer, supervisor, co-workers and customers.
07.16	Apply principles and techniques for working productively with people of diverse cultures and backgrounds.
07.17	Identify and use acceptable strategies for resolving conflict in the workplace.
07.18	Identify and apply stress management techniques, employee wellness and safety guidelines.

07.19	Participate in job-enhancing activities to achieve career success.
07.20	Compose and produce a letter of resignation.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
08.04	Attend seminars, workshops, and tradeshow.
08.05	Respond to changing business environment.
08.06	Identify updated industry information.
08.07	Explain the importance of having a written job description.
08.08	Pursue industry designations/licensing/degrees.
08.09	Reassess career plan.
08.10	Demonstrate knowledge of how to make job changes appropriately.
08.11	Understand employment benefits packages.
08.12	Build mentor relationships.
08.13	Volunteer in community service organizations.
08.14	Network with industry professionals.
08.15	Maintain professional contact for future projects.
08.16	Identify corporate strategies and policies.
08.17	Anticipate future industry trends and identify various industry career paths.
09.0	Manage client relationships – the student will be able to:
09.01	Respond to client inquiries.
09.02	Access client records.

09.03	Process administrative changes.
09.04	Assist clients with problem resolution.
09.05	Perform client reviews as needed.
09.06	Maintain client contact system.
09.07	Maintain client files.
09.08	Monitor compliance procedures.
09.09	Build and maintain client relationships.
09.10	Use appropriate communication skills, telephone etiquette, courtesy and manners when dealing with clients.
10.0	Apply mathematics skills to enhance financial services opportunities – the student will be able to:
10.01	Recognize relationships among numbers.
10.02	Apply operations correctly.
10.03	Calculate computations successfully.
10.04	Employ numbers and operations to solve mathematical problems.
10.05	Predict reasonable estimations.
10.06	Apply statistical methods in data analysis.
10.07	Analyze data to assure proper business decisions.
11.0	Demonstrate proficiency in macroeconomic principles – the student will be able to:
11.01	Demonstrate knowledge of the fundamental concepts of supply and demand.
11.02	Describe the causes of inflation and recession, their effects and ways they are measured.
11.03	Understand both the monetary and fiscal policies and their relation to the business cycle.
11.04	Describe the causes and results of fluctuations in the business cycle on business organizations.
11.05	Explain production, consumption, GDP, and business cycles.
11.06	Demonstrate knowledge of how the Federal Reserve System operates.

11.07	Describe the functions and operations of the financial markets.
11.08	Demonstrate knowledge of the documents and language of financial institutions.
11.09	Differentiate among corporations and other forms of business.
11.10	Describe the principle of international trade.
11.11	Demonstrate an understanding of the implications of global events on financial institutions.
12.0	Demonstrate knowledge of basic functions of financial institutions – the student will be able to:
12.01	Identify the major types and functions of financial institutions.
12.02	Identify the major operating areas for each type of financial institution.
12.03	Explain the interaction among the different financial institutions.
12.04	Explain current trends in financial services deregulation and diversified financial services.
13.0	Understand terminology unique to the financial services and credit industry – the student will be able to:
13.01	Understand and use terminology as it applies to the finance and credit industry.
13.02	Demonstrate the ability to communicate financial information in a way the customer understands.
14.0	Demonstrate proficiency in money and finance – the student will be able to:
14.01	Define money and its function and describe measures of money.
14.02	Demonstrate the ability to use the concept of the time value of money.
14.03	Demonstrate knowledge of commercial banking.
14.04	Understand the Federal Reserve System and commercial bank interrelationships.
14.05	Comprehend the various means of acquiring capital and subsequent equity and debt functions.
14.06	Exhibit knowledge of securities markets and SEC regulations.
14.07	Demonstrate knowledge about business failure, reorganization, dissolutions, and liquidation.
14.08	Define and explain items in a financial statement.
14.09	Explain the purpose of statement analysis.

14.10	Demonstrate the ability to record transactions and prepare financial statements.
14.11	Demonstrate the ability to interpret and analyze a financial statement.
15.0	Demonstrate knowledge of rules and regulations – the student will be able to:
15.01	Understand federal and state regulations of financial institutions.
15.02	Understand the process of examination of depository institutions and the support needed from the financial institution.
15.03	Understand business law as it applies to the financial services industry.
15.04	Understand how internal audit procedures relate to the examination process.
16.0	Understand and practice legal and ethical behavior – the student will be able to:
16.01	Understand the standards of ethical behavior.
16.02	Exhibit professional conduct and respect for others.
16.03	Apply ethical practices to business operations.
16.04	Accept responsibility for your own actions.
16.05	Demonstrate honesty and integrity.
16.06	Practice identifying ethical issues in operational situations.
16.07	Explain the difference between an ethical business practice and a legal responsibility.
16.08	Explain alternative strategies to address unethical and illegal actions.
16.09	Discuss the types of works that are protected by intellectual property laws including copyrights, patents, trademarks and trade secrets.
16.10	Discuss the basic elements of a contract.
16.11	Describe customer and employee privacy issues and safeguards.
16.12	Compare organizational codes of ethics.
16.13	Research industry standards and codes of conduct for professionals.
16.14	Discuss employee rights regarding privacy, discrimination, due process, safety, etc.
17.0	Compile and analyze business plan – the student will be able to:

17.01	Determine licensing requirements.
17.02	Obtain appropriate licensing and appointments.
17.03	Define target market.
17.04	Set income objectives and sales goals.
17.05	Select prospecting activity.
17.06	Determine selling systems to be implemented.
17.07	Acquire product knowledge.
17.08	Determine office support equipment needs.
17.09	Determine software systems and training needs.
17.10	Determine expense and tax reporting.
17.11	Monitor expense and tax reporting.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

- Financial Para-planner – Financial Services (0252080102) - 12 credit hours
- Mortgage Finance Management – Financial Services (0252080103) - 31 credit hours
- Mortgage Finance Operations – Financial Services (0252080104) - 18 credit hours
- Mortgage Finance Specialist – Financial Services (0252080105) - 12 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Program Title: Banking – Financial Services
Career Cluster: Finance

AS	
CIP Number	1252080300
Program Type	College Credit
Standard Length	64 credit hours
CTSO	Collegiate DECA, Phi Beta Lambda
SOC Codes (all applicable)	13-2051 – Financial Analysts 13-2041 – Credit Analysts 13-2070 – Credit Counselors and Loan Officers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

The purpose of this program is to prepare students for employment in the banking and credit industry in positions such as financial services specialists, financial analysts, financial economists, financial managers, credit managers, credit officers, managers, or in credit and collections. In general, the program is designed to prepare students for employment in positions which include financial planning, insurance management, banking, commercial loans and services or to provide supplemental training for persons previously or currently employed in these occupations.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate comprehension and communication skills.
- 02.0 Demonstrate effective customer service skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Perform general organizational workplace competencies.
- 06.0 Demonstrate sales and marketing fundamentals.
- 07.0 Demonstrate employability skills
- 08.0 Manage career development.
- 09.0 Manage client relationships.
- 10.0 Utilize effective cross-selling techniques and procedures for financial services.
- 11.0 Demonstrate knowledge of the history, growth, and structure of the financial industry.
- 12.0 Understand terminology unique to the finance and credit industry.
- 13.0 Demonstrate knowledge of basic functions of financial institutions.
- 14.0 Demonstrate proficiency in economic principles.
- 15.0 Demonstrate knowledge of rules and regulations.
- 16.0 Demonstrate proficiency in money and finance.
- 17.0 Identify, classify, and demonstrate management activities.
- 18.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.
- 19.0 Understand terminology unique to the banking industry.
- 20.0 Utilize effective selling techniques in interactions with customers.
- 21.0 Demonstrate knowledge of the history, growth and structure of the banking industry.
- 22.0 Demonstrate basic skills for performing functions of entry level positions in banking institutions.
- 23.0 Demonstrate security procedures and detection of fraud.
- 24.0 Demonstrate knowledge of accounting/budgeting operations.
- 25.0 Manage customer interactions.
- 26.0 Participate in learning.
- 27.0 Demonstrate knowledge of principles of human resources.
- 28.0 Demonstrate knowledge of essential human relations skills.
- 29.0 Demonstrate knowledge and application of product and service technology.
- 30.0 Demonstrate knowledge of basic marketing principles.
- 31.0 Demonstrate knowledge of real estate.
- 32.0 Demonstrate knowledge of major laws and regulations that relate to and affect banking.
- 33.0 Demonstrate knowledge of business english and business writing.
- 34.0 Operate computers and other equipment appropriate to customer relationship management.
- 35.0 Use web browsers to access internet services.
- 36.0 Demonstrate proficiency in microcomputer operating systems and software.
- 37.0 Demonstrate basic skills for performing loan processing functions of entry level positions in financial institutions.

- 38.0 Demonstrate proficiency in business law.
- 39.0 Plan the marketing strategy and promote the business.
- 40.0 Identify the organization and function of the retail industry.
- 41.0 Demonstrate knowledge of small business management functions.
- 42.0 Demonstrate an understanding of commercial lending.
- 43.0 Demonstrate knowledge of statement analysis.
- 44.0 Demonstrate proficiency in money and banking.
- 45.0 Apply the concepts for residential mortgage lending.
- 46.0 Demonstrate an understanding of the principles of real estate finance.

**Florida Department of Education
Student Performance Standards**

Program Title: Banking – Financial Services
CIP Number: 1252080300
Program Length: 64 credit hours
SOC Code(s): 13-2051, 13-2041, 13-2070

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0	Demonstrate comprehension and communication skills – the student will be able to:
01.01	Follow written and oral technical instructions.
01.02	Take notes, organize, summarize, and paraphrase ideas and details.
01.03	Apply active listening and observation skills to obtain and clarify information transmitted through verbal and non-verbal behaviors.
01.04	Gather, read, discuss, evaluate and critique work from professional journals related to the course content.
01.05	Read trade journals and magazines to stay current in the industry.
01.06	Reflect on what has been learned through reading, recognizing assumptions and implications, and formulating ideas, opinions, and personal responses.
01.07	Use reference sources such as books, magazines, and electronic databases to gather and critically evaluate materials.
01.08	Submit final drafts using correct grammar, punctuation, and spelling.
01.09	Read and comprehend both technical and non-technical text accurately.
01.10	Write reports, summaries, and descriptive essays.
01.11	Write clear and well-organized research papers, integrating a variety of information.
01.12	Correctly cite or attribute sources.
01.13	Read and understand graphs, charts, diagrams and tables commonly used in this industry/occupation.
01.14	Organize, prepare and deliver formal and informal effective presentations.
01.15	Participate in group discussions both as a member and as a leader.

02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.
02.09	Build client relationships.
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
03.10	Demonstrate willingness to assume the responsibility for one's actions.
03.11	Demonstrate problem solving and critical thinking skills.
03.12	Foster teamwork to improve quality of work.

03.13	Use group consensus strategies.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Apply the following tools to increase work efficiency: telephone systems, word processing, database, spreadsheet programs, presentation programs, email systems and the internet.
04.02	Utilize computer technology to access, analyze and interpret business information.
04.03	Cite Internet-based resources correctly using proper format.
04.04	Research industry trends on the Internet.
05.0	Perform general organizational workplace competencies – the student will be able to:
05.01	Demonstrate self-motivation and responsibility to complete an assigned task.
05.02	Identify problem solving techniques.
05.03	Choose appropriate action in situations requiring effective time management.
05.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
05.05	Apply principles and techniques for being a productive, contributing member of a team.
05.06	Communicate effectively with individuals lacking a technical background.
05.07	Evaluate detailed technical oral instructions for clarity.
05.08	Participate in group discussion as both a member and a leader.
05.09	Encourage and build mutual trust, respect, and cooperation among team members.
05.10	Assimilate new knowledge into project solutions and decisions.
05.11	Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.
05.12	Evaluate alternatives, costs and benefits in determining the best solution.
05.13	Identify strategies to improve and maximize productivity in the workplace.
06.0	Demonstrate sales and marketing fundamentals – the student will be able to:
06.01	Demonstrate knowledge of services and/or products offered.
06.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.

06.03	Explain the importance of and demonstrate the procedures of cross selling.
06.04	Identify the opportunities for cross selling.
06.05	Follow effective procedures for closing a sale.
06.06	Demonstrate the ability to sell a variety of services and/or products.
07.0	Demonstrate employability skills – the student will be able to:
07.01	Identify personal interest and aptitudes; skills, knowledge; strength and weaknesses.
07.02	Identify and apply sources of job search including networking, internet, job fairs, employment agencies and others.
07.03	Conduct a job search.
07.04	Research information about specific job.
07.05	Identify documents that may be required when applying for a job.
07.06	Create an appropriate application portfolio including letter of applications, resumes, thank you letters and available references.
07.07	Identify methods for requesting and obtaining employment references.
07.08	Complete a job application and employment form correctly.
07.09	Identify, understand and demonstrate the job interview process.
07.10	Demonstrate verbal and non-verbal communication skills, appropriate business attire and hygiene.
07.11	Discuss employer expectations regarding attendance, punctuality, initiative, teamwork, etc.
07.12	Understand and apply the process of accepting and declining job offers.
07.13	Apply personal skills and talents to enhance work performance.
07.14	Apply skills to meet and exceed employer expectations.
07.15	Demonstrate appropriate responses to feedback from employer, supervisor, co-workers and customers.
07.16	Apply principles and techniques for working productively with people of diverse cultures and backgrounds.
07.17	Identify and use acceptable strategies for resolving conflict in the workplace.
07.18	Identify and apply stress management techniques, employee wellness and safety guidelines.

07.19	Participate in job-enhancing activities to achieve career success.
07.20	Compose and produce a letter of resignation.
08.0	Manage career development – the student will be able to:
08.01	Enhance personal business skills.
08.02	Formulate a career plan for post-graduation.
08.03	Comply with continuing education needs/requirements.
08.04	Attend seminars, workshops, and tradeshow.
08.05	Respond to changing business environment.
08.06	Identify updated industry information.
08.07	Explain the importance of having a written job description.
08.08	Pursue industry designations/licensing/degrees.
08.09	Reassess career plan.
08.10	Demonstrate knowledge of how to make job changes appropriately.
08.11	Understand employment benefits packages.
08.12	Build mentor relationships.
08.13	Volunteer in community service organizations.
08.14	Network with industry professionals.
08.15	Maintain professional contact for future projects.
08.16	Identify corporate strategies and policies.
08.17	Anticipate future industry trends and identify various industry career paths.
09.0	Management client relationships – the student will be able to:
09.01	Respond to client inquiries.
09.02	Access client records.

09.03	Process administrative changes.
09.04	Assist clients with problem resolution.
09.05	Perform client reviews as needed.
09.06	Build client relationships.
09.07	Maintain client contact system.
09.08	Maintain client files.
09.09	Monitor compliance procedures.
10.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:
10.01	Identify opportunities for cross selling.
10.02	Demonstrate how to sell a variety of financial services.
10.03	Demonstrate knowledge of all services offered by financial institutions.
10.04	Explain the importance of and demonstrate the procedures of cross selling.
11.0	Demonstrate knowledge of the history, growth, and structure of the financial industry – the student will be able to:
11.01	Demonstrate knowledge of the evolution of American financial institutions.
11.02	Identify major acts and important regulations resulting from the growth and changes in financial institutions.
11.03	Explain the similarities and differences in the financial institutions and other businesses that offer financial services.
11.04	Explain the effects of deregulation.
12.0	Understand terminology unique to the finance and credit industry – the student will be able to:
12.01	Understand and use terminology as it applies to the finance and credit industry.
12.02	Know how to communicate with a customer in layman’s language.
13.0	Demonstrate knowledge of basic functions of financial institutions – the student will be able to:
13.01	Name the three basic functions of a financial institution.
13.02	Explain the most important function of the three and why each of the other two are co-dependent.

13.03	Discuss which departments and employees are responsible for the different functions.
14.0	Demonstrate proficiency in economic principles – the student will be able to:
14.01	Demonstrate knowledge of how the Federal Reserve System operates.
14.02	Comprehend the documents and language of financial institutions.
15.0	Demonstrate knowledge of rules and regulations – the student will be able to:
15.01	Understand federal and state regulations and the examinations of financial institutions.
15.02	Understand business law as it applies to the financial services industry.
16.0	Demonstrate proficiency in money and finance – the student will be able to:
16.01	Explain production, consumption, GNP, and business cycles.
16.02	Compare banks and thrifts.
16.03	Demonstrate knowledge of commercial banking.
16.04	Understand the Federal Reserve System and commercial bank interrelationships.
16.05	Define money and its function and describe measures of money.
16.06	Explain current trends in financial services deregulation and diversified financial services.
16.07	Differentiate among corporations and other forms of business.
16.08	Understand the details of a corporate charter and bylaws.
16.09	Comprehend the various means of acquiring capital and subsequent equity and debt functions.
16.10	Exhibit knowledge of securities markets and SEC regulations.
16.11	Demonstrate knowledge about business failure, reorganization, dissolutions, and liquidation.
16.12	Explain the purpose of statement analysis.
16.13	Define and explain items in a financial statement.
16.14	Demonstrate the ability to interpret and analyze a financial statement.
17.0	Identify, classify, and demonstrate management activities – the student will be able to:

17.01	Compare management styles
17.02	Identify the major functions of management.
17.03	Demonstrate understanding of basic management concepts such as authority, responsibility, delegation, empowerment, and hiring and firing.
17.04	Demonstrate knowledge of the relationship between authority and responsibility to task accomplishment.
17.05	Select the most effective communication systems.
17.06	Identify problems and make an appropriate decision.
17.07	Demonstrate understanding of organizational culture and its impact on communication.
17.08	Identify and discuss current management issues in business and other organizations.
17.09	Describe activities associated with the management functions of planning, organizing, staffing, leading, and controlling.
18.0	Demonstrate a basic understanding of legal and ethical issues in a business environment – the student will be able to:
18.01	Demonstrate basic understanding of contracts.
18.02	Demonstrate basic understanding of human resource issues.
18.03	Demonstrate basic understanding of negotiable instruments.
18.04	Demonstrate basic understanding of intellectual property rights.
18.05	Demonstrate basic understanding of appropriate use of employer property.
18.06	Demonstrate basic understanding of confidentiality.
18.07	Demonstrate basic understanding of role of ethical decision making in dealings with stakeholders.
18.08	Demonstrate knowledge of social responsibilities.
18.09	Demonstrate knowledge of legal and privacy issues regarding e-mail, voice mail, internet, telephone, and other communication methods.
19.0	Understand terminology unique to the banking industry – the student will be able to:
19.01	Understand and use terminology as it applies to the finance and credit industry.
19.02	Know how to communicate with a customer in layman's language.
20.0	Utilize effective selling techniques in interactions with customers – the student will be able to:

20.01	Demonstrate ethics in dealing with customers.
20.02	Understand selling techniques with customers.
21.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:
21.01	Demonstrate knowledge of the evolution of American banking institutions.
21.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
21.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
21.04	Explain the effects of deregulation.
22.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:
22.01	Demonstrate counting and strapping of coin and currency.
22.02	Demonstrate use of a teller machine.
22.03	Explain the types of endorsements and why they are important.
22.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
22.05	Demonstrate knowledge of balancing a cash drawer.
22.06	Know how to detect counterfeit currency and the procedure for reporting it.
22.07	Explain other special services such as issue Cashier's Checks, issuing and redeeming Savings Bonds, Money Orders, Traveler's, Checks, Bank Drafts, payments and cash advances on charge cards.
23.0	Demonstrate security procedures and detection of fraud – the student will be able to:
23.01	Demonstrate procedures bank employees would use during and after a robbery.
23.02	Demonstrate security procedures.
23.03	Explain the Currency Transaction Report (CTR).
23.04	Demonstrate security precautions and methods used to deter bank fraud.
24.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:
24.01	Demonstrate an understanding of profit vs. not-for-profit accounting.
24.02	Demonstrate an understanding of available and appropriate technology for accounting applications

24.03	Interpret and analyze income statement, owner's equity statement, and cash flow statement.
24.04	Describe the principles related to pricing decisions.
25.0	Manage customer interactions – the student will be able to:
25.01	Listen reflectively.
25.02	Review customer history.
25.03	Ask questions.
25.04	Collect information.
25.05	Assess the customer's needs.
25.06	Research solutions.
25.07	Develop a plan of action.
25.08	Refer to appropriate authority (if needed).
25.09	Execute data capture.
25.10	Communicate actions.
25.11	Resolve customer issues.
25.12	Offer additional services.
25.13	Perform follow-up as needed.
26.0	Participate in learning – the student will be able to:
26.01	Attend scheduled training.
26.02	Utilize available resources.
26.03	Review job critical information.
26.04	Seek feedback on performance.
26.05	Apply acquired skills.
27.0	Demonstrate knowledge of principles of human resources – the student will be able to:

27.01	Demonstrate knowledge of the functions of human resources.
27.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
27.03	Demonstrate knowledge of the business concepts used in Human Resources.
27.04	Demonstrate knowledge of recruitment of employees.
27.05	Describe recruitment process.
27.06	Analyze job descriptions and position requirements.
27.07	Identify potential employees as candidates in reviewing applicant materials.
27.08	Demonstrate knowledge of interviewing skills.
27.09	Describe methods of orientation for new employees.
27.10	Describe methods to train new employees.
27.11	Describe process for hiring new employees.
27.12	Describe compensation and benefit plans.
27.13	Develop compensation and benefit plans.
27.14	Describe the legal issues associated with compensation and benefit plans.
27.15	Describe the functions of the administration of compensation and benefit plans.
27.16	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.
27.17	Demonstrate an understanding of employee benefits and services.
28.0	Demonstrate knowledge of essential human relations skills – the student will be able to:
28.01	Discuss the importance of effective human relations skills in organizations.
28.02	Relate concepts including self-esteem, perception, values to job performance.
28.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
29.0	Demonstrate knowledge and application of product and service technology – the student will be able to:
29.01	Understand the importance of product safety.

29.02	Understand the importance of product and service technology.
30.0	Demonstrate knowledge of basic marketing principles – the student will be able to:
30.01	Discuss the role of marketing in the free enterprise system.
30.02	Discuss the functions of marketing.
31.0	Demonstrate knowledge of real estate – the student will be able to:
31.01	Describe a real estate market under the price system.
31.02	Explain the major sub markets of real estate.
31.03	Explain the principles of highest and best use of land.
31.04	List and explain at least three factors that influence demand in the real estate market.
32.0	Demonstrate knowledge of major laws and regulations that relate to and affect banking – the student will be able to:
32.01	Describe the interrelationships between regulatory agencies and the banks they regulate.
32.02	Explain the elements and differences of torts and crimes.
32.03	Describe the basic legal entities that transact business with banks.
32.04	List and explain the elements of a valid contract and the rights and responsibilities of various parties to a contract.
32.05	Discuss the basic laws affecting an individual's rights in property.
32.06	Identify the basic bankruptcy laws and bankruptcy filings permissible.
33.0	Demonstrate knowledge of business english and business writing – the student will be able to:
33.01	Improve writing techniques for business correspondence.
33.02	Gain tools that build essential professional language skills.
34.0	Operate computers and other equipment appropriate to customer relationship management – the student will be able to:
34.01	Obtain and transmit credit information.
34.02	Obtain information, schedule, place orders, and route using phone, fax, computer, cash register, and other communications and calculating devices.
34.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.

35.0	Use web browsers to access internet services – the student will be able to:
35.01	Explain how to connect to the Internet.
35.02	Send electronic messages.
35.03	Explain communication issues specific to e-mail.
35.04	Set up an e-mail account.
35.05	Participate in an e-mail discussion group.
35.06	Explain and use proper Usenet etiquette.
35.07	Use a Web browser to navigate the Web.
35.08	Explain the guidelines for evaluating information needs before beginning a search.
35.09	Explain issues associated with pornography, free speech, censorship, filtering, and copyright on the Web.
35.10	Describe how to critically evaluate information content.
35.11	Use bookmarks to create a bibliography.
36.0	Demonstrate proficiency in microcomputer operating systems and software – the student will be able to:
36.01	Describe the historical development of computer operating systems.
36.02	Describe the major hardware and related software of microcomputers.
36.03	Describe various disk formats.
36.04	Describe the various operating systems, including: Windows, Unix, Novell, etc.
36.05	Use various software applications.
36.06	Demonstrate knowledge of data processing concepts.
36.07	Identify the major programming languages used in business data processing.
36.08	Locate requested information on a computer printout.
36.09	Locate errors on a computer printout.
36.10	Use appropriate software.

37.0	Demonstrate basic skills for performing loan processing functions of entry level positions in financial institutions – the student will be able to:
37.01	Identify and process documentation required on different types of loans.
37.02	Demonstrate how to properly complete a credit application and a financial statement.
37.03	Explain how to establish credit and the importance of having a good credit rating.
37.04	Demonstrate the types of interest and how they are computed.
37.05	Explain the importance of the lending function.
38.0	Demonstrate proficiency in business law – the student will be able to:
38.01	Understand federal and state regulations and examination of financial institutions.
39.0	Plan the marketing strategy and promote the business – the student will be able to:
39.01	Create a promotional plan.
39.02	Describe the techniques for sales and promotion.
39.03	Analyze competitive promotional activities.
39.04	Evaluate promotional effectiveness.
39.05	Explain the use of goods classification and life cycle analyses as planning tools for marketing.
39.06	Develop and modify marketing mixes for a business.
39.07	Identify target markets.
39.08	Evaluate marketing activities.
39.09	Demonstrate knowledge of push/pull strategies.
39.10	Demonstrate knowledge of direct marketing, including e-business.
39.11	Demonstrate knowledge of advertising media and the advantages and disadvantages of each.
39.12	Discuss the role of public relations in the marketing mix.
40.0	Identify the organization and function of the retail industry – the student will be able to:
40.01	Analyze the organizational structure of the retail industry.

40.02	Analyze the trends in the retail industry.
41.0	Demonstrate knowledge of small business management functions – the student will be able to:
41.01	Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.
41.02	Demonstrate an understanding of the principles and systems of accounting in a small business.
41.03	Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.
41.04	Demonstrate an understanding of principles of financing and cash management in the small business.
41.05	Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.
41.06	Demonstrate an understanding of the purchasing and management of needed inventories, materials, supplies, services, and equipment of the right quality, in the proper quantity, for reasonable prices, at the appropriate time, from the right vendor or supplier.
41.07	Demonstrate an understanding of trends in business communications and electronic technology.
41.08	Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.
41.09	Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.
41.10	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
41.11	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).
41.12	Understand the issues of family or home-based businesses.
41.13	Demonstrate an understanding of e-Business.
42.0	Demonstrate an understanding of commercial lending – the student will be able to:
42.01	Understand the business lending environment.
42.02	Demonstrate an understanding of the commercial client.
42.03	Demonstrate an understanding of loan interviewing and credit investigation.
43.0	Demonstrate knowledge of statement analysis – the student will be able to:
43.01	Demonstrate an understanding of the balance sheet spreadsheet.
43.02	Understand the details of the income statement and statement of cash flows.
43.03	Demonstrate knowledge of financial ratios.

44.0	Demonstrate proficiency in money and banking – the student will be able to:
44.01	Compare banks and thrifts
44.02	Demonstrate knowledge of commercial banking
44.03	Explain current trends in financial services deregulation and diversified financial services.
44.04	Differentiate among corporation and other forms of business.
44.05	Understand the details of a corporate charter and bylaws.
44.06	Comprehend the financial details of means of acquiring capital and subsequent equity and debt functions.
44.07	Exhibit knowledge of securities markets and SEC regulations.
44.08	Demonstrate knowledge about business failure, reorganization, dissolutions, and liquidation.
44.09	Explain the purpose of statement analysis.
45.0	Apply the concepts for residential mortgage lending – the student will be able to:
45.01	Understand the residential mortgage lending industry and function from the perspective of the commercial banker.
45.02	Understand and use basic banking terminology.
45.03	Understand the effect of inflation on mortgage lending.
46.0	Demonstrate an understanding of the principles of real estate finance – the student will be able to:
46.01	Understand basic knowledge of the real estate business.
46.02	Demonstrate an understanding of the real estate contracts.
46.03	Demonstrate the ability to calculate payments and loans.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

- Banking Management – Financial Services (0252080301) - 27 credit hours
- Banking Operations – Financial Services (0252080302) - 18 credit hours
- Banking Specialist – Financial Services (0252080303) - 12 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Program Title: Individual Income Tax Preparation
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	F100100
CIP Number	0252160101
Grade Level	30,31
Standard Length	72 Hours
Teacher Certification	A MINIMUM OF TWO (2) YEARS OF FULL-TIME OCCUPATIONAL EXPERIENCE OR THE EQUIVALENT OF PART-TIME EXPERIENCE IN THE INDIVIDUAL TAX PREPARATION FIELD OR OTHER REQUIREMENTS AS ADOPTED BY SCHOOL BOARD POLICY FOR ISSUING NON-DEGREED CERTIFICATES
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	13-2082 – Tax Preparer
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

The purpose of this program is to develop individuals who can advise clients on personal income tax matters utilizing knowledge of tax strategies and prepare tax forms.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills,

work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	TAX0090	Basic Individual Tax Preparation	24 hours	13-2082
	TAX0091	Intermediate Tax Preparation	24 hours	13-2082
	TAX0092	Advanced Tax Preparation	24 hours	13-2082

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate mathematics knowledge and skills.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Demonstrate language arts knowledge and skills.
- 04.0 Demonstrate an understanding of the filing information and IRS e-file.
- 05.0 Demonstrate an understanding of Ethics as it applies to the Registered Tax Return Preparer
- 06.0 Demonstrate an understanding of exemptions and dependents.
- 07.0 Demonstrate an understanding of filing status and standard deduction.
- 08.0 Demonstrate an understanding of W-2, tax table and tax rate schedule.
- 09.0 Demonstrate an understanding of common nonrefundable credits.
- 10.0 Demonstrate an understanding of common refundable credits.
- 11.0 Demonstrate an understanding of schedule A.
- 12.0 Solve problems using critical thinking skills, creativity and innovation.
- 13.0 Use information technology tools.
- 14.0 Demonstrate an understanding of interest, dividends, capital gain distributions, and taxable social security benefits.
- 15.0 Demonstrate an understanding of pension distributions.
- 16.0 Demonstrate an understanding of simple schedule C (no depreciation), standard mileage for vehicles, schedule SE, and SE tax adjustment to income.
- 17.0 Demonstrate an understanding of employee business expenses.
- 18.0 Demonstrate an understanding of IRA distributions.
- 19.0 Demonstrate an understanding of other income and adjustments.
- 20.0 Demonstrate an understanding of estimated tax payments, balance due, and extensions.
- 21.0 Demonstrate an understanding of basis of property.
- 22.0 Demonstrate an understanding of sale of capital assets.
- 23.0 Demonstrate an understanding of depreciation part I, including section 179 deduction.
- 24.0 Demonstrate an understanding of depreciation part II, including actual vehicle expenses.
- 25.0 Demonstrate an understanding of schedule e-rental property.
- 26.0 Demonstrate an understanding of other common forms — review of the office-in-home, amended returns, installment agreement, and injured and innocent spouse.
- 27.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 28.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 29.0 Explain the importance of employability and entrepreneurship skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Individual Tax Preparation
PSAV Number: F100100

Course Number: TAX0090
Occupational Completion Point: A
Basic Individual Tax Preparation – 24 Hours – SOC Code 13-2082

01.0 Demonstrate mathematics knowledge and skills – the students will be able to:

01.01 Demonstrate knowledge of arithmetic operations.

01.02 Analyze and apply data and measurements to solve problems and interpret documents.

01.03 Construct charts/tables/graphs using functions and data.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:

02.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace

02.02 Locate, organize and reference written information from various sources.

02.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

02.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

02.05 Apply active listening skills to obtain and clarify information.

02.06 Develop and interpret tables and charts to support written and oral communications.

02.07 Exhibit public relations skills that aid in achieving customer satisfaction.

03.0 Demonstrate language arts knowledge and skills – the students will be able to:

03.01 Locate, comprehend and evaluate key elements of oral and written information.

03.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

03.03 Present information formally and informally for specific purposes and audiences.

04.0 Demonstrate an understanding of the filing information and IRS e-file – the student will be able to:

04.01	Determine whether an individual is required to file.
04.02	Select which form the taxpayer qualifies to use when filing a return with the IRS.
04.03	Recognize records that a taxpayer may have to verify their income and expenses.
04.04	Use rounding to calculate amounts to report on a tax return.
04.05	Recognize the responsibilities of IRS third party designee.
04.06	Determine the due date of tax returns.
04.07	Identify process for filing paper and electronic returns.
04.08	Identify refund and payment options for paper and electronic returns.
04.09	Understand the requirements for taxpayer recordkeeping.
05.0	Demonstrate an understanding of ethics as it applies to Registered Tax Return Preparer – the student will be able to:
05.01	Explain the rules governing authority to practice.
05.02	Identify the duties and restrictions relating to practice before the IRS.
05.03	Explain the sanctions for violation of the regulations.
06.0	Demonstrate an understanding of exemptions and dependents – the student will be able to:
06.01	Recognize the difference between personal and dependent exemptions.
06.02	Recognize and apply rules for claiming personal exemptions.
06.03	Identify the two types of qualifying individuals who can be dependents.
06.04	Determine when an individual may be claimed as a dependent by applying the general tests for dependency.
06.05	Recognize and apply the tests for determining a qualifying child for the exemption for dependents.
06.06	Recognize when and how to apply the special rule for divorced or separated parents.
06.07	Recognize and apply the tests for a qualifying relative.
06.08	Identify the difference between the support test for a qualifying child and the support test for a qualifying relative.
06.09	Determine the appropriate entries for form 1040, line 6 and line 42.

07.0	Demonstrate an understanding of filing status and standard deduction – the student will be able to:
07.01	Determine which filing statuses a taxpayer qualifies to use.
07.02	Identify when a taxpayer is considered married or unmarried for filing status purposes.
07.03	Identify the filing status that is most advantageous for the taxpayer.
07.04	Identify tax return requirements for decedents.
07.05	Determine the standard deduction amount.
07.06	Identify who must sign a return.
08.0	Demonstrate an understanding of W-2, tax table and tax rate schedule – the student will be able to:
08.01	Interpret items reported on form W-2.
08.02	Recognize what constitutes an acceptable form W-2 for filing.
08.03	Enter W2 wages and withholdings on a tax return.
08.04	Calculate the Adjusted Gross Income (AGI).
08.05	Calculate taxable income.
08.06	Calculate tax using the tax table and tax computation worksheet.
08.07	Complete a basic tax return.
09.0	Demonstrate an understanding of common nonrefundable credits – the student will be able to:
09.01	Distinguish the difference between refundable credits and nonrefundable credits
09.02	Determine whether a taxpayer qualifies to claim a credit for dependent care expenses.
09.03	Determine whether a taxpayer qualifies to claim a credit for education expenses.
09.04	Determine whether a taxpayer qualifies to claim a credit for contributions to retirement plans.
09.05	Determine whether a taxpayer qualifies to claim a credit for the child tax credit.
09.06	Calculate the credit for dependent care expenses.
09.07	Calculate the credit for education expenses.

09.08	Calculate the credit for contributions to retirement plans.
09.09	Calculate the child tax credit.
10.0	Demonstrate an understanding of common refundable credits – the student will be able to:
10.01	Identify who is a qualifying child for the EIC.
10.02	Determine who is a qualifying child for EIC.
10.03	Recognize when schedule EIC must be attached.
10.04	Apply due diligence requirements for a paid preparer.
10.05	Determine the EIC amount.
10.06	Identify the requirements to claim the EIC after disallowance.
10.07	Calculate the additional child tax credit.
10.08	Apply the tie-breaker rule.
10.09	Calculate refundable excess social security tax withheld.
11.0	Demonstrate an understanding of schedule A – the student will be able to:
11.01	Determine deductible medical expenses.
11.02	Calculate the medical expense deduction.
11.03	Determine the most advantageous tax for the state and local tax deduction.
11.04	Determine deductible taxes.
11.05	Determine deductible mortgage interest.
11.06	Determine deductible mortgage insurance premiums.
11.07	Recognize records to keep for charitable contributions.
11.08	Determine charitable contributions.
11.09	Determine when a taxpayer should itemize deductions.
11.10	Claim itemized deductions.

Course Number: TAX0091
Occupational Completion Point: A
Intermediate Tax Preparation – 24 Hours – SOC Code 13-2082

12.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:
12.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
12.02	Employ critical thinking and interpersonal skills to resolve conflicts.
12.03	Identify and document workplace performance goals and monitor progress toward those goals.
12.04	Conduct technical research to gather information necessary for decision-making.
13.0	Use information technology tools – the students will be able to:
13.01	Use personal information management (PIM) applications to increase workplace efficiency.
13.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
13.03	Employ computer operations applications to access, create, manage, integrate, and store information
13.04	Employ collaborative/groupware applications to facilitate group work.
14.0	Demonstrate an understanding of interest, dividends, capital gain distributions, and taxable social security benefits – the student will be able to:
14.01	Determine whether various types of interest and dividends are taxable or nontaxable.
14.02	Identify backup withholding and report it on the tax return.
14.03	Report interest and dividends on the tax return.
14.04	Report capital gain distributions on the tax return.
14.05	Determine whether schedule b is required to be filed.
14.06	Identify an early withdrawal penalty and report it on the tax return.
14.07	Complete the qualified dividends and capital gain tax worksheet.
14.08	Identify items that constitute investment income.
14.09	Apply the investment income limitation for the EIC.
15.0	Demonstrate an understanding of pension distributions – the student will be able to:

15.01	Identify taxable retirement plan distributions.
15.02	Determine the nontaxable portion of a retirement plan distribution using form 1099-R.
15.03	Identify exceptions to the 10% additional tax on early distributions.
15.04	Complete form 5329 to report exceptions to the 10% additional tax on early distributions.
15.05	Report retirement distributions on form 1040.
15.06	Report the additional tax on early distributions on form 1040.
15.07	Determine the taxable portion of social security benefits.
15.08	Report taxable social security benefits on form 1040.
16.0	Demonstrate an understanding of simple schedule C (no depreciation), standard mileage for vehicles, schedule se, and se tax adjustment to income – the student will be able to:
16.01	Report general business information, business income and deductible business expenses.
16.02	Calculate net profit or loss form business.
16.03	Calculate se tax.
16.04	Calculate and report adjustments to income for one-half of se tax and the self-employed health insurance deduction.
16.05	Calculate and report the earned income credit for a self-employed taxpayer.
17.0	Demonstrate an understanding of employee business expenses – the student will be able to:
17.01	Determine which local transportation costs are qualifying business expenses.
17.02	Determine when an employee is considered away from home on business and which costs are qualifying business expenses.
17.03	Identify which meals and entertainment costs are qualifying business expenses.
17.04	Identify qualifying work-related education expenses.
17.05	Calculate the deduction for business use of a vehicle using the standard mileage rate.
17.06	Calculate the deduction for meals and entertainment.
17.07	Enter employee business expenses and related reimbursements on the tax return.
17.08	Identify the recordkeeping requirements for employee business expenses.

18.0	Demonstrate an understanding of IRA distributions – the student will be able to:
18.01	Determine whether the taxpayer can contribute to an IRA.
18.02	Calculate the maximum amount the taxpayer is allowed to contribute to an IRA.
18.03	Recognize the impact of rolling over and transferring amounts to an IRA.
18.04	Calculate and report the taxable amount of an IRA distribution.
18.05	Determine whether the taxpayer is subject to the additional tax on an early distribution from an IRA.
18.06	Determine whether the taxpayer qualifies for an exception to the additional tax on an early distribution from an IRA.
18.07	Calculate and report the additional tax on an early distribution from an IRA.
18.08	Calculate and report deductible and nondeductible traditional IRA contributions.
19.0	Demonstrate an understanding of other income and adjustments – the student will be able to:
19.01	Identify a taxpayer's other income items as taxable or as nontaxable.
19.02	Identify a qualified student loan for interest deduction.
19.03	Identify taxable alimony income.
19.04	Identify adjustments to gross income.
19.05	Recognize and calculate eligible educator expenses.
19.06	Identify deductible moving expenses.
19.07	Apply the time and distance tests to determine eligible moving expenses.
19.08	Complete form 3903 to calculate moving expenses.
20.0	Demonstrate an understanding of estimated tax payments, balance due, and extensions – the student will be able to:
20.01	Determine when estimated tax payments are required and the due date.
20.02	Calculate required estimated tax payments.
20.03	Determine when the underpayment penalty applies and when it can be waived.
20.04	Complete the form 1040- ES Payment Vouchers.

20.05 Complete form 4868.

Course Number: TAX0092
Occupational Completion Point: A
Advanced Tax Preparation – 24 Hours – SOC Code 13-2082

21.0 Demonstrate an understanding of basis of property – the student will be able to:

21.01 Recognize the differences between cost basis, adjusted basis, and basis other than cost.

21.02 Determine what items can increase or decrease the basis of property.

21.03 Calculate the increases and decreases that adjust the basis of property.

21.04 Explain how to determine the basis of gifts, inherited property, stocks, and the mutual fund shares.

22.0 Demonstrate an understanding of sale of capital assets – the student will be able to:

22.01 Identify capital assets.

22.02 Recognize how basis affects the calculation of gains or losses.

22.03 Report short-term and long-term gains and losses.

22.04 Calculate the tax on capital gains.

22.05 Determine when a gain from the sale of their main home may be excluded.

23.0 Demonstrate an understanding of depreciation Part I, including section 179 deduction – the student will be able to:

23.01 Determine what property can be depreciated.

23.02 Explain the different depreciation methods (ACRS and MACRS) that can be used.

23.03 Determine which depreciation method to use.

23.04 Calculate depreciation in the year they dispose of property.

24.0 Demonstrate an understanding of depreciation part II, including actual vehicle expenses – the student will be able to:

24.01 Determine what property qualifies for the section 179 deduction.

24.02 Recognize what qualifies as listed property.

24.03 Explain the passenger automobile deduction.

24.04	Report the section 179 deduction and listed property information on their return.
25.0	Demonstrate an understanding of schedule E-rental property – the student will be able to:
25.01	Calculate rental income and expenses.
25.02	Report rental income and expenses on their return.
25.03	Explain the special requirements for rental of vacation homes, personal homes, and other dwelling units.
25.04	Determine when to start depreciation rental property.
26.0	Demonstrate an understanding of other common forms — review of the office-in-home, amended returns, installment agreement, and injured and innocent spouse – the student will be able to:
26.01	Complete and installment agreement request.
26.02	Explain the procedures of requesting an extension of time to file a return.
26.03	Complete an amended return.
26.04	Determine who is an injured spouse.
26.05	Identify who may qualify for innocent spouse relief.
27.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
27.01	Employ leadership skills to accomplish organizational goals and objectives.
27.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
27.03	Conduct and participate in meetings to accomplish work tasks.
27.04	Employ mentoring skills to inspire and teach others.
28.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
28.01	Describe the nature and types of business organizations.
28.02	Explain the effect of key organizational systems on performance and quality.
28.03	List and describe quality control systems and/or practices common to the workplace.
28.04	Explain the impact of the global economy on business organizations.
29.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:

29.01	Identify and demonstrate positive work behaviors needed to be employable.
29.02	Develop personal career plan that includes goals, objectives, and strategies.
29.03	Examine licensing, certification, and industry credentialing requirements.
29.04	Maintain a career portfolio to document knowledge, skills, and experience.
29.05	Evaluate and compare employment opportunities that match career goals.
29.06	Identify and exhibit traits for retaining employment.
29.07	Identify opportunities and research requirements for career advancement.
29.08	Research the benefits of ongoing professional development.
29.09	Examine and describe entrepreneurship opportunities as a career planning option.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Global Finance
Program Type: Career Preparatory
Career Cluster: Finance
Components: Core, One Program 4 Occupational Completion Points

PSAV	
Program Number	F100110
CIP Number	0252080111
Grade Level	30, 31
Standard Length	750 hours
Teacher Certification	BANK FINC @7 7G BUS ED 1 @2 MKTG1 @2 MKTG MGMT @7 7G
CTSO	Collegiate DECA PBL BPA
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting and Auditing Clerks 43-4041 – Credit Authorizers, Checkers and Clerks 13-1160 – Market Research Analysts and Marketing Specialists
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This pathway leads to a concentration in Global Finance. This path provides students with an understanding of how and why businesses choose to expand their operations into other countries. Courses expose students to the unique challenges facing multinational organizations—and to the potential opportunities and markets that are lost to organizations that choose not to do business in the global marketplace. Building on concepts that broadens student understanding of how businesses operate and how they grow and thrive in our ever-changing world.

The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. They then learn about international trade investment and international finance, including an examination of the role of the International Monetary Fund. Students study business strategies that enable organizations to compete effectively in the global marketplace. Finally, students explore international business as a potential career.

This path offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance Career Cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	BRC0090	Finance and Business Technology	150 hours	43-3021
B	BRC0091	Accounting Applications I (no substitutions)	150 hours	43-3031
C	BRC0945	Financial Internship	150 hours	43-4041
	ACO0050	Managerial Accounting	150 hours	
D	BRC0099	Business in a Global Economy	150 hours	13-1160

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 02.0 Demonstrate effective customer service skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Use technology to enhance the effectiveness of communication skills.
- 06.0 Demonstrate proficiency using slide presentation software.
- 07.0 Perform general organizational workplace competencies.
- 08.0 Demonstrate sales and marketing fundamentals.
- 09.0 Explain the importance of employability and entrepreneurship skills.
- 10.0 Manage career development.
- 11.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
- 12.0 Use information technology tools.
- 13.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member.
- 14.0 Practice quality performance in the learning environment and the workplace.
- 15.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 16.0 Describe the importance of professional ethics and legal responsibilities.
- 17.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance.
- 18.0 Demonstrate mathematics knowledge and skills.
- 19.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 20.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc.
- 21.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 22.0 Demonstrate language arts knowledge and skills.
- 23.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level.
- 24.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 25.0 Practice quality performance in the learning environment and the workplace.
- 26.0 Exhibit customer service skills.
- 27.0 Demonstrate mathematics knowledge and skills.
- 28.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
- 29.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.

- 30.0 Demonstrate skills for accounting work-based learning experiences.
- 31.0 Apply accounting principles and concepts to the performance of accounting activities.
- 32.0 Apply accounting principles and concepts using appropriate technology.
- 33.0 Perform critical job skills.
- 34.0 Display professional work habits.
- 35.0 Demonstrate ethical behavior.
- 36.0 Explain the concepts of managerial accounting.
- 37.0 Prepare financial statements
- 38.0 Demonstrate understanding of budget planning
- 39.0 Prepare budgeted income statements
- 40.0 Determine cash budget
- 41.0 Analyze cost.
- 42.0 Demonstrate knowledge of break-even analysis.
- 43.0 Analyze decisions.
- 44.0 Explain the manufacturing environment.
- 45.0 Explain costing systems.
- 46.0 Evaluate profitability.
- 47.0 Calculate liquidity and debt.
- 48.0 Calculate asset management ratios.
- 49.0 Assess organizational controls.
- 50.0 Demonstrate the ability to work in managerial accounting.
- 51.0 Evaluate learning from industry experts.
- 52.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 53.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 54.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 55.0 Describe the importance of professional ethics and legal responsibilities.
- 56.0 Design final course project.
- 57.0 Explain the strategies for competing in a global marketplace.
- 58.0 Define the concept of globalization.
- 59.0 Compare and contrast country differences.
- 60.0 Explain the applications of international trade investment.
- 61.0 Demonstrate applications in international finance.
- 62.0 Explain the strategies for competing in a global marketplace.
- 63.0 Select careers in international business for career planning.

**Florida Department of Education
Student Performance Standards**

Program Title: Finance
PSAV Number: M804011

Course Number: BRC0090
Occupational Completion Point: A
Finance and Business Technology – 150 Hours – SOC Code 43-3021

01.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:
01.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
01.02	Locate, organize and reference written information from various sources.
01.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
01.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
01.05	Apply active listening skills to obtain and clarify information.
01.06	Develop and interpret tables and charts to support written and oral communications.
01.07	Exhibit public relations skills that aid in achieving customer satisfaction.
02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.

02.09	Build client relationships
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
03.10	Demonstrate willingness to assume the responsibility for one's actions.
03.11	Demonstrate problem solving and critical thinking skills.
03.12	Foster teamwork to improve quality of work.
03.13	Use group consensus strategies.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.
04.02	Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.
04.03	Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment.
04.04	Apply the following tools to increase work efficiency: word processing, database, spreadsheet programs, presentation programs, web design, email systems, and the Internet.
04.05	Utilize computer technology to access, analyze and interpret business information.
04.06	Cite Internet-based resources correctly using proper format.
04.07	Research industry trends on the Internet.

05.0	Use technology to enhance the effectiveness of communication skills – the student will be able to:
05.01	Select and use word processing software and accompanying features to enhance written business communications.
05.02	Format content to a document by applying font, paragraph attributes, indent and tab settings to text and paragraphs. Apply spacing settings to text and paragraphs. Navigate and search through a document, create and manipulate tables.
05.03	Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. Insert and format pictures, shapes, and clipart. Apply and manipulate text boxes.
05.04	Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document.
06.0	Demonstrate proficiency using slide presentation software – the student will be able to:
06.01	Manage and configure the presentation software environment, including: adjusting views, manipulating window, configuring toolbar and file options.
06.02	Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders.
06.03	Locate, create and incorporate graphical and multimedia elements, including: shapes, graphics, images, bullets, hyperlinks, video, and audio into a slide presentation appropriate for the project.
06.04	Explore and apply design and color theory to create dynamic and appealing visuals.
06.05	Explore various design tools and applications.
06.06	Create and manipulate graphical and multimedia elements to improve or develop new contacts appropriate for the project, including: creation of images, color selections, tone, hue and contrast.
06.07	Apply slide transitions and create custom animations to slide presentations appropriate for the target audience.
07.0	Perform general organizational workplace competencies – the student will be able to:
07.01	Demonstrate self-motivation and responsibility to complete an assigned task.
07.02	Identify problem solving techniques.
07.03	Choose appropriate action in situations requiring effective time management.
07.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
07.05	Apply principles and techniques for being a productive, contributing member of a team.
07.06	Communicate effectively with individuals lacking a technical background.
07.07	Evaluate detailed technical oral instructions for clarity.
07.08	Participate in group discussion as both a member and a leader.

07.09	Encourage and build mutual trust, respect, and cooperation among team members.
07.10	Assimilate new knowledge into project solutions and decisions.
07.11	Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.
07.12	Evaluate alternatives, costs and benefits in determining the best solution.
07.13	Identify strategies to improve and maximize productivity in the workplace.
08.0	Demonstrate sales and marketing fundamentals – the student will be able to:
08.01	Demonstrate knowledge of services and/or product offered.
08.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.
08.03	Explain the importance of and demonstrate the procedures of cross selling.
08.04	Identify the opportunities for cross selling.
08.05	Follow effective procedures for closing a sale.
08.06	Demonstrate the ability to sell a variety of services and/or products.
09.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
09.01	Identify and demonstrate positive work behaviors needed to be employable.
09.02	Develop personal career plan that includes goals, objectives, and strategies.
09.03	Examine licensing, certification, and industry credentialing requirements.
09.04	Maintain a career portfolio to document knowledge, skills, and experience.
09.05	Evaluate and compare employment opportunities that match career goals.
09.06	Identify and exhibit traits for retaining employment.
09.07	Identify opportunities and research requirements for career advancement.
09.08	Research the benefits of ongoing professional development.
09.09	Examine and describe entrepreneurship opportunities as a career planning option.
10.0	Manage career development – the student will be able to:

10.01	Enhance personal business skills.
10.02	Formulate a career plan for post-graduation.
10.03	Comply with continuing education needs/requirements.
10.04	Attend seminars, workshops, and tradeshow.
10.05	Respond to changing business environment.
10.06	Identify updated industry information.
10.07	Explain the importance of having a written job description.
10.08	Pursue industry designations/licensing/degrees.
10.09	Assess career plan.
10.10	Demonstrate knowledge of how to make job changes appropriately.
10.11	Understand employment benefits packages.
10.12	Build mentor relationships.
10.13	Volunteer in community service organizations.
10.14	Network with industry professionals.
10.15	Maintain professional contact for future projects.
10.16	Identify corporate strategies and policies.
10.17	Anticipate future industry trends and identify various industry career paths.
11.0	Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:
11.01	Develop keyboarding skills to enter and manipulate text and data.
11.02	Describe and use current and emerging computer technology and software to perform personal and business related tasks.
11.03	Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
11.04	Demonstrate basic file management skills.
11.05	Troubleshoot problems with computer software, hardware, peripherals, and other office equipment.

11.06	Select and use standard written business and financial communication formats.
12.0	Use information technology tools – the students will be able to:
12.01	Use personal information management (PIM) applications to increase workplace efficiency.
12.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
12.03	Employ computer operations applications to access, create, manage, integrate, and store information.
12.04	Employ collaborative/groupware applications to facilitate group work.
13.0	Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member – the student will be able to:
13.01	Explore, design, implement, and evaluate organizational structures and cultures for managing project teams.
13.02	Explore and demonstrate an awareness of current trends in business and the employee's role in maintaining productive business environments in today's global workplace.
13.03	Collaborate with individuals and teams to complete tasks and solve business-related problems and demonstrate initiative, courtesy, loyalty, honesty, cooperation, and punctuality as a team member.
14.0	Practice quality performance in the learning environment and the workplace – the student will be able to:
14.01	Assess personal, peer, and group performance and identify and implement strategies for improvement (e.g., organizational skills, note taking/outlining, advance organizers, reasoning skills, problem-solving and decision-making skills).
14.02	Develop criteria for assessing products and processes that incorporate effective business practices (e.g., time management, productivity, total quality management).
15.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
15.01	Demonstrate an awareness of quality service and the personal and professional standards required to establish an effective service-based culture in the workplace, business, or learning environment.
15.02	Identify, analyze, and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.
15.03	Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.
16.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
16.01	Evaluate and justify decisions based on ethical reasoning.
16.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
16.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
16.04	Interpret and explain written organizational policies and procedures.

17.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance – the student will be able to:
17.01	Analyze, interpret, compile and demonstrate the ability to present/communicate data in understandable and measurable terms using common statistical procedures. Use common standards of measurement including the metric system in solving work-related or business problems (e.g., length, weight, currency, time).
17.02	Select and use the correct mathematical processes and tools to solve complex problem settings that are typical of business settings and use formulas when appropriate. Use personal finance and tax software applications to solve business/financial problems.
17.03	Use spreadsheet software to develop basic financial reports.
18.0	Demonstrate mathematics knowledge and skills – the students will be able to:
18.01	Demonstrate knowledge of arithmetic operations.
18.02	Analyze and apply data and measurements to solve problems and interpret documents.
18.03	Construct charts/tables/graphs using functions and data.
19.0	Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:
19.01	Use personal assessment tools to identify personal strengths and weaknesses related to learning and work environments.
19.02	Analyze job and career requirements and relate career interests to opportunities in the global economy.
20.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc. – the student will be able to:
20.01	Analyze personal skills and aptitudes in comparison with various business related job and career options.
20.02	Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience in financial careers.
20.03	Design, initiate, refine, and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations.
20.04	Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.
20.05	Demonstrate an awareness of the potential impact of local and global trends on career plans and life goals.
20.06	Experience work-based learning through volunteerism, job shadowing, mentoring, e-coaching, etc.
21.0	Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:
21.01	Perform business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.). Demonstrate knowledge of ethical behavior in a business environment (e.g., confidentiality of information, employee right to know, hiring practices, plagiarism, copyright violations, sexual harassment, mission statement, code of ethics, etc.).

21.02 Describe ethical issues and problems associated with computers and information systems.

21.03 Anticipate and provide solutions dealing with business situations involving ethical issues.

Course Number: BRC0091
Occupational Completion Point: B
Accounting Applications 1 (no substitutions) – 150 Hours – SOC Code 43-3031

22.0 Demonstrate language arts knowledge and skills – the student will be able to:

22.01 Locate, comprehend and evaluate key elements of oral and written information.

22.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

22.03 Present information formally and informally for specific purposes and audiences.

23.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level – the student will be able to:

23.01 Organize ideas and communicate oral and written messages. Students should be able to produce, read and interpret a business letter, internal memo, and e-mail communication.

23.02 Collaborate with individuals and teams to complete tasks and problem solve.

24.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:

24.01 Describe how accounting departments work within and across organizations.

24.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).

25.0 Practice quality performance in the learning environment and the workplace – the student will be able to:

25.01 Apply appropriate organizational skills to manage time and resources.

25.02 Perform tasks accurately, completely, and with attention to detail on a consistent basis.

25.03 Think critically and make informed decisions.

25.04 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.

25.05 Follow accepted rules, regulations, policies and workplace safety.

26.0 Exhibit customer service skills – the student will be able to:

26.01 Listen and identify customer's needs and concerns.

26.02	Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.
26.03	Model appropriate ways to problem solve with customers in various situations.
26.04	Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, community service).
26.05	Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).
26.06	Develop and articulate a personal and business code of ethical behavior.
27.0	Demonstrate mathematics knowledge and skills – the student will be able to:
27.01	Demonstrate knowledge of arithmetic operations.
27.02	Analyze and apply data and measurements to solve problems and interpret documents.
27.03	Construct charts/tables/graphs using functions and data.
28.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:
28.01	Develop an awareness of effective credit management.
28.02	Prepare and analyze a personal budget.
28.03	Apply appropriate mathematical processes to accounting applications.
29.0	Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:
29.01	Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.
30.0	Demonstrate skills for accounting work-based learning experiences – the student will be able to:
30.01	Apply accounting principles in an accounting environment.
30.02	Explore the use of technology in an accounting environment.
30.03	Complete a work-based simulation.
31.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:
31.01	Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).
31.02	Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).

31.03	Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
31.04	Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).
31.05	Analyze transactions for accuracy and prepare appropriate correcting entries.
32.0	Apply accounting principles and concepts using appropriate technology – the student will be able to:
32.01	Identify and use the appropriate technology in an accounting environment.
32.02	Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).
32.03	Research types of accounting systems.

Course Number: BRC0945
Occupational Completion Point: C
Financial Internship – 150 Hours – SOC Code 43-4041

33.0	Perform critical job skills – the student will be able to:
33.01	Apply literacy skills in technical reading, computing and calculating.
33.02	Perform tasks as outlined in the individualized job performance skills plan.
33.03	Maintain relevant employment documents.
33.04	Sustain mentoring relationships in the workplace.
33.05	Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.
33.06	Collaborate, communicate and interact utilizing technology.
33.07	Offer alternative suggestions or solutions rather than simply rejecting others ideas.
33.08	Contribute to team efforts by fulfilling responsibilities and valuing diversity.
33.09	Explore networking opportunities through professional associations.
33.10	Exercise proper judgment in decision making.
33.11	Adapt to changing organizational environments with flexibility.
33.12	Build a portfolio reflecting experiences and skills gained during the internship.

34.0	Display professional work habits – the student will be able to:
34.01	Report as expected, on time, appropriately dressed and groomed and ready to work.
34.02	Create a positive professional image through proper introductions, eye contact, and a firm handshake.
34.03	Model acceptable work habits and conduct in the workplace as defined by company policy.
34.04	Complete and follow through on tasks and take initiative as warranted.
34.05	Respond to internal and external customers' needs and concerns.
34.06	Practice business etiquette and social sensitivity in face to face interaction, on the telephone and the Internet.
34.07	Build bridges between conflicting attitudes and ways of thinking.
35.0	Demonstrate ethical behavior – the student will be able to:
35.01	Compare business activities to professional standards.
35.02	Show empathy, respect and support for others.
35.03	Value confidentiality and privacy.
35.04	Recognize gender and cultural inappropriate behaviors.

Course Number: ACO0050
Occupational Completion Point: C
Managerial Accounting – 150 Hours – SOC Code 43-4041

36.0	Explain the concepts of managerial accounting – the student will be able to:
36.01	Compare and contrast financial accounting with managerial accounting.
36.02	Explain the purpose of managerial accounting and describe the audience.
36.03	List the four major areas of managerial accounting and summarize each.
36.04	Describe how accounting information is used to make business decisions.
37.0	Prepare financial statements – the student will be able to:
37.01	Compare and contrast the components of a manufacturing business income statement and balance sheet with those of a service business.
37.02	Demonstrate the ability to analyze an income statement using component percentages.

37.03	Demonstrate the ability to analyze a balance sheet using vertical analysis.
37.04	Discuss the key components of a cash flow statement.
37.05	Demonstrate the ability to prepare and analyze a retained earnings statement.
38.0	Demonstrate understanding of budget planning – the student will be able to:
38.01	Describe the budgeting process and the purposes and importance of budgeting.
38.02	List the sources of budget information.
38.03	Describe the interrelationship between budgeting and forecasting.
39.0	Prepare budgeted income statements – the student will be able to:
39.01	Describe the purpose of an operational plan.
39.02	Demonstrate the ability to prepare sales and purchases budget schedules.
39.03	Demonstrate the ability to prepare expenses budget schedules.
39.04	Demonstrate the ability to prepare budgeted income statements.
39.05	Prepare a budget variance report.
40.0	Determine cash budget – the student will be able to:
40.01	Describe the purpose and importance of a cash budget.
40.02	Demonstrate the ability to prepare a cash budget, with schedules of cash receipts and cash payments.
40.03	Prepare a performance report.
40.04	Analyze a performance report.
41.0	Analyze cost – the student will be able to:
41.01	Compare and contrast total costs and unit costs.
41.02	Demonstrate the ability to compute total costs and unit costs.
41.03	Compare and contrast fixed costs and variable costs.
41.04	Demonstrate the ability to calculate gross profit, contribution margin, and contribution margin per unit.

42.0	Demonstrate knowledge of break-even analysis – the student will be able to:
42.01	Explain the purpose of break-even analysis.
42.02	Explain the break-even point formula.
42.03	Demonstrate the ability to calculate the break-even point.
42.04	Demonstrate the ability to determine the sales required to earn a planned net income.
43.0	Analyze decisions – the student will be able to:
43.01	Demonstrate the ability to analyze the effect on profit of changes in cost, sales price, volume, and sales mix.
43.02	Demonstrate the ability to perform a cost analysis for a new product.
43.03	Evaluate the profitability of a declining product.
44.0	Explain the manufacturing environment – the student will be able to:
44.01	Compare and contrast cost accounting in the manufacturing, assembly, and retail industries.
44.02	List the cost elements of any finished product.
44.03	Describe the elements of manufacturing cost.
45.0	Explain costing systems – the student will be able to:
45.01	Compare and contrast job-order costing and process costing.
45.02	Explain the environment appropriate for a process costing system.
45.03	Explain the importance of calculating manufacturing costs.
45.04	Explain the flow of goods through manufacturing inventory accounts.
45.05	Explain the environment appropriate for a job-order costing system.
46.0	Evaluate profitability – the student will be able to:
46.01	List the types of financial ratios and describe the type of information each provides.
46.02	Explain how financial ratios are used.
46.03	Demonstrate the ability to calculate profitability ratios in a given scenario.

46.04	Evaluate profitability ratios in a given scenario.
47.0	Calculate liquidity and debt – the student will be able to:
47.01	Demonstrate the ability to calculate liquidity ratios.
47.02	Evaluate liquidity ratios in given scenarios.
47.03	Demonstrate the ability to calculate debt ratios.
47.04	Evaluate debt ratios in given scenarios.
48.0	Calculate asset management ratios – the student will be able to:
48.01	Demonstrate the ability to calculate the accounts receivable turnover ratio.
48.02	Evaluate accounts receivable turnover ratios in given scenarios.
48.03	Demonstrate the ability to calculate the merchandise inventory turnover ratio.
48.04	Evaluate merchandise inventory turnover ratios in given scenarios.
48.05	Demonstrate the ability to calculate the total asset turnover ratio.
48.06	Demonstrate the ability to calculate the fixed asset turnover ratio.
49.0	Assess organizational controls – the student will be able to:
49.01	Explain key ways managerial accounting is used to ensure that organizations are operating in the intended manner and are achieving their goals.
49.02	Demonstrate the ability to identify business exposures in given scenarios.
49.03	Propose solutions to business exposures in given scenarios.
50.0	Demonstrate the ability to work in managerial accounting – the student will be able to:
50.01	Compare and contrast various career opportunities in managerial accounting.
50.02	Describe the educational paths one may take to attain a position in managerial accounting.
50.03	Explain how knowledge of managerial accounting assists managers in decision making.
50.04	Demonstrate the ability to conduct an effective interview with an individual who works in managerial accounting.
51.0	Evaluate learning from industry experts – the student will be able to:

51.01	Evaluate personal experience and qualifications for potential employment opportunities in managerial accounting.
51.02	Demonstrate understanding of potential employment opportunities in managerial accounting.
51.03	Develop a personal educational and career path for careers in managerial accounting.
52.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
52.01	Employ leadership skills to accomplish organizational goals and objectives.
52.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
52.03	Conduct and participate in meetings to accomplish work tasks.
52.04	Employ mentoring skills to inspire and teach others.
53.0	Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:
53.01	Identify and describe the services and legal responsibilities of financial institutions.
53.02	Describe the effect of money management on personal and career goals.
53.03	Develop a personal budget and financial goals.
53.04	Complete financial instruments for making deposits and withdrawals.
53.05	Maintain financial records.
53.06	Read and reconcile financial statements.
53.07	Research, compare and contrast investment opportunities.
54.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
54.01	Describe the nature and types of business organizations.
54.02	Explain the effect of key organizational systems on performance and quality.
54.03	List and describe quality control systems and/or practices common to the workplace.
54.04	Explain the impact of the global economy on business organizations.
55.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
55.01	Evaluate and justify decisions based on ethical reasoning.

55.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
55.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
55.04	Interpret and explain written organizational policies and procedures.
56.0	Design final course project – the student will be able to:
56.01	Demonstrate the ability to give a professional presentation.
56.02	Evaluate personal experience and performance in the course.
56.03	Monitor how well s/he was successful in learning about managerial accounting.
56.04	Summarize key learning across the whole subject of managerial accounting.

Course Number: BRC0099
Occupational Completion Point: D
Business in a Global Economy – 150 Hours – SOC Code 13-1160

57.0	Explain the strategies for competing in a global marketplace – the student will be able to:
57.01	Define “business strategy”, “universal needs”, and localization.
57.02	Explain how firms can profit through global expansion.
58.0	Define the concept of globalization – the student will be able to:
58.01	Define “globalization” and explain how it creates linkages between nations.
58.02	Discuss the benefits and detriments of globalization.
58.03	Describe how the process of globalization creates opportunities and challenges.
59.0	Compare and contrast country differences – the student will be able to:
59.01	Define “culture,” and name and discuss the elements of culture.
59.02	Explain how social culture influences values in the workplace.
59.03	Describe the risks inherent in cross-cultural business transactions.
59.04	Compare and contrast the world’s three dominant economic systems.
59.05	Explain what determines nations’ economic development.

59.06	Describe the implications of national political, economic, and legal differences on global management practices.
60.0	Explain the applications of international trade investment – the student will be able to:
60.01	Explain how and why countries trade with each other.
60.02	Describe the pros and cons of international trade to all nations.
60.03	Compare and contrast international trade and international investment.
60.04	Discuss the decision process involved in international investment.
60.05	Explain how countries measure international activity.
60.06	Describe the causes and effects of economic crises as reflected in the balance of payments.
61.0	Demonstrate applications in international finance – the student will be able to:
61.01	Explain the role played by the World Bank and the international monetary fund in the international monetary system.
61.02	Describe the differences between fixed and floating exchange rate systems.
61.03	Describe the world's exchange rate regimes and why countries adopt them.
61.04	Explain the implications of the global monetary system for business strategy.
61.05	Define exchange rates and explain how currencies are traded.
61.06	Describe the functions of the foreign exchange market.
61.07	Explain the role played by forward exchange rates in ensuring against foreign exchange risk.
61.08	Explain how currency exchange rates are determined.
61.09	Define translation, transaction, and economic exposures, and describe how managers can protect against each one.
62.0	Explain the strategies for competing in a global marketplace – the student will be able to:
62.01	Define “business strategy”, “universal needs,” and “localization”
62.02	Explain how firms can profit through global expansion.
62.03	Explain how pressures for cost reductions and local responsiveness influence business strategy.
62.04	Describe different strategies for competing globally and discuss their pros

62.05	Evaluate the pros and cons of using strategic alliances to support global strategies.
62.06	Describe the decision-making process for foreign expansion.
62.07	Compare and contrast modes of entry into foreign markets.
62.08	Evaluate the pros and cons of acquisition as an entry strategy.
62.09	Describe ways to improve export performance.
62.10	Identify available sources of assistance to exporters.
62.11	Discuss reasons to vary product attributes, distribution strategy, advertising and promotion, and pricing by country.
62.12	Describe the effects of globalization on new product development.
62.13	Perform break-even analysis to evaluate a marketing plan.
62.14	Calculate bulk prices to per-unit costs.
62.15	Calculate how many years it will take for an investment to double.
62.16	Compare and contrast types of organizational structures for global operations.
62.17	Describe the factors that affect decisions about global organization structure.
62.18	Describe the challenges inherent in maintaining control of international operations.
62.19	Explain the different roles of labor and labor participation in international markets.
62.20	Define ethics and discuss the ethical challenges unique to international businesses.
62.21	Analyze ethical dilemma scenarios and determine the appropriate course
62.22	Describe the causes of unethical behavior by managers.
62.23	Describe actions managers can take to incorporate ethical considerations in decision making.
62.24	Explain how trends in the political environment are changing global competition.
62.25	Explain how changes in the global financial environment affect businesses.
62.26	Describe how firms can prepare to keep pace with global change.
63.0	Select careers in international business for career planning – the student will be able to:

63.01 Compare and contrast various career opportunities in international business.
63.02 Describe the educational paths one may take to achieve a position in international business.
63.03 Conduct an effective interview with an individual who works in international business.
63.04 Evaluate personal experience and qualifications for potential employment opportunities.
63.05 Demonstrate understanding of potential employment opportunities.
63.06 Develop a personal educational and career path for careers in international business.
63.07 Demonstrate effective presentation skills.
63.08 Evaluate personal experience and performance in the course.
63.09 Summarize key learning objectives.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA, Phi Beta Lambda and Business Professionals of America (BPA) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Personal Financial Planning
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	F100200
CIP Number	0252080401
Grade Level	30, 31
Standard Length	270 hours
Teacher Certification	PER FIN PL 7 G
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	13-2052 – Personal Financial Advisor
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

The purpose of this program is to develop individuals who can advise clients on financial plans utilizing knowledge of tax and investment strategies, securities, insurance, pension plans, and real estate.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	BRC0080	Estate Planning	45 hours	13-2052
	BRC0081	Income Tax Planning	45 hours	13-2052
	BRC0082	Investment Planning	45 hours	13-2052
	BRC0083	Employee Benefits and Retirement Planning	45 hours	13-2052
	BRC0084	Principles of Financial and Insurance Planning	45 hours	13-2052
B	BRC0089	Personal Financial Planning (Capstone)	45 hours	13-2052

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 02.0 Demonstrate an understanding of the purpose and practice of estate planning.
- 03.0 Demonstrate an understanding of ownership and transfer of property.
- 04.0 Demonstrate an understanding of taxation of gratuitous transfers.
- 05.0 Demonstrate an understanding of trusts.
- 06.0 Demonstrate an understanding of life insurance.
- 07.0 Demonstrate an understanding of charitable planning.
- 08.0 Demonstrate an understanding of intrafamily techniques for business interests.
- 09.0 Demonstrate an understanding of planning for employee benefits, including retirement accounts.
- 10.0 Demonstrate an understanding of valuation planning.
- 11.0 Use information technology tools.
- 12.0 Demonstrate an understanding of income tax planning.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Demonstrate an understanding of gross income.
- 15.0 Demonstrate an understanding of deductions and losses.
- 16.0 Demonstrate an understanding of activity loss rules.
- 17.0 Demonstrate an understanding of property transactions.
- 18.0 Demonstrate an understanding of business formation.
- 19.0 Demonstrate an understanding of fixed income securities.
- 20.0 Demonstrate an understanding of security analysis and valuation.
- 21.0 Demonstrate an understanding of security markets and investment environment.
- 22.0 Demonstrate an understanding of modern portfolio theory.
- 23.0 Demonstrate an understanding of fundamental and technical analysis.
- 24.0 Demonstrate an understanding of investment alternatives.
- 25.0 Demonstrate an understanding of derivative assets.
- 26.0 Demonstrate an understanding of investment management.
- 27.0 Demonstrate an understanding of the retirement planning process and qualified retirement plans.
- 28.0 Demonstrate an understanding of plan, design, development and maintenance.
- 29.0 Demonstrate an understanding of defined contribution plans.
- 30.0 Demonstrate an understanding of defined benefit plans.
- 31.0 Demonstrate an understanding of other qualified retirement plans.
- 32.0 Demonstrate an understanding of the duties of a Financial Planner.
- 33.0 Demonstrate an understanding of financial analysis.
- 34.0 Demonstrate an understanding of financial needs analysis.
- 35.0 Demonstrate an understanding of economic environment.
- 36.0 Demonstrate an understanding of ethical and professional considerations.
- 37.0 Demonstrate an understanding of the time value of money.

- 38.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 39.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 40.0 Describe the importance of professional ethics and legal responsibilities.
- 41.0 Explain the importance of employability and entrepreneurship skills.
- 42.0 Demonstrate an understanding of the profession of financial planning.
- 43.0 Demonstrate an understanding of the process of financial planning.
- 44.0 Demonstrate an understanding of the product of financial planning.
- 45.0 Demonstrate an understanding of writing a financial plan.

**Florida Department of Education
Student Performance Standards**

Program Title: Personal Financial Planning
PSAV Number: F100200

Course Number: BRC0080
Occupational Completion Point: A
Estate Planning – 45 Hours – SOC Code 13-2052

01.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:
01.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
01.02	Locate, organize and reference written information from various sources.
01.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
01.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
01.05	Apply active listening skills to obtain and clarify information.
01.06	Develop and interpret tables and charts to support written and oral communications.
01.07	Exhibit public relations skills that aid in achieving customer satisfaction.
02.0	Demonstrate an understanding of the purpose and practice of Estate Planning – the student will be able to:
02.01	Explain the estate planning process and goals.
02.02	Describe the Methods of Estate Transfer.
03.0	Demonstrate an understanding of ownership and transfer of property – the student will be able to:
03.01	Review a will and explain an Executor's primary duties.
03.02	Define a gift and explain the tax implications.
03.03	Explain planning for the elderly, disabled and non-traditional relationships.
04.0	Demonstrate an understanding of taxation of gratuitous transfers – the student will be able to:
04.01	Explain the Federal Estate Tax.

04.02	Explain the Federal Gift Tax.
04.03	Describe Generation Skipping Transfer Tax.
05.0	Demonstrate an understanding of Trusts – the student will be able to:
05.01	Describe the different types of trusts and when their use is indicated.
06.0	Demonstrate an understanding of life insurance – the student will be able to:
06.01	Explain the different types of life insurance and their tax implications.
06.02	Describe an Irrevocable Life Insurance Trust.
07.0	Demonstrate an understanding of charitable planning – the student will be able to:
07.01	Define a Charitable Contribution.
07.02	Describe Charitable Split Interest Trusts.
07.03	Explain the Conservation Easement Exclusion.
08.0	Demonstrate an understanding of intrafamily techniques for business interests – the student will be able to:
08.01	Explain the disposition of property and business interests and the tax implications.
08.02	Describe the tax implications of the purchase of property and business interests.
08.03	Explain interest-free and below market rate loans as a planning technique.
08.04	Compare FLPs and other business entities.
09.0	Demonstrate an understanding of planning for employee benefits, including retirement accounts – the student will be able to:
09.01	Explain and compare the different retirement plans and accounts.
09.02	Describe a Health Reimbursement Arrangement.
09.03	Demonstrate an understanding of valuation planning
09.04	Describe the requirements and tax implications of valuation.
09.05	Explain freezing techniques for corporations and partnerships.
10.0	Demonstrate an understanding of valuation planning – the student will be able to:

10.01 Describe valuation planning.

Course Number: BRC0081
Occupational Completion Point: A
Income Tax Planning – 45 Hours – SOC Code 13-2052

11.0 Use information technology tools – the students will be able to:

11.01 Use personal information management (PIM) applications to increase workplace efficiency.

11.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

11.03 Employ computer operations applications to access, create, manage, integrate, and store information.

11.04 Employ collaborative/groupware applications to facilitate group work.

12.0 Demonstrate an understanding of income tax planning – the student will be able to:

12.01 Explain income tax law fundamentals.

12.02 Explain tax compliance.

12.03 Detail the various tax credits.

12.04 Describe the imposition of tax.

13.0 Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:

13.01 Identify and describe the services and legal responsibilities of financial institutions.

13.02 Describe the effect of money management on personal and career goals.

13.03 Develop a personal budget and financial goals.

13.04 Complete financial instruments for making deposits and withdrawals.

13.05 Maintain financial records.

13.06 Read and reconcile financial statements.

13.07 Research, compare and contrast investment opportunities.

14.0 Demonstrate an understanding of gross income – the student will be able to:

14.01 Define income.

14.02	Explain the timing of income and deductions.
14.03	Describe the two basic accounting methods.
14.04	Demonstrate the conversion of income.
15.0	Demonstrate an understanding of deductions and losses – the student will be able to:
15.01	Explain the various types of allowable tax deductions.
15.02	Explain cost recovery concepts.
15.03	Describe charitable contributions and deductions.
15.04	Demonstrate charitable planning.
16.0	Demonstrate an understanding of activity loss rules – the student will be able to:
16.01	Describe passive activity and at-risk rules.
16.02	Explain alternative minimum taxation.
16.03	Detail alternative minimum tax planning.
16.04	Describe stock option planning.
17.0	Demonstrate an understanding of property transactions – the student will be able to:
17.01	Interpret the concept of basis.
17.02	Explain capital gains and losses.
17.03	Describe like-kind exchanges.
17.04	Describe planning for sale or exchange of assets.
18.0	Demonstrate an understanding of business formation – the student will be able to:
18.01	Define Sole Proprietorship.
18.02	Explain Partnerships.
18.03	Define C Corporations.
18.04	Define S Corporations.

18.05 Explain Limited Liability Companies and Partnerships.

Course Number: BRC0082
Occupational Completion Point: A
Investment Planning – 45 Hours – SOC Code 13-2052

19.0 Demonstrate an understanding of fixed income securities – the student will be able to:

19.01 Identify the features of fixed income securities.

19.02 Demonstrate valuation and analysis of fixed income investments.

20.0 Demonstrate an understanding of security analysis and valuation – the student will be able to:

20.01 Explain security valuation.

21.0 Demonstrate an understanding of security markets and investment environment – the student will be able to:

21.01 Explain investment risk.

21.02 Demonstrate how to measure investment risk.

21.03 Describe time-value concepts.

21.04 Explain how to measure investment returns.

22.0 Demonstrate an understanding of modern portfolio theory – the student will be able to:

22.01 Explain how to measure yield.

22.02 Explain asset pricing models.

22.03 Describe portfolio management and measurement.

23.0 Demonstrate an understanding of fundamental and technical analysis – the student will be able to:

23.01 Explain asset allocation and portfolio construction.

23.02 Describe investment strategies.

24.0 Demonstrate an understanding of investment alternatives – the student will be able to:

24.01 Explain investment alternatives.

25.0 Demonstrate an understanding of derivative assets – the student will be able to:

25.01	Define derivative assets.
26.0	Demonstrate an understanding of investment management – the student will be able to:
26.01	Explain investment management.

Course Number: BRC0083	
Occupational Completion Point: A	
Employee Benefits and Retirement Planning – 45 Hours – SOC Code 13-2052	
27.0	Demonstrate an understanding of the retirement planning process and qualified retirement plans – the student will be able to:
27.01	Explain the process of employee benefit planning.
27.02	Describe the retirement planning process.
27.03	Explain the rules regarding government regulation and how to find them.
27.04	Explain the general rules for qualification for qualified plans.
27.05	Explain the distributions and loans of qualified plans.
28.0	Demonstrate an understanding of plan, design, development and maintenance – the student will be able to:
28.01	Design the right pension plan.
28.02	Describe the benefit plans for proprietorships, partnerships and S corporations.
28.03	Explain how to install a qualified retirement plan.
29.0	Demonstrate an understanding of defined contribution plans – the student will be able to:
29.01	Describe a cash balance pension plan.
29.02	Describe a money purchase pension plan.
29.03	Explain a profit sharing plan.
29.04	Describe a savings plan.
30.0	Demonstrate an understanding of defined benefit plans – the student will be able to:
30.01	Explain a defined benefit pension plan.
30.02	Describe a target/age weighted plan.

31.0	Demonstrate an understanding of other qualified retirement plans – the student will be able to:
31.01	Explain a government employer deferred compensation plan.
31.02	Describe HR 10 (KEOGH) plans.
31.03	Explain traditional IRAS.
31.04	Explain ROTH IRAS.
31.05	Describe a section 401(K) plan.
31.06	Explain a Simplified Employee Pension (SEP).
31.07	Define the term SIMPLEs.

Course Number: BRC0084
Occupational Completion Point: A
Principles of Financial and Insurance Planning – 45 Hours – SOC Code 13-2052

32.0	Demonstrate an understanding of the duties of a Financial Planner – the student will be able to:
32.01	Define Financial Planner.
32.02	Explain who is a Financial Planner.
32.03	Describe the steps in the financial planning process.
32.04	Demonstrate the use of the tools in the financial planning process.
32.05	Describe attitudes and behavioral characteristics of clients.
33.0	Demonstrate an understanding of financial analysis – the student will be able to:
33.01	Demonstrate the concepts of budgeting and cash management.
33.02	Explain financial goals – current lifestyle.
33.03	Show how to construct personal financial statements.
34.0	Demonstrate an understanding of financial needs analysis – the student will be able to:
34.01	Describe education funding.
34.02	Explain special circumstances.

34.03	Explain special needs.
34.04	Describe business entities.
34.05	Discuss ownership of property.
34.06	Define key terms and concepts of business law.
35.0	Demonstrate an understanding of economic environment – the student will be able to:
35.01	Explain economic concepts.
35.02	Describe the business cycle, monetary policy, and fiscal policy.
35.03	Demonstrate the measures of economic activity.
35.04	Describe leading and other economic indicators.
36.0	Demonstrate an understanding of ethical and professional considerations – the student will be able to:
36.01	Explain financial services industry regulations.
36.02	Discuss ethics and disciplinary rules.
36.03	Detail financial planning practice standards.
37.0	Demonstrate an understanding of the time value of money – the student will be able to:
37.01	Describe the time value of money and quantitative analysis.
38.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
38.01	Employ leadership skills to accomplish organizational goals and objectives.
38.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
38.03	Conduct and participate in meetings to accomplish work tasks.
38.04	Employ mentoring skills to inspire and teach others.
39.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
39.01	Describe the nature and types of business organizations.
39.02	Explain the effect of key organizational systems on performance and quality.

39.03	List and describe quality control systems and/or practices common to the workplace.
39.04	Explain the impact of the global economy on business organizations.
40.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
40.01	Evaluate and justify decisions based on ethical reasoning.
40.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
40.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
40.04	Interpret and explain written organizational policies and procedures.
41.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
41.01	Identify and demonstrate positive work behaviors needed to be employable.
41.02	Develop personal career plan that includes goals, objectives, and strategies.
41.03	Examine licensing, certification, and industry credentialing requirements.
41.04	Maintain a career portfolio to document knowledge, skills, and experience.
41.05	Evaluate and compare employment opportunities that match career goals.
41.06	Identify and exhibit traits for retaining employment.
41.07	Identify opportunities and research requirements for career advancement.
41.08	Research the benefits of ongoing professional development.
41.09	Examine and describe entrepreneurship opportunities as a career planning option.

Course Number: BRC0089
Occupational Completion Point: B
Personal Financial Planning (Capstone) – 45 Hours – SOC Code 13-2052

42.0	Demonstrate an understanding of the profession of financial planning – the student will be able to:
42.01	Define financial planning.
42.02	Explain how ethics, laws, and regulation standards impact the plan, process, and the profession.
43.0	Demonstrate an understanding of the process of financial planning – the student will be able to:

43.01	Explain the importance of client communication.
43.02	Describe and apply a general model of decision making.
43.03	Identify and explain the six steps in the systematic financial planning process.
43.04	Explain what it means to frame client goals and objectives.
43.05	Explain how to analyze a client's current situation and how to develop a financial plan.
43.06	Identify the impact of plan implementation on goal achievement.
44.0	Demonstrate an understanding of the product of financial planning – the student will be able to:
44.01	Identify and apply fundamental guidelines for crafting a well-written financial plan.
45.0	Demonstrate an understanding of writing a financial plan – the student will be able to:
45.01	Define the financial planning process.
45.02	Perform financial computations for financial planning.
45.03	Describe cash flow planning.
45.04	Explain income tax planning.
45.05	Review life insurance planning.
45.06	Explain the basic issues involved in medical insurance planning and policy selection.
45.07	Determine and quantify the client's need for disability insurance.
45.08	Explain long term care insurance.
45.09	Review issues to maximize a client's protection planning for property and liability exposures.
45.10	Compare and adapt investment planning strategies to meet the needs of clients.
45.11	Explain the steps to analyze and evaluate a client's current educational funding situation.
45.12	Describe common retirement planning strategies.
45.13	Explain the essential steps to conduct an estate planning analysis.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Course Title: Finance Cooperative Education - OJT
Course Type: Career Preparatory
Career Cluster: Finance

PSAV – Cooperative Education - OJT

Course Number	F409999
CIP Number	02520899CP
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	BUS ED 1 @2 MKTG1@2 VOE @7 TC COOP ED @7 ANY BUSINESS ED w/TC COOP E G ANY BUSINESS ED G
CTSO	Phi Beta Lambda BPA DECA

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance cluster(s); provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance cluster(s).

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge

of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Finance Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Program Title: Finance Cooperative Education OJT
PSAV Number: F409999

Standards and Benchmarks	
01.0	Perform designated job skills – the student will be able to:
01.01	Perform tasks as outlined in the training plan.
01.02	Demonstrate job performance skills.
01.03	Demonstrate safety procedures on the job.
01.04	Maintain appropriate records.
01.05	Attain an acceptable level of productivity.
01.06	Demonstrate appropriate dress and grooming habits.
02.0	Demonstrate work ethics – the student will be able to:
02.01	Follow directions.
02.02	Demonstrate good human relations skills on the job.
02.03	Demonstrate good work habits.
02.04	Demonstrate acceptable business ethics.

Additional Information

Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

Phi Beta Lambda, Business Professionals of America (BPA) and Delta Epsilon Chi (DECA) are the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Program Title: Life and Variable Annuity Pre-Licensing
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	F700100
CIP Number	0252170102
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	Florida Department of Financial Services approved instructor
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	41-3021 – Insurance Sales Agents
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

The purpose of this program is to offer required Florida Life and Variable Annuity Pre-Licensing Education. It does not include education on health insurance (State Insurance License Code 2-14) and will be used for prospective agents not wishing to sell health insurance. Those wishing to sell life, variable annuities and health would take Life Insurance Marketing (State Insurance License Code 2-15). In 2007, 3555 prospective life and variable annuity agents took the state (2-14) licensing exam.

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and

includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0070	Life and Variable Annuity Pre-Licensing	40 hours	41-3021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate a historical perspective of insurance and related regulations.
- 02.0 Demonstrate an understanding of the legal concepts of the insurance contract.
- 03.0 Demonstrate an understanding of the principles of life insurance.
- 04.0 Demonstrate an understanding of life insurance.
- 05.0 Demonstrate an understanding of the principles of life insurance policies.
- 06.0 Demonstrate an understanding of annuities.
- 07.0 Demonstrate an understanding of retirement plans.
- 08.0 Demonstrate mathematics knowledge and skills.
- 09.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 10.0 Demonstrate language arts knowledge and skills.
- 11.0 Solve problems using critical thinking skills, creativity and innovation.
- 12.0 Use information technology tools.
- 13.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 15.0 Describe the importance of professional ethics and legal responsibilities.
- 16.0 Explain the importance of employability and entrepreneurship skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Life and Variable Annuity Pre-licensing
PSAV Number: F700100

Course Number: RMI0070
Occupational Completion Point: A
Life and Variable Annuity Pre-Licensing – 40 Hours – SOC Code 41-3021

01.0 Demonstrate a historical perspective of insurance and related regulations – the student will be able to:

01.01 Explain the details of the McCarran-Ferguson Act.

01.02 Explain the federal regulation of equity products and the Fair Credit Reporting Act.

01.03 Explain the state regulation of insurance.

02.0 Demonstrate an understanding of the legal concepts of the insurance contract – the student will be able to:

02.01 Explain the elements of the insurance contract.

02.02 Explain the special features of the insurance contract.

02.03 Explain agent/agency contracts.

03.0 Demonstrate an understanding of the principles of life insurance – the student will be able to:

03.01 Define insurance and risk management.

03.02 Describe the types of insurers (e.g., private).

03.03 Describe the types of producers (e.g., career agency system).

03.04 Describe the distribution system (e.g., direct selling)

03.05 Describe company organizations.

03.06 Name and describe insurance industry associations.

03.07 Explain Florida specific laws and rules.

04.0 Demonstrate an understanding of life insurance – the student will be able to:

04.01	Determine proper amount of life insurance.
04.02	Define the components of individual life insurance.
04.03	Define the components of business life insurance.
05.0	Demonstrate an understanding of the principles of life insurance policies – the student will be able to:
05.01	Define ordinary life insurance policies (e.g., term).
05.02	Define industrial life insurance policies.
05.03	Define group life insurance policies.
05.04	Explain the provisions, options, riders, and beneficiaries of life insurance policies.
05.05	Explain premiums and proceeds.
05.06	Define the underwriting and policy issue.
06.0	Demonstrate an understanding of annuities – the student will be able to:
06.01	Explain the purpose and function of annuities.
06.02	Define the classifications of annuities.
06.03	Explain the taxation of annuities.
06.04	Describe the Florida specific laws and rules.
07.0	Demonstrate an understanding of retirement plans – the student will be able to:
07.01	Define a retirement plan.
07.02	Explain the purposes of a retirement plan.
08.0	Demonstrate mathematics knowledge and skills – the students will be able to:
08.01	Demonstrate knowledge of arithmetic operations.
08.02	Analyze and apply data and measurements to solve problems and interpret documents.
08.03	Construct charts/tables/graphs using functions and data.
09.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:

09.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
09.02	Locate, organize and reference written information from various sources.
09.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
09.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
09.05	Apply active listening skills to obtain and clarify information.
09.06	Develop and interpret tables and charts to support written and oral communications.
09.07	Exhibit public relations skills that aid in achieving customer satisfaction.
10.0	Demonstrate language arts knowledge and skills – the students will be able to:
10.01	Locate, comprehend and evaluate key elements of oral and written information.
10.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
10.03	Present information formally and informally for specific purposes and audiences.
11.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:
11.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
11.02	Employ critical thinking and interpersonal skills to resolve conflicts.
11.03	Identify and document workplace performance goals and monitor progress toward those goals.
11.04	Conduct technical research to gather information necessary for decision-making.
12.0	Use information technology tools – the students will be able to:
12.01	Use personal information management (PIM) applications to increase workplace efficiency.
12.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
12.03	Employ computer operations applications to access, create, manage, integrate, and store information.
12.04	Employ collaborative/groupware applications to facilitate group work.
13.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
13.01	Employ leadership skills to accomplish organizational goals and objectives.

13.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
13.03	Conduct and participate in meetings to accomplish work tasks.
13.04	Employ mentoring skills to inspire and teach others.
14.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
14.01	Describe the nature and types of business organizations.
14.02	Explain the effect of key organizational systems on performance and quality.
14.03	List and describe quality control systems and/or practices common to the workplace.
14.04	Explain the impact of the global economy on business organizations.
15.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
15.01	Evaluate and justify decisions based on ethical reasoning.
15.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
15.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
15.04	Interpret and explain written organizational policies and procedures.
16.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
16.01	Identify and demonstrate positive work behaviors needed to be employable.
16.02	Develop personal career plan that includes goals, objectives, and strategies.
16.03	Examine licensing, certification, and industry credentialing requirements.
16.04	Maintain a career portfolio to document knowledge, skills, and experience.
16.05	Evaluate and compare employment opportunities that match career goals.
16.06	Identify and exhibit traits for retaining employment.
16.07	Identify opportunities and research requirements for career advancement.
16.08	Research the benefits of ongoing professional development.
16.09	Examine and describe entrepreneurship opportunities as a career planning option.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Finance
Program Type: Career Preparatory
Career Cluster: Finance
Components: Core, One Program, 4 Occupational Completion Points

PSAV	
Program Number	M804011
CIP Number	0252080110
Grade Level	30, 31
Standard Length	750 hours
Teacher Certification	BANK FINC @7 7G BUS ED 1 @2 MKTG1 @2 MKTG MGMT @7 7G
CTSO	Collegiate DECA PBL BPA
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting, and Auditing Clerks 43-4041 – Credit Authorizers, Checkers and Clerks 43-4011 – Brokerage Clerks
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

The purpose of this program is to prepare students for employment in the financial industry. This program is divided into two pathways, Finance and Global Finance (8515100/F100110). A student would complete the Finance Core then proceed into one of two pathways.

This pathway leads to a concentration in Finance. Possible entry level jobs include: billing and posting clerks, accounting/auditing clerks, credit authorizers, customer service representatives, tellers, and brokerage clerks. This program also provides supplemental training for persons previously or currently employed in the financial industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the financial industry: planning; management; finance; accounting; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance.

The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. They then learn about international trade investment and international finance, including an examination of the role of the International Monetary Fund. Students study the business strategies that enable organizations to compete effectively in the global marketplace.

This path offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	BRC0090	Finance and Business Technology	150 hours	43-3021
B	BRC0091	Accounting Applications 1 (no substitutions)	150 hours	43-3031
C	BRC0094	Financial Operations	150 hours	43-4041
	BRC0945	Financial Internship	150 hours	

OCP	Course Number	Course Title	Length	SOC Code
D	BRC0093	Personal Financial Planning	150 hours	43-4011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 02.0 Demonstrate effective customer service skills.
- 03.0 Demonstrate human relations skills necessary for workplace success.
- 04.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 05.0 Use technology to enhance the effectiveness of communication skills.
- 06.0 Demonstrate proficiency using slide presentation software.
- 07.0 Perform general organizational workplace competencies.
- 08.0 Demonstrate sales and marketing fundamentals.
- 09.0 Explain the importance of employability and entrepreneurship skills.
- 10.0 Manage career development.
- 11.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
- 12.0 Use information technology tools.
- 13.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member.
- 14.0 Practice quality performance in the learning environment and the workplace.
- 15.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 16.0 Describe the importance of professional ethics and legal responsibilities.
- 17.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance.
- 18.0 Demonstrate mathematics knowledge and skills.
- 19.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 20.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc.
- 21.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 22.0 Demonstrate language arts knowledge and skills.
- 23.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level.
- 24.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 25.0 Practice quality performance in the learning environment and the workplace.
- 26.0 Exhibit customer service skills.
- 27.0 Demonstrate mathematics knowledge and skills.
- 28.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
- 29.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.

- 30.0 Demonstrate skills for accounting work-based learning experiences.
- 31.0 Apply accounting principles and concepts to the performance of accounting activities.
- 32.0 Apply accounting principles and concepts using appropriate technology.
- 33.0 Compare the differences between the various economic systems.
- 34.0 Explain the nature of American capitalism through its various concepts.
- 35.0 Explain the profit motive in our economic system.
- 36.0 Demonstrate by examples capital markets and the role securities have within these markets.
- 37.0 Develop skill in interpreting the financial section of the daily newspaper.
- 38.0 Demonstrate an understanding of the different types of business organizations.
- 39.0 Outline the role the Federal Reserve System plays in our money, credit, and banking processes.
- 40.0 Summarize how economic growth and stability impact the business cycle.
- 41.0 State the banking concept as used in America.
- 42.0 Outline the historical transition the banking system in America has taken from its early years to its current position.
- 43.0 Define banking operations.
- 44.0 Analyze the types of investments used by banks.
- 45.0 Evaluate the effectiveness of bank regulation and examination.
- 46.0 Identify terminology unique to the finance and finance-related industries.
- 47.0 Describe the role of consumer credit in today's society.
- 48.0 Describe the role and impact of consumer debt.
- 49.0 Identify the principles of saving and borrowing.
- 50.0 Identify career opportunities available in the consumer credit field.
- 51.0 Describe consumer credit products.
- 52.0 Define risk and consumer lending.
- 53.0 Outline the procedures utilized in processing a credit application.
- 54.0 Demonstrate the procedures utilized in gathering credit information.
- 55.0 Outline the procedures used in evaluating a loan.
- 56.0 Identify the documents and procedures utilized in closing a loan.
- 57.0 Identify the relationship between education attainment and income.
- 58.0 Outline the methods utilized in servicing a loan.
- 59.0 Evaluate the role automation plays in the buying and selling of securities.
- 60.0 Identify the laws and regulations for consumer protection.
- 61.0 Summarize global banking functions.
- 62.0 Define global trade.
- 63.0 Perform critical job skills.
- 64.0 Display professional work habits.
- 65.0 Demonstrate ethical behavior.
- 66.0 Identify and apply the processes used in personal financial planning.
- 67.0 Describe the role of a financial planner.
- 68.0 Outline the components of a financial plan.
- 69.0 Describe the relationship between higher education costs, student loans and anticipated return on investment (ROI).
- 70.0 Describe the role housing plays in a financial plan.

- 71.0 Define the concept of risk management and insurance products.
- 72.0 Outline investment opportunities available in today's financial market.
- 73.0 Identify retirement planning strategies.
- 74.0 Identify estate planning strategies.
- 75.0 Select a financial industry career for research.
- 76.0 Generate a comprehensive financial plan.
- 77.0 Understand the six elements of contracts and distinguish between the different types of contracts.
- 78.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 79.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 80.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

**Florida Department of Education
Student Performance Standards**

Program Title: Finance
PSAV Number: M804011

Course Number: BRC0090
Occupational Completion Point: A
Finance and Business Technology – 150 Hours – SOC Code 43-3021

01.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:
01.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
01.02	Locate, organize and reference written information from various sources.
01.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
01.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
01.05	Apply active listening skills to obtain and clarify information.
01.06	Develop and interpret tables and charts to support written and oral communications.
01.07	Exhibit public relations skills that aid in achieving customer satisfaction.
02.0	Demonstrate effective customer service skills – the student will be able to:
02.01	Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
02.02	Identify and evaluate customer needs.
02.03	Respond to client inquiries in a timely matter.
02.04	Access and maintain client records.
02.05	Provide timely accurate information to meet customer needs.
02.06	Utilize available techniques to effectively serve customers.
02.07	Utilize a process to assist clients, including difficult customers, with problem resolution.
02.08	Operate within grant of authority to provide service to customers.

02.09	Build client relationships
03.0	Demonstrate human relations skills necessary for workplace success – the student will be able to:
03.01	Exhibit interest and enthusiasm.
03.02	Demonstrate a positive mental attitude.
03.03	Demonstrate traits of being industrious and cooperative.
03.04	Demonstrate sincerity, patience, courtesy, and tact.
03.05	Exhibit punctuality, attendance and dependability.
03.06	Willingness to receive and accept feedback and use it constructively.
03.07	Demonstrate willingness to assume job responsibilities.
03.08	Develop ability to handle difficult customer/co-worker situations.
03.09	Develop ability to exhibit friendliness, combined with a professional businesslike approach.
03.10	Demonstrate willingness to assume the responsibility for one's actions.
03.11	Demonstrate problem solving and critical thinking skills.
03.12	Foster teamwork to improve quality of work.
03.13	Use group consensus strategies.
04.0	Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:
04.01	Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.
04.02	Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.
04.03	Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment.
04.04	Apply the following tools to increase work efficiency: word processing, database, spreadsheet programs, presentation programs, web design, email systems, and the Internet.
04.05	Utilize computer technology to access, analyze and interpret business information.
04.06	Cite Internet-based resources correctly using proper format.
04.07	Research industry trends on the Internet.

05.0	Use technology to enhance the effectiveness of communication skills – the student will be able to:
05.01	Select and use word processing software and accompanying features to enhance written business communications.
05.02	Format content to a document by applying font, paragraph attributes, indent and tab settings to text and paragraphs. Apply spacing settings to text and paragraphs. Navigate and search through a document, create and manipulate tables.
05.03	Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. Insert and format pictures, shapes, and clipart. Apply and manipulate text boxes.
05.04	Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document.
06.0	Demonstrate proficiency using slide presentation software – the student will be able to:
06.01	Manage and configure the presentation software environment, including: adjusting views, manipulating window, configuring toolbar and file options.
06.02	Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders.
06.03	Locate, create and incorporate graphical and multimedia elements, including: shapes, graphics, images, bullets, hyperlinks, video, and audio into a slide presentation appropriate for the project.
06.04	Explore and apply design and color theory to create dynamic and appealing visuals.
06.05	Explore various design tools and applications.
06.06	Create and manipulate graphical and multimedia elements to improve or develop new contacts appropriate for the project, including: creation of images, color selections, tone, hue and contrast.
06.07	Apply slide transitions and create custom animations to slide presentations appropriate for the target audience.
07.0	Perform general organizational workplace competencies – the student will be able to:
07.01	Demonstrate self-motivation and responsibility to complete an assigned task.
07.02	Identify problem solving techniques.
07.03	Choose appropriate action in situations requiring effective time management.
07.04	Apply techniques for organizing and planning time and resources to complete an assigned task.
07.05	Apply principles and techniques for being a productive, contributing member of a team.
07.06	Communicate effectively with individuals lacking a technical background.
07.07	Evaluate detailed technical oral instructions for clarity.
07.08	Participate in group discussion as both a member and a leader.

07.09	Encourage and build mutual trust, respect, and cooperation among team members.
07.10	Assimilate new knowledge into project solutions and decisions.
07.11	Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.
07.12	Evaluate alternatives, costs and benefits in determining the best solution.
07.13	Identify strategies to improve and maximize productivity in the workplace.
08.0	Demonstrate sales and marketing fundamentals – the student will be able to:
08.01	Demonstrate knowledge of services and/or product offered.
08.02	Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.
08.03	Explain the importance of and demonstrate the procedures of cross selling.
08.04	Identify the opportunities for cross selling.
08.05	Follow effective procedures for closing a sale.
08.06	Demonstrate the ability to sell a variety of services and/or products.
09.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
09.01	Identify and demonstrate positive work behaviors needed to be employable.
09.02	Develop personal career plan that includes goals, objectives, and strategies.
09.03	Examine licensing, certification, and industry credentialing requirements.
09.04	Maintain a career portfolio to document knowledge, skills, and experience.
09.05	Evaluate and compare employment opportunities that match career goals.
09.06	Identify and exhibit traits for retaining employment.
09.07	Identify opportunities and research requirements for career advancement.
09.08	Research the benefits of ongoing professional development.
09.09	Examine and describe entrepreneurship opportunities as a career planning option.
10.0	Manage career development – the student will be able to:

10.01	Enhance personal business skills.
10.02	Formulate a career plan for post-graduation.
10.03	Comply with continuing education needs/requirements.
10.04	Attend seminars, workshops, and tradeshow.
10.05	Respond to changing business environment.
10.06	Identify updated industry information.
10.07	Explain the importance of having a written job description.
10.08	Pursue industry designations/licensing/degrees.
10.09	Assess career plan.
10.10	Demonstrate knowledge of how to make job changes appropriately.
10.11	Understand employment benefits packages.
10.12	Build mentor relationships.
10.13	Volunteer in community service organizations.
10.14	Network with industry professionals.
10.15	Maintain professional contact for future projects.
10.16	Identify corporate strategies and policies.
10.17	Anticipate future industry trends and identify various industry career paths.
11.0	Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:
11.01	Develop keyboarding skills to enter and manipulate text and data.
11.02	Describe and use current and emerging computer technology and software to perform personal and business related tasks.
11.03	Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
11.04	Demonstrate basic file management skills.
11.05	Troubleshoot problems with computer software, hardware, peripherals, and other office equipment.

11.06	Select and use standard written business and financial communication formats.
12.0	Use information technology tools – the students will be able to:
12.01	Use personal information management (PIM) applications to increase workplace efficiency.
12.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
12.03	Employ computer operations applications to access, create, manage, integrate, and store information.
12.04	Employ collaborative/groupware applications to facilitate group work.
13.0	Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member – the student will be able to:
13.01	Explore, design, implement, and evaluate organizational structures and cultures for managing project teams.
13.02	Explore and demonstrate an awareness of current trends in business and the employee's role in maintaining productive business environments in today's global workplace.
13.03	Collaborate with individuals and teams to complete tasks and solve business-related problems and demonstrate initiative, courtesy, loyalty, honesty, cooperation, and punctuality as a team member.
14.0	Practice quality performance in the learning environment and the workplace – the student will be able to:
14.01	Assess personal, peer, and group performance and identify and implement strategies for improvement (e.g., organizational skills, note taking/outlining, advance organizers, reasoning skills, problem-solving and decision-making skills).
14.02	Develop criteria for assessing products and processes that incorporate effective business practices (e.g., time management, productivity, total quality management).
15.0	Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:
15.01	Demonstrate an awareness of quality service and the personal and professional standards required to establish an effective service-based culture in the workplace, business, or learning environment.
15.02	Identify, analyze, and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.
15.03	Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.
16.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
16.01	Evaluate and justify decisions based on ethical reasoning.
16.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
16.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
16.04	Interpret and explain written organizational policies and procedures.

17.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance – the student will be able to:
17.01	Analyze, interpret, compile and demonstrate the ability to present/communicate data in understandable and measurable terms using common statistical procedures. Use common standards of measurement including the metric system in solving work-related or business problems (e.g., length, weight, currency, time).
17.02	Select and use the correct mathematical processes and tools to solve complex problem settings that are typical of business settings and use formulas when appropriate. Use personal finance and tax software applications to solve business/financial problems.
17.03	Use spreadsheet software to develop basic financial reports.
18.0	Demonstrate mathematics knowledge and skills – the students will be able to:
18.01	Demonstrate knowledge of arithmetic operations.
18.02	Analyze and apply data and measurements to solve problems and interpret documents.
18.03	Construct charts/tables/graphs using functions and data.
19.0	Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:
19.01	Use personal assessment tools to identify personal strengths and weaknesses related to learning and work environments.
19.02	Analyze job and career requirements and relate career interests to opportunities in the global economy.
20.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc. – the student will be able to:
20.01	Analyze personal skills and aptitudes in comparison with various business related job and career options.
20.02	Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience in financial careers.
20.03	Design, initiate, refine, and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations.
20.04	Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.
20.05	Demonstrate an awareness of the potential impact of local and global trends on career plans and life goals.
20.06	Experience work-based learning through volunteerism, job shadowing, mentoring, e-coaching, etc.
21.0	Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:
21.01	Perform business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.). Demonstrate knowledge of ethical behavior in a business environment (e.g., confidentiality of information, employee right to know, hiring practices, plagiarism, copyright violations, sexual harassment, mission statement, code of ethics, etc.).

21.02 Describe ethical issues and problems associated with computers and information systems.

21.03 Anticipate and provide solutions dealing with business situations involving ethical issues.

Course Number: BRC0091
Occupational Completion Point: B
Accounting Applications 1 (no substitutions) – 150 Hours – SOC Code 43-3031

22.0 Demonstrate language arts knowledge and skills – the student will be able to:

22.01 Locate, comprehend and evaluate key elements of oral and written information.

22.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

22.03 Present information formally and informally for specific purposes and audiences.

23.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level – the student will be able to:

23.01 Organize ideas and communicate oral and written messages. Students should be able to produce, read and interpret a business letter, internal memo, and e-mail communication.

23.02 Collaborate with individuals and teams to complete tasks and problem solve.

24.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:

24.01 Describe how accounting departments work within and across organizations.

24.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).

25.0 Practice quality performance in the learning environment and the workplace – the student will be able to:

25.01 Apply appropriate organizational skills to manage time and resources.

25.02 Perform tasks accurately, completely, and with attention to detail on a consistent basis.

25.03 Think critically and make informed decisions.

25.04 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.

25.05 Follow accepted rules, regulations, policies and workplace safety.

26.0 Exhibit customer service skills – the student will be able to:

26.01 Listen and identify customer's needs and concerns.

26.02	Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.
26.03	Model appropriate ways to problem solve with customers in various situations.
26.04	Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, community service).
26.05	Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).
26.06	Develop and articulate a personal and business code of ethical behavior.
27.0	Demonstrate mathematics knowledge and skills – the student will be able to:
27.01	Demonstrate knowledge of arithmetic operations.
27.02	Analyze and apply data and measurements to solve problems and interpret documents.
27.03	Construct charts/tables/graphs using functions and data.
28.0	Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:
28.01	Develop an awareness of effective credit management.
28.02	Prepare and analyze a personal budget.
28.03	Apply appropriate mathematical processes to accounting applications.
29.0	Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:
29.01	Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.
30.0	Demonstrate skills for accounting work-based learning experiences – the student will be able to:
30.01	Apply accounting principles in an accounting environment.
30.02	Explore the use of technology in an accounting environment.
30.03	Complete a work-based simulation.
31.0	Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:
31.01	Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).
31.02	Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).

31.03	Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
31.04	Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).
31.05	Analyze transactions for accuracy and prepare appropriate correcting entries.
32.0	Apply accounting principles and concepts using appropriate technology – the student will be able to:
32.01	Identify and use the appropriate technology in an accounting environment.
32.02	Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).
32.03	Research types of accounting systems.

Course Number: BRC0094
Occupational Completion Point: C
Financial Operations – 150 Hours – SOC Code 43-4041

33.0	Compare the differences between the various economic systems – the student will be able to:
33.01	Describe the terms "market" and "market system." Compare and contrast major features of a variety of economic systems. Explain the basic principles of a market system.
33.02	Explain factors that have led to an increased international interdependence.
33.03	Explain concepts associated with trade between nations.
34.0	Explain the nature of American capitalism through its various concepts – the student will be able to:
34.01	Describe the characteristics of America's market economy.
34.02	Explain the impact of supply and demand on the American economy.
35.0	Explain the profit motive in our economic system – the student will be able to:
35.01	Interpret the term "profit."
35.02	Explain the role of the profit motive in investment decisions.
36.0	Demonstrate by examples capital markets and the role securities have within these markets – the student will be able to:
36.01	Develop reasons for corporate efforts to raise capital.
36.02	Explain a variety of methods available to corporations for raising capital.

36.03	Show the major purposes of corporate annual reports.
37.0	Develop skill in interpreting the financial section of the daily newspaper – the student will be able to:
37.01	Identify important financial data components found in the financial section of a daily newspaper.
37.02	Demonstrate the importance of data relating to daily trading of a stock as listed in the business section of the newspaper or on the Internet.
38.0	Demonstrate an understanding of the different types of business organization – the student will be able to:
38.01	Compare the features of proprietorship, partnership, and corporation.
38.02	List the advantages and disadvantages of forming a corporation.
38.03	Discuss reasons for corporate acquisitions and mergers.
39.0	Outline the role the Federal Reserve System plays in our money, credit, and banking processes – the student will be able to:
39.01	Define money and the role it plays in the American economic system.
39.02	Describe the role financial institutions play in the economic growth and development of a society.
40.0	Summarize how economic growth and stability impact the business cycle – the student will be able to:
40.01	Interpret the concept of economic growth.
40.02	Explain the various business cycles that occur in our society.
41.0	State the banking concept as used in America – the student will be able to:
41.01	Identify the basic functions of banks.
41.02	Describe the services offered by a full service bank.
41.03	Identify financial services offered by major non-bank competitors.
41.04	Explain the importance of the selling of financial services by all financial institutions.
42.0	Outline the historical transition the banking system in America has taken from its early years to its current position – the student will be able to:
42.01	Review the Federal Reserve System's various roles in financial services industry.
42.02	Identify the major Federal banking laws and their role in financial services industry.
42.03	Diagram the organization of the Federal Reserve.

42.04	Identify new financial products and services offered by a variety of financial institutions.
43.0	Define banking operations – the student will be able to:
43.01	Identify the major departments of financial institutions.
43.02	Describe the characteristics of a time deposit transaction.
43.03	Identify types of negotiable instruments.
44.0	Analyze the types of investments used by banks – the student will be able to:
44.01	Identify the role of financial intermediaries.
44.02	Identify the most profitable assets for a bank to hold.
45.0	Evaluate the effectiveness of bank regulation and examination – the student will be able to:
45.01	Describe the audit function of a bank.
45.02	Identify the agencies responsible for bank regulation.
46.0	Identify terminology unique to the finance and finance-related industries – the student will be able to:
46.01	Identify and define commonly used financial terms, such as income, expense, and profit.
46.02	Identify and record financial data using correct terminology.
47.0	Describe the role of consumer credit in today's society – the student will be able to:
47.01	Define consumer credit.
47.02	Identify major providers of consumer credit.
47.03	State the reason(s) consumer credit exists.
48.0	Describe the role and impact of consumer debt – the student will be able to:
48.01	Define debt. Differentiate between good and bad debt.
48.02	Identify the components and consequences of a credit score.
48.03	Describe the long term implications of borrowing at unfavorable interest rates.
48.04	Using a personal budget model, illustrate the implications of two-year and four-year contracts for items like car loans or leases, cell phone contracts and other items at various terms.

48.05	Identify the opportunity costs of credit card debt.
48.06	Research and identify credit and loan related consumer rights.
48.07	Describe the consequences of not paying off credit card debt each month.
49.0	Identify the principles of saving and borrowing – the student will be able to:
49.01	Describe the importance of credit to consumers in the American marketplace.
49.02	List the criteria for judging an individual's credit worthiness.
49.03	Describe three different types of consumer credit discrimination.
49.04	Describe a strategy for increasing an individual's savings.
50.0	Identify career opportunities available in the consumer credit field – the student will be able to:
50.01	List the various careers in consumer lending.
50.02	Outline an organization chart for the consumer lending department of a financial institution.
51.0	Describe consumer credit products – the student will be able to:
51.01	Identify the characteristics of consumer credit products (i.e., open ended, secured and unsecured, short and long term).
51.02	Describe the benefits and risks of credit and debit card use.
51.03	Name the activities involved in a credit transaction.
51.04	Compare and contrast a mortgage to a home equity loan.
52.0	Define risk and consumer lending – the student will be able to:
52.01	Define a credit risk.
52.02	Construct a profile of a good credit risk.
52.03	Explain the method an institution uses to price a loan.
53.0	Outline the procedures utilized in processing a credit application – the student will be able to:
53.01	Outline the information needed on a credit application.
53.02	List the documents involved in consumer lending.

53.03	Develop a letter to notify the applicant of a credit decision.
54.0	Demonstrate the procedures utilized in gathering credit information – the student will be able to:
54.01	Demonstrate a loan interview.
54.02	Complete a loan application.
54.03	Outline the procedures involved in credit verification.
54.04	Explain the function of a credit bureau.
55.0	Outline the procedures used in evaluating a loan – the student will be able to:
55.01	Analyze a credit grading system.
55.02	Describe signals that may be fraud indicators.
55.03	Analyze the reasons why credit information should be verified.
56.0	Identify the documents and procedures utilized in closing a loan – the student will be able to:
56.01	Explain the significance of a loan closing.
56.02	Identify the documents involved in general consumer lending.
57.0	Identify the relationship between education attainment and income – the student will be able to:
57.01	Calculate the total cost of higher education using a variety of interest rates and compare federal and private lenders and their repayment terms.
57.02	Using median income tables from the US Department of Labor, determine the best return on investment (ROI) for educational choices and the career and salary that educational choice supports.
57.03	Calculate the cost of varying lengths of student loan deferment.
57.04	Compare and contrast the costs and outcomes of public, non-profit and for-profit educational choices.
58.0	Outline the methods utilized in servicing a loan – the student will be able to:
58.01	Describe how consumer loans are serviced.
58.02	Outline collection procedures for a consumer loan.
58.03	Define bankruptcy.
58.04	Outline the job responsibilities of a bankruptcy specialist.

59.0	Evaluate the role automation plays in the buying and selling of securities – the student will be able to:
59.01	Identify the key terms relating to stock trading.
59.02	Outline the sequence of events in making a stock trade.
60.0	Identify the laws and regulations for consumer protection – the student will be able to:
60.01	Interpret the purpose of the Truth-In-Lending Act.
60.02	Explain the major provisions of the Equal Credit Opportunity Act.
60.03	Explain the importance of the Fair Credit Billing Act.
61.0	Summarize global banking functions – the student will be able to:
61.01	Describe the promotion of global trade.
61.02	Analyze the global credit crisis.
61.03	Identify global exchange services.
62.0	Define global trade – the student will be able to:
62.01	Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.
62.02	Outline the advantages and disadvantages of a protectionist policy.
62.03	Identify possible solutions to the problem of meeting global competition.
62.04	Distinguish between imports and exports.
62.05	Discuss the financial interdependence of nations.
62.06	Explain the advantages and disadvantages of global trade.
62.07	Define the major agreements governing the world: General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), European Union (EU), ASEAN Free Trade Area (AFTA), and Southern Cone Common Market (Mercosur).
62.08	Discuss the U.S. balance of trade.
62.09	Know terms: trade, tariff, quota, embargo, voluntary export restraints, most favored nation status, foreign trade zones, export, import, dumping, kickbacks, International Monetary Fund (IMF).

Course Number: BRC0945
Occupational Completion Point: C
Financial Internship – 150 Hours – SOC Code 43-4041

63.0 Perform critical job skills – the student will be able to:

63.01 Apply literacy skills in technical reading, computing and calculating.

63.02 Perform tasks as outlined in the individualized job performance skills plan.

63.03 Maintain relevant employment documents.

63.04 Sustain mentoring relationships in the workplace.

63.05 Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.

63.06 Collaborate, communicate and interact utilizing technology.

63.07 Offer alternative suggestions or solutions rather than simply rejecting others ideas.

63.08 Contribute to team efforts by fulfilling responsibilities and valuing diversity.

63.09 Explore networking opportunities through professional associations.

63.10 Exercise proper judgment in decision making.

63.11 Adapt to changing organizational environments with flexibility.

63.12 Build a portfolio reflecting experiences and skills gained during the internship.

64.0 Display professional work habits – the student will be able to:

64.01 Report as expected, on time, appropriately dressed and groomed and ready to work.

64.02 Create a positive professional image through proper introductions, eye contact, and a firm handshake.

64.03 Model acceptable work habits and conduct in the workplace as defined by company policy.

64.04 Complete and follow through on tasks and take initiative as warranted.

64.05 Respond to internal and external customers' needs and concerns.

64.06 Practice business etiquette and social sensitivity in face to face interaction, on the telephone and the Internet.

64.07 Build bridges between conflicting attitudes and ways of thinking.

65.0 Demonstrate ethical behavior – the student will be able to:

65.01	Compare business activities to professional standards.
65.02	Show empathy, respect and support for others.
65.03	Value confidentiality and privacy.
65.04	Recognize gender and cultural inappropriate behaviors.

Course Number: BRC0093	
Occupational Completion Point: D	
Personal Financial Planning – 150 Hours – SOC Code 43-4011	
66.0	Identify and apply the processes used in personal financial planning – the student will be able to:
66.01	Discuss financial planning.
66.02	Explain basic steps in the financial planning process.
66.03	Evaluate a hypothetical situation from a financial planning point of view.
66.04	Summarize the extent to which financial planning would benefit people of different financial circumstances.
67.0	Describe the role of a financial planner – the student will be able to:
67.01	Define abbreviations associated with degrees granted by various financial institutions and industries.
67.02	Develop a set of criteria for evaluating a planner's credentials.
67.03	Describe the skills, education, and training necessary for a career in financial planning.
67.04	List the basic steps in the financial planning process.
68.0	Outline the components of a financial plan – the student will be able to:
68.01	Explain the importance of goals during the various phases of financial planning.
68.02	Describe financial information needed in the data gathering phase of planning.
68.03	Explain significance of an income statement and balance sheet for financial planning.
68.04	Explain how a planner analyzes financial data using the components of a financial plan.
69.0	Describe the relationship between higher education costs, student loans, and anticipated return on investment (ROI) – the student will be able to:
69.01	Use interest rate tables and college cost calculators to estimate future monthly payment schedules on financing education.

69.02	Identify the differences between federal and private student loans, including flexibility of terms and costs.
69.03	Compare costs and employability outcomes in student's field of choice. Identify variables for two-year educational programs, four-year and certificate programs in public, non-profit and for-profit institutions.
69.04	Describe the relationship between educational attainment (diplomas), employment and unemployment.
70.0	Describe the role housing plays in a financial plan – the student will be able to:
70.01	Determine how much money a person can spend on housing.
70.02	Demonstrate how debts to income ratios affect a person's ability to borrow money.
70.03	Compare the benefits and drawbacks of renting versus owning a home.
71.0	Define the concept of risk management and insurance products – the student will be able to:
71.01	List the broad range of insurances available to consumers.
71.02	Explain the major insurance-related concept of risk sharing.
71.03	Define key terms and concepts relating to insurance.
71.04	Develop a list of criteria for determining the amount of insurance an individual needs.
71.05	Outline an individual risk profile.
72.0	Outline investment opportunities available in today's financial market – the student will be able to:
72.01	Identify key investment-related terms, concepts, and options.
72.02	Develop an individual financial plan for a person with a one million dollar windfall.
72.03	Outline a financial strategy for investing in precious metals and collectibles.
73.0	Identify retirement planning strategies – the student will be able to:
73.01	Identify sources of retirement funds.
73.02	List various pension plan options.
73.03	Identify the retirement benefits provided by Social Security.
73.04	Outline personal income tax planning strategies.
74.0	Identify estate planning strategies – the student will be able to:

74.01	Define key terms and concepts relating to estate planning.
74.02	Identify the major components of an individual estate plan.
74.03	State the reasons why anyone with assets should plan an estate.
74.04	Identify the major provisions of a will and explain why the drafting of a will is vital to estate planning.
75.0	Select a financial industry career for research – the student will be able to:
75.01	Identify current trends that have developed in the financial field.
75.02	Identify sources of information for career planning.
75.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the finance field.
75.04	Develop an individualized education and career plan related to the financial field.
76.0	Generate a comprehensive financial plan – the student will be able to:
76.01	Develop a personal financial plan for the purchase of an automobile including purchase price, interest, tax, down payment, dealers' fees, auto tag, auto insurance, etc.
76.02	Develop a personal financial plan for a wedding including the financial and budgetary needs for the wedding facility, reception facility, caterer, printer, disc jockey, bride garments, groom garments, flowers, rehearsal dinner, honeymoon, payment for officiator, etc.
76.03	Develop a personal financial plan for attending a four year college or university including housing, tuition, books, meals, etc.
76.04	Develop a personal financial plan for attending a two year college including housing, tuition, books, meals, etc.
76.05	Develop a personal financial plan for the purchase of a home including mortgage, interest rates, closing costs, pre-paid, homeowners insurance, etc.
77.0	Understand the six elements of contracts and distinguish between the different types of contracts – the student will be able to:
77.01	Understand the six elements of a legally binding contract: agreement, consideration, contractual capacity, legality, genuineness of assent, and legal form.
77.02	Understand the differences between express agreements, implied agreements, negotiable instrument, written contracts and oral contracts, valid contracts, void contracts, and voidable contracts.
77.03	Understand the qualifications of a legally collectible negotiable instrument.
77.04	Understand the consumer responsibilities regarding contracts and agreements.
77.05	Understand the various consumer protection laws.
78.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:

78.01	Employ leadership skills to accomplish organizational goals and objectives.
78.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
78.03	Conduct and participate in meetings to accomplish work tasks.
78.04	Employ mentoring skills to inspire and teach others.
79.0	Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:
79.01	Identify and describe the services and legal responsibilities of financial institutions.
79.02	Describe the effect of money management on personal and career goals.
79.03	Develop a personal budget and financial goals.
79.04	Complete financial instruments for making deposits and withdrawals.
79.05	Maintain financial records.
79.06	Read and reconcile financial statements.
79.07	Research, compare and contrast investment opportunities.
80.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
80.01	Describe the nature and types of business organizations.
80.02	Explain the effect of key organizational systems on performance and quality.
80.03	List and describe quality control systems and/or practices common to the workplace.
80.04	Explain the impact of the global economy on business organization.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA, Phi Beta Lambda and Business Professionals of America (BPA) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Mortgage Loan Originator/Loan Originator
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	M807050
CIP Number	0252080904
Grade Level	N/A
Standard Length	20 hours
Teacher Certification	Approval by Nationwide Mortgage Licensing System (NMLS)
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	13-2072 – Loan Officers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	REE0092	Mortgage Loan Officer/Loan Officer	20 hours	13-2072

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate mathematics knowledge and skills.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Demonstrate language arts knowledge and skills.
- 04.0 Solve problems using critical thinking skills, creativity and innovation.
- 05.0 Use information technology tools.
- 06.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 07.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 08.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 09.0 Describe the importance of professional ethics and legal responsibilities.
- 10.0 Explain the importance of employability and entrepreneurship skills.
- 11.0 Demonstrate an understanding of federal mortgage-related laws.
- 12.0 Demonstrate knowledge of mortgage in general.
- 13.0 Demonstrate a clear knowledge of the activities of mortgage loan origination.
- 14.0 Describe the importance of professional ethics.
- 15.0 Identify the Office of Financial Regulation.
- 16.0 Demonstrate an understanding of the State Law and Regulation Definitions.
- 17.0 Demonstrate an understanding of Florida License Law and Regulation.
- 18.0 Demonstrate an understanding of Mortgage Originator Compliance.
- 19.0 Examine ways for disciplinary action.
- 20.0 Demonstrate an understanding of unique state test areas.

**Florida Department of Education
Student Performance Standards**

Program Title: Mortgage Loan Originator/Loan Originator
PSAV Number: M807050

Course Number: REE0092
Occupational Completion Point: A
Mortgage Loan Officer/Loan Officer – 20 Hours – SOC Code 13-2072

01.0 Demonstrate mathematics knowledge and skills – the students will be able to:

01.01 Demonstrate knowledge of arithmetic operations.

01.02 Analyze and apply data and measurements to solve problems and interpret documents.

01.03 Construct charts/tables/graphs using functions and data.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:

02.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

02.02 Locate, organize and reference written information from various sources.

02.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

02.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

02.05 Apply active listening skills to obtain and clarify information.

02.06 Develop and interpret tables and charts to support written and oral communications.

02.07 Exhibit public relations skills that aid in achieving customer satisfaction.

03.0 Demonstrate language arts knowledge and skills – the students will be able to:

03.01 Locate, comprehend and evaluate key elements of oral and written information

03.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

03.03 Present information formally and informally for specific purposes and audiences.

04.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:

04.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.02	Employ critical thinking and interpersonal skills to resolve conflicts.
04.03	Identify and document workplace performance goals and monitor progress toward those goals.
04.04	Conduct technical research to gather information necessary for decision-making.
05.0	Use information technology tools – the students will be able to:
05.01	Use personal information management (PIM) applications to increase workplace efficiency.
05.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
05.03	Employ computer operations applications to access, create, manage, integrate, and store information.
05.04	Employ collaborative/groupware applications to facilitate group work.
06.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
06.01	Employ leadership skills to accomplish organizational goals and objectives.
06.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
06.03	Conduct and participate in meetings to accomplish work tasks.
06.04	Employ mentoring skills to inspire and teach others.
07.0	Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:
07.01	Identify and describe the services and legal responsibilities of financial institutions.
07.02	Describe the effect of money management on personal and career goals.
07.03	Develop a personal budget and financial goals.
07.04	Complete financial instruments for making deposits and withdrawals.
07.05	Maintain financial records.
07.06	Read and reconcile financial statements.
07.07	Research, compare and contrast investment opportunities.
08.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:

08.01	Describe the nature and types of business organizations.
08.02	Explain the effect of key organizational systems on performance and quality.
08.03	List and describe quality control systems and/or practices common to the workplace.
08.04	Explain the impact of the global economy on business organizations.
09.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
09.01	Evaluate and justify decisions based on ethical reasoning.
09.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
09.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
09.04	Interpret and explain written organizational policies and procedures.
10.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
10.01	Identify and demonstrate positive work behaviors needed to be employable.
10.02	Develop personal career plan that includes goals, objectives, and strategies.
10.03	Examine licensing, certification, and industry credentialing requirements.
10.04	Maintain a career portfolio to document knowledge, skills, and experience.
10.05	Evaluate and compare employment opportunities that match career goals.
10.06	Identify and exhibit traits for retaining employment.
10.07	Identify opportunities and research requirements for career advancement.
10.08	Research the benefits of ongoing professional development.
10.09	Examine and describe entrepreneurship opportunities as a career planning option.
11.0	Demonstrate an understanding of federal mortgage-related laws – the student will be able to:
11.01	Identify and explain RESPA.
11.02	Describe the Equal Credit Opportunity Act (Reg. B).
11.03	Explain the Truth-in-Lending Act.

11.04	Identify and explain the SAFE Act.
11.05	List and explain other Federal Laws and guidelines.
12.0	Demonstrate knowledge of mortgage in general – the student will be able to:
12.01	List and discuss the various mortgage programs.
12.02	List and describe the mortgage loan products.
12.03	List the terms used in the operation of the mortgage market.
13.0	Demonstrate a clear knowledge of the activities of mortgage loan origination – the student will be able to:
13.01	Describe the application information and requirements.
13.02	Describe qualification processing and underwriting.
13.03	Identify and describe the specific program guidelines.
13.04	Describe the closing procedures and the responsible parties.
13.05	Explain the financial calculations used in mortgage lending.
14.0	Describe the importance of professional ethics – the student will be able to:
14.01	Identify and explain RESPA.
14.02	Identify and discuss the Gramm-Leach-Bliley Act.
14.03	Identify and discuss the Truth-in-Lending Act.
14.04	Identify and discuss the Equal Credit Opportunity Act.
14.05	Identify and explain the appraisal procedures.
14.06	Describe fraud detection, reporting and prevention procedures.
14.07	Discuss ethical behavior of the parties involved in mortgage loan origination.
15.0	Identify the Office of Financial Regulation – the student will be able to:
15.01	Examine Regulatory Authority.
15.02	Examine and discuss the department/agency structure.

15.03	List and discuss the responsibilities and limitations.
16.0	Demonstrate an understanding of the State Law and Regulation Definitions – the student will be able to:
16.01	Examine the Florida Statute Chapter 494.
16.02	Examine Rules 69V-40.001-40.290, F.A.C.
16.03	Examine Other State Law and Regulation Definitions.
17.0	Demonstrate an understanding of Florida License Law and Regulation – the student will be able to:
17.01	Examine licensing requirements.
17.02	Examine the licensee qualifications and application process.
17.03	Examine and explain the grounds for denying a license.
17.04	Examine license maintenance.
17.05	Examine the Mortgage Guaranty Trust Fund.
18.0	Demonstrate an understanding of Mortgage Originator Compliance – the student will be able to:
18.01	List and discuss prohibited conduct and practices.
18.02	Examine the required conduct.
18.03	List and discuss fees and charges.
18.04	List and discuss disclosures and agreements.
18.05	Examine ways for advertising.
18.06	List and discuss escrow account and requirements.
19.0	Examine ways for disciplinary action – the student will be able to:
19.01	Examine notifications, hearings, and appeals.
19.02	Examine suspension, revocation, and rescission of licenses.
19.03	Examine and discuss penalties and fines.
20.0	Demonstrate an understanding of unique state test areas – the student will be able to:

20.01 Explain the Florida Homestead Exemption Law.

20.02 Explain the Florida Anti-Coercion Law.

20.03 Explain Lien Theory/Title Theory Mortgage State.

20.04 List and explain the Florida Loan Modification requirements.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

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Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Florida Department of Education
Curriculum Framework

Program Title: Health Insurance Marketing
Program Type: Career Preparatory
Career Cluster: Finance

PSAV

Program Number	M810011
CIP Number	0252190802
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	INSURANCE 7 G
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	41-3021 – Insurance Sales Agents
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

It prepares students for the position of Health Only Agent. This program is for all participants who deal with the ultimate consumer and must obtain a Florida insurance license.

The specific curriculum used by the instructor must be pre-approved by the Florida Department of Insurance, Bureau of Agent and Agency Licensing. Instructor qualifications must meet Section 4-211.160. The course must use the approved course outline specified in Section 4-211.170. Other rules apply pertaining to entities, school officials, schedule and attendance records, certification of students, attendance, exempted courses, examinations, fees, facilities, forms, penalties, etc. Obtain Packet 4-211 from the Department of Insurance for complete details.

After successful completion, students' names are reported to the Department of Insurance, Bureau of Agent and Agency Licensing making them eligible to take the appropriate state exam.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0097	Insurance Sales Agent, (Health Only)	40 hours	41-3021

Regulated Programs

It prepares students for the position of Health Only Agent. This program is for all participants who deal with the ultimate consumer and must obtain a Florida insurance license.

The specific curriculum used by the instructor must be pre-approved by the Florida Department of Insurance, Bureau of Agent and Agency Licensing. Instructor qualifications must meet Section 4-211.160. The course must use the approved course outline specified in Section 4-211.170. Other rules apply pertaining to entities, school officials, schedule and attendance records, certification of students, attendance, exempted courses, examinations, fees, facilities, forms, penalties, etc. Obtain Packet 4-211 from the Department of Insurance for complete details.

After successful completion, students' names are reported to the Department of Insurance, Bureau of Agent and Agency Licensing making them eligible to take the appropriate state exam.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate mathematics knowledge and skills.
- 02.0 Demonstrate science knowledge and skills.
- 03.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Solve problems using critical thinking skills, creativity and innovation.
- 06.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 07.0 Use information technology tools.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Explain the importance of employability and entrepreneurship skills.
- 12.0 Demonstrate an understanding of the Basic Principles of Health Insurance.
- 13.0 Demonstrate an understanding of the Insurance Industry.
- 14.0 Demonstrate an understanding of Legal Concepts of the Insurance Contract.
- 15.0 Demonstrate an understanding of Health and Accident Insurance.
- 16.0 Compare Health Insurance Providers.
- 17.0 Demonstrate an understanding of Medical Expense Insurance.
- 18.0 Demonstrate an understanding of Disability Income Insurance.
- 19.0 Demonstrate an understanding of Accidental Death and Dismemberment.
- 20.0 Demonstrate an understanding of Government Health Insurance Programs.
- 21.0 Demonstrate an understanding of Private Insurance Plans for Seniors.
- 22.0 Demonstrate an understanding of Health Insurance Policy Provisions.
- 23.0 Demonstrate an understanding of Health Insurance Underwriting and Premiums.
- 24.0 Demonstrate an understanding of Group Health Insurance.
- 25.0 Demonstrate an understanding of the Uses of Health Insurance.
- 26.0 Demonstrate an understanding of Health Maintenance Organizations.
- 27.0 Demonstrate an understanding of Florida Laws and Rules Pertinent to Health Insurance.
- 28.0 Demonstrate an understanding of Agent Licensing.
- 29.0 Demonstrate an understanding of Unfair Trade Practices.
- 30.0 Demonstrate an understanding of Health Insurance Definitions.
- 31.0 Demonstrate an understanding of the Florida Life and Health Guaranty Association.

**Florida Department of Education
Student Performance Standards**

Program Title: Health Insurance Marketing
PSAV Number: M810011

Course Number: RMI0097
Occupational Completion Point: A
Insurance Sales Agent (Health Only) – 40 Hours – SOC Code 41-3021

01.0 Demonstrate mathematics knowledge and skills – the students will be able to:

01.01 Demonstrate knowledge of arithmetic operations.

01.02 Analyze and apply data and measurements to solve problems and interpret documents.

01.03 Construct charts/tables/graphs using functions and data.

02.0 Demonstrate science knowledge and skills – the students will be able to:

02.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

02.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.

03.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:

03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

03.02 Locate, organize and reference written information from various sources.

03.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

03.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

03.05 Apply active listening skills to obtain and clarify information.

03.06 Develop and interpret tables and charts to support written and oral communications.

03.07 Exhibit public relations skills that aid in achieving customer satisfaction.

04.0 Demonstrate language arts knowledge and skills – the students will be able to:

04.01 Locate, comprehend and evaluate key elements of oral and written information.

04.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
04.03	Present information formally and informally for specific purposes and audiences.
05.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:
05.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
05.02	Employ critical thinking and interpersonal skills to resolve conflicts.
05.03	Identify and document workplace performance goals and monitor progress toward those goals.
05.04	Conduct technical research to gather information necessary for decision-making.
06.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to:
06.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
06.02	Explain emergency procedures to follow in response to workplace accidents.
06.03	Create a disaster and/or emergency response plan.
07.0	Use information technology tools – the students will be able to:
07.01	Use personal information management (PIM) applications to increase workplace efficiency.
07.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
07.03	Employ computer operations applications to access, create, manage, integrate, and store information.
07.04	Employ collaborative/groupware applications to facilitate group work.
08.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
08.01	Employ leadership skills to accomplish organizational goals and objectives.
08.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
08.03	Conduct and participate in meetings to accomplish work tasks.
08.04	Employ mentoring skills to inspire and teach others.
09.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
09.01	Describe the nature and types of business organizations.

09.02	Explain the effect of key organizational systems on performance and quality.
09.03	List and describe quality control systems and/or practices common to the workplace.
09.04	Explain the impact of the global economy on business organizations.
10.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
10.01	Evaluate and justify decisions based on ethical reasoning.
10.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
10.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
10.04	Interpret and explain written organizational policies and procedures.
11.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
11.01	Identify and demonstrate positive work behaviors needed to be employable.
11.02	Develop personal career plan that includes goals, objectives, and strategies.
11.03	Examine licensing, certification, and industry credentialing requirements.
11.04	Maintain a career portfolio to document knowledge, skills, and experience.
11.05	Evaluate and compare employment opportunities that match career goals.
11.06	Identify and exhibit traits for retaining employment.
11.07	Identify opportunities and research requirements for career advancement.
11.08	Research the benefits of ongoing professional development.
11.09	Examine and describe entrepreneurship opportunities as a career planning option.
12.0	Demonstrate an understanding of the Basic Principles of Health Insurance – the student will be able to:
12.01	Explain the Role of Insurance.
12.02	Explain the Health Insurance Industry.
12.03	Discuss Risk Pooling and Law of Large numbers as the Nature of Insurance.
12.04	Discuss the Concept of Risk.

13.0	Demonstrate an understanding of the Insurance Industry – the student will be able to:
13.01	Identify the Types of Insurers.
13.02	Describe Distribution Systems.
13.03	Define and explain Regulations.
14.0	Demonstrate an understanding of Legal Concepts of the Insurance Contract – the student will be able to:
14.01	Explain the Elements of the Insurance Contract.
14.02	List and explain the Special Features of the Insurance Contract.
14.03	Define Insurance Agents and Brokers.
14.04	List and explain other Legal Concepts.
15.0	Demonstrate an understanding of Health and Accident Insurance – the student will be able to:
15.01	Explain and recognize the Basic Forms of Health and Accident Insurance.
15.02	Explain and discuss methods of Purchasing Health Insurance.
15.03	Explain the Characteristics of Health and Accident Insurance.
16.0	Compare Health Insurance Providers – the student will be able to:
16.01	Explain Commercial Insurance Companies.
16.02	List the Service Providers.
16.03	List and discuss the Government Health Insurance Programs.
16.04	List and explain the Alternative Methods.
17.0	Demonstrate an understanding of Medical Expense Insurance – the student will be able to:
17.01	Explain the Purpose of Medical Expense Insurance.
17.02	Discuss the Basic Medical Expense Policy.
17.03	Define Deductibles and Coinsurance and Major Medical Expense Plans.
17.04	List and explain Other Types of Medical Expense Coverage.

18.0	Demonstrate an understanding of Disability Income Insurance – the student will be able to:
18.01	Discuss the Purpose of Disability Income Insurance.
18.02	Explain the Benefits of Disability Income Insurance.
18.03	List and discuss Policy Provisions.
18.04	List and discuss Policy Riders.
19.0	Demonstrate an understanding of Accidental Death and Dismemberment – the student will be able to:
19.01	Discuss the benefits of Accidental Death and Dismemberment.
19.02	List and explain other Forms of Accidental Death and Dismemberment.
20.0	Demonstrate an understanding of Government Health Insurance Programs – the student will be able to:
20.01	Compare Parts A & B of Medicare.
20.02	Explain Part C of Medicare Advantage.
20.03	Explain Part D of Medicare – Prescriptions.
20.04	Analyze and explain Medicaid.
20.05	Discuss Florida Healthy Kids.
21.0	Demonstrate an understanding of Private Insurance Plans for Seniors – the student will be able to:
21.01	Describe Medicare Supplement Policies.
21.02	Explain Long-Term care Insurance.
22.0	Demonstrate an understanding of Health Insurance Policy Provisions – the student will be able to:
22.01	Differentiate between Mandatory and Optional Provisions from the NAIC Model Health Insurance Policy.
22.02	List and explain the Common Exclusions or Restrictions of Health Insurance Policy.
22.03	Discuss the Renewability Provisions.
23.0	Demonstrate an understanding of Health Insurance Underwriting and Premiums – the student will be able to:
23.01	Recognize the Major Risk Factors of Health Insurance Underwriting.

23.02	Recognize the Premium Factors.
23.03	Exhibit the Tax Treatment of Premiums and Benefits.
23.04	Explain Managed Care.
24.0	Demonstrate an understanding of Group Health Insurance – the student will be able to:
24.01	Explain the Nature of Group Insurance.
24.02	List and discuss the Coverages for Group Health Insurance.
24.03	Analyze the Tax Treatment of Group Plans.
24.04	Explain COBRA Continuations of Benefits.
25.0	Demonstrate an understanding of the Uses of Health Insurance – the student will be able to:
25.01	Recognize and explain the Individual needs for Health Insurance.
25.02	Explain the Business needs for Health Insurance.
26.0	Demonstrate an understanding of Health Maintenance Organizations – the student will be able to:
26.01	Explain the purpose of Health Maintenance Organizations.
26.02	Describe HMO Operation.
26.03	List and discuss the Florida Laws and Regulations.
27.0	Demonstrate an understanding of Florida Laws and Rules Pertinent to Health Insurance – the student will be able to:
27.01	Recognize the Office of Insurance Regulation.
27.02	Discuss Insurers and Unauthorized Entities.
27.03	List and discuss Marketing Practices.
27.04	Apply and identify Ethics in Chapter 69B-215 Code of Ethics-Life Underwriters.
27.05	Explain the Policy Clauses and Provisions.
27.06	List and discuss Medicare, Medicaid, and Maternity Benefits.
27.07	List and explain the Types of Health Plans.

27.08	Describe the Florida Employee Health Care Access Act.
28.0	Demonstrate an understanding of Agent Licensing – the student will be able to:
28.01	Examine licensing requirements.
28.02	List and explain the ways to maintain a license.
28.03	Examine the reasons for suspension, termination, revocation of license, and other penalties.
28.04	Explain the need for ethics for licensing.
29.0	Demonstrate an understanding of Unfair Trade Practices – the student will be able to:
29.01	Identify Sliding.
29.02	Identify Coercion.
29.03	Identify Misrepresentation.
29.04	Identify Defamation.
29.05	Identify Unfair Discrimination.
29.06	Identify Unfair Claims Settlement.
29.07	Identify Fraud.
29.08	Identify and exhibit Controlled Business.
30.0	Demonstrate an understanding of Health Insurance Definitions – the student will be able to:
30.01	Explain Insurance Transactions.
30.02	List and discuss Domestic, Foreign and Alien Companies.
30.03	List and discuss Authorized, Unauthorized, and Eligible Companies.
30.04	Define Stock and Mutual Companies.
30.05	Explain the Certificate of Authority.
31.0	Demonstrate an understanding of the Florida Life and Health Guaranty Association – the student should be able to:
31.01	Discuss membership requirements.

31.02 Explain the purpose of the Florida Life and Health Guaranty Association.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Life Insurance Marketing
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	M810012
CIP Number	0252190803
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	INSURANCE 7 G
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	41-3021 – Insurance Sales Agent
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0099	Insurance Sales Agent - Life, Health and Annuities	40 hours	41-3021

Regulated Programs

It prepares students for the position of Life, Health and Variable Annuities Agent. This program is for all participants who deal with the ultimate consumer and must obtain a Florida insurance license.

The specific curriculum used by the instructor must be pre-approved by the Florida Department of Insurance, Bureau of Agent and Agency Licensing. Instructor qualifications must meet Section 4-211.160. The course must use the approved course outline specified in Section 4-211.170. Other rules apply pertaining to entities, school officials, schedule and attendance records, certification of students, attendance, exempted courses, examinations, fees, facilities, forms, penalties, etc. Obtain Packet 4-211 from the Department of Insurance for complete details.

After successful completion, students' names are reported to the Department of Insurance, Bureau of Agents and Agency Licensing making them eligible to take the appropriate state exam.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate mathematics knowledge and skills.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Demonstrate language arts knowledge and skills.
- 04.0 Solve problems using critical thinking skills, creativity and innovation.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Use information technology tools.
- 07.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 08.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 09.0 Describe the importance of professional ethics and legal responsibilities.
- 10.0 Explain the importance of employability and entrepreneurship skills.
- 11.0 Demonstrate an understanding of the Basic Principles of Life, Health Insurance and Annuities.
- 12.0 Demonstrate an understanding of the Legal Concepts of the Insurance Contract.
- 13.0 Demonstrate an understanding of Life Insurance Policies, Provisions, Options, and Riders.
- 14.0 Demonstrate an understanding of Life Insurance Premiums, Proceeds and Beneficiaries.
- 15.0 Demonstrate an understanding of Life Insurance Underwriting and Policy Issue.
- 16.0 Demonstrate an understanding of Group Life Insurance.
- 17.0 Demonstrate an understanding of Annuities.
- 18.0 Demonstrate an understanding of Social Security.
- 19.0 Demonstrate an understanding of Retirement Plans.
- 20.0 Demonstrate an understanding of the Uses of Life Insurance.
- 21.0 Demonstrate an understanding of Health and Accident Insurance.
- 22.0 Demonstrate an understanding of Health Insurance Providers.
- 23.0 Demonstrate an understanding of Medical Expense Insurance.
- 24.0 Demonstrate an understanding of Disability Income Insurance.
- 25.0 Demonstrate an understanding of Accidental Death and Dismemberment.
- 26.0 Demonstrate an understanding of Private Insurance Plans for Seniors.
- 27.0 Demonstrate an understanding of Health Insurance Policy Provisions.
- 28.0 Demonstrate an understanding of Health Insurance Underwriting.
- 29.0 Demonstrate an understanding of Florida Laws and Rules Pertinent to Life and Health Insurance.
- 30.0 Demonstrate an understanding of Agent Licensing.
- 31.0 Demonstrate an understanding of Life, Health and Variable Annuity Definitions.

**Florida Department of Education
Student Performance Standards**

Program Title: Life Insurance Marketing
PSAV Number: M810012

Course Number: RMI0099
Occupational Completion Point: A
Insurance Sales Agent – Life, Health and Annuities – 40 Hours – SOC Code 41-3021

01.0 Demonstrate mathematics knowledge and skills – the students will be able to:

01.01 Demonstrate knowledge of arithmetic operations.

01.02 Analyze and apply data and measurements to solve problems and interpret documents.

01.03 Construct charts/tables/graphs using functions and data.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:

02.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

02.02 Locate, organize and reference written information from various sources.

02.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

02.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

02.05 Apply active listening skills to obtain and clarify information.

02.06 Develop and interpret tables and charts to support written and oral communications.

02.07 Exhibit public relations skills that aid in achieving customer satisfaction.

03.0 Demonstrate language arts knowledge and skills – the students will be able to:

03.01 Locate, comprehend and evaluate key elements of oral and written information.

03.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

03.03 Present information formally and informally for specific purposes and audiences

04.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:

04.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.02	Employ critical thinking and interpersonal skills to resolve conflicts.
04.03	Identify and document workplace performance goals and monitor progress toward those goals.
04.04	Conduct technical research to gather information necessary for decision-making
05.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to:
05.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
05.02	Explain emergency procedures to follow in response to workplace accidents.
05.03	Create a disaster and/or emergency response plan.
06.0	Use information technology tools – the students will be able to:
06.01	Use personal information management (PIM) applications to increase workplace efficiency.
06.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
06.03	Employ computer operations applications to access, create, manage, integrate, and store information.
06.04	Employ collaborative/groupware applications to facilitate group work.
07.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
07.01	Employ leadership skills to accomplish organizational goals and objectives.
07.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
07.03	Conduct and participate in meetings to accomplish work tasks.
07.04	Employ mentoring skills to inspire and teach others.
08.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
08.01	Describe the nature and types of business organizations.
08.02	Explain the effect of key organizational systems on performance and quality.
08.03	List and describe quality control systems and/or practices common to the workplace.
08.04	Explain the impact of the global economy on business organizations.

09.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
09.01	Evaluate and justify decisions based on ethical reasoning.
09.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
09.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
09.04	Interpret and explain written organizational policies and procedures.
10.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
10.01	Identify and demonstrate positive work behaviors needed to be employable.
10.02	Develop personal career plan that includes goals, objectives, and strategies.
10.03	Examine licensing, certification, and industry credentialing requirements.
10.04	Maintain a career portfolio to document knowledge, skills, and experience.
10.05	Evaluate and compare employment opportunities that match career goals.
10.06	Identify and exhibit traits for retaining employment.
10.07	Identify opportunities and research requirements for career advancement.
10.08	Research the benefits of ongoing professional development.
10.09	Examine and describe entrepreneurship opportunities as a career planning option.
11.0	Demonstrate an understanding of the Basic Principles of Life, Health Insurance and Annuities – the student will be able to:
11.01	Explain the role of Insurance.
11.02	List and explain the types of Insurance, Distribution Systems, and Industry Oversight and Regulation.
11.03	Discuss Risk Pooling and Law of Large numbers as the Nature of Insurance.
11.04	Discuss the Concept of Risk.
12.0	Demonstrate an understanding of the Legal Concepts of the Insurance Contract – the student will be able to:
12.01	Explain the Elements of the Contract.
12.02	List and Explain the Special Features of Insurance Contracts.

12.03	Define Agents and Brokers.
12.04	Explain other legal aspects in the Insurance Contract.
13.0	Demonstrate an understanding of Life Insurance Policies, Provisions, Options, and Riders – the student will be able to:
13.01	List and explain the different types of Policies.
13.02	Define Right of Ownership.
13.03	Detail Standard Policy Provisions.
13.04	Identify Exclusions.
13.05	Define Non-forfeiture Values.
13.06	Define Dividends.
13.07	Explain Policy Riders.
14.0	Demonstrate an understanding of Life Insurance Premiums, Proceeds and Beneficiaries – the student will be able to:
14.01	List and explain the Primary Factors in Premium Calculations.
14.02	Discuss Settlement Options and Viatical Settlements.
14.03	Explain the Tax Treatment of Proceeds Paid at Death and 1035 Exchange.
14.04	Discuss Beneficiaries, qualifications, types of designations and special situations.
15.0	Demonstrate an understanding of Life Insurance Underwriting and Policy Issue – the student will be able to:
15.01	State the purpose of Life Insurance Underwriting.
15.02	List and explain the Underwriting Process.
15.03	List and explain the Field Underwriting Procedures.
15.04	Explain Policy Issue and Delivery.
16.0	Demonstrate an understanding of Group Life Insurance – the student will be able to:
16.01	List and discuss the Principles of Group Life Insurance.
16.02	List the features of Group Insurance.

16.03	List and discuss the Eligible Groups.
16.04	Detail the Group Life Characteristics including Taxation of Group Life Plans.
16.05	List and discuss Other Forms of Life Insurance.
17.0	Demonstrate an understanding of Annuities – the student will be able to:
17.01	Explain the Purpose and Function of Annuities.
17.02	Explain the Basics of Annuities.
17.03	List and explain the Structure and Design (e.g., Funding Method).
17.04	Describe the Income Tax Treatment of Benefits.
17.05	Describe the uses of Annuities.
17.06	List and discuss the Suitability of Annuity Sales to Senior Consumers.
17.07	List and discuss Fixed Annuities.
17.08	List and discuss Variable Annuities.
18.0	Demonstrate an understanding of Social Security – the student will be able to:
18.01	Explain the purpose of Social Security.
18.02	Explain who is covered under Social Security.
18.03	Discuss Determining Benefits.
18.04	Describe the Types of OASDHI Benefits.
19.0	Demonstrate an understanding of Retirement Plans – the student will be able to:
19.01	Distinguish between Qualified versus Nonqualified Plans.
19.02	List and explain Qualified Employer Plans.
19.03	Describe Plans for Small Employers.
19.04	Detail Individual Retirement Plans.
19.05	Explain 401K.

19.06	Compare 403(b) and 457 Plans.
20.0	Demonstrate an understanding of the Uses of Life Insurance – the student will be able to:
20.01	Explain Human Life Value Approach versus Needs Approach.
20.02	Explain Individual Uses for Life Insurance.
20.03	List and explain the Business Uses of Life Insurance.
21.0	Demonstrate an understanding of Health and Accident Insurance – the student will be able to:
21.01	Explain the Basic Forms of Health and Accident Insurance.
21.02	Explain the reason to purchase Health Insurance.
21.03	List and discuss the Characteristics of Health and Accident Insurance.
21.04	Explain the Individual and Business Needs of Health Insurance.
21.05	List and explain Group Health Insurance.
22.0	Demonstrate an understanding of Health Insurance Providers – the student will be able to:
22.01	Discuss Commercial Insurance Companies.
22.02	Explain and compare Service Providers.
22.03	List and discuss the Government Health Insurance Programs.
22.04	List and explain Alternative Methods.
23.0	Demonstrate an understanding of Medical Expense Insurance – the student will be able to:
23.01	Discuss the Purpose of Medical Expense Insurance.
23.02	Explain the Basic Medical Expense Policy.
23.03	Define Deductibles and Coinsurance.
23.04	List and explain Other Types of Medical Expense Coverage.
24.0	Demonstrate an understanding of Disability Income Insurance – the student will be able to:
24.01	Discuss the Purpose of Disability Income Insurance.

24.02	Explain the Benefits of Disability Income Insurance.
24.03	Explain Policy Provisions.
24.04	Explain Policy Riders.
25.0	Demonstrate an understanding of Accidental Death and Dismemberment – the student will be able to:
25.01	Discuss the benefits of Accidental Death and Dismemberment.
25.02	List and explain other Forms of Accidental Death and Dismemberment.
26.0	Demonstrate an understanding of Private Insurance Plans for Seniors – the student will be able to:
26.01	Explain Medicare Supplement Policies.
26.02	Explain Long-Term Care Insurance.
27.0	Demonstrate an understanding of Health Insurance Policy Provisions – the student will be able to:
27.01	Differentiate between Mandatory and Optional Provisions from the NAIC Model Health Insurance Policy.
27.02	List and explain the Common Exclusions or Restrictions of Health Insurance Policy.
27.03	List and discuss the Renewability Provisions.
28.0	Demonstrate an understanding of Health Insurance Underwriting – the student will be able to:
28.01	Recognize the Major Risk Factors of Health Insurance Underwriting.
28.02	Explain the Premium Factors.
28.03	Discuss the Tax Treatment of Premiums and Benefits.
28.04	Explain Managed Care.
29.0	Demonstrate an understanding of Florida Laws and Rules Pertinent to Life and Health Insurance – the student will be able to:
29.01	Explain the responsibilities of the Office of Insurance Regulation.
29.02	Define Insurers and Unauthorized Entities.
29.03	List and discuss Marketing Practices.
29.04	Discuss Agent Ethics. Chapter 69B-215 Code of Ethics-Life Underwriters.

29.05	Explain the Policy Clauses and Provisions.
29.06	Discuss Group Life Insurance: Certificate, COBRA, Eligibility.
29.07	Compare Par and Nonpar Policies.
29.08	Discuss Retirement Plans.
29.09	Describe the Flexible Life Products.
29.10	List and discuss Medicare, Medicaid, and Maternity Benefits.
29.11	List and compare the various types of Health Plans.
29.12	Explain the Florida Employee Health Care Access Act.
30.0	Demonstrate an understanding of Agent Licensing – the student will be able to:
30.01	Examine Licensing Requirements.
30.02	List and explain the ways to Maintain a License.
30.03	Examine the reasons for Suspension, Termination, Revocation of License, and Other Penalties.
30.04	Examine Unfair Trade Practices.
31.0	Demonstrate an understanding of Life, Health and Variable Annuity Definitions – the student will be able to:
31.01	Explain Insurance Transactions.
31.02	Define Domestic, Foreign and Alien Companies.
31.03	Define and discuss Authorized, Unauthorized, and Eligible Companies.
31.04	Define and explain Stock and Mutual Companies.
31.05	Identify the Certificate of Authority.
31.06	Identify the Florida Life and Health Guaranty Association.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Insurance General Lines Agent
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	M810014
CIP Number	0252190805
Grade Level	30, 31
Standard Length	200 hours
Teacher Certification	INSURANCE 7 G
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	41-3021 – Insurance Sales Agents
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0096	Insurance General Lines Agent	200 hours	41-3021

Regulated Programs

The program prepares students for the position of (Insurance) General Lines Agent. This program is for all participants who deal with the ultimate consumer and must obtain a Florida insurance license.

The specific curriculum used by the instructor must be pre-approved by the Florida Department of Insurance, Bureau of Agent and Agency Licensing. Instructor qualifications must meet Section 4-211.160. The course must use the approved course outline specified in Section 4-211.170. Other rules apply pertaining to entities, school officials, schedule and attendance records, certification of students, attendance, exempted courses, examinations, fees, facilities, forms, penalties, etc. Obtain Packet 4-211 from the Department of Insurance for complete details.

After successful completion, students' names are reported to the Department of Insurance, Bureau of Agent and Agency Licensing making them eligible to take the appropriate state exam.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of Property and Liability Concepts.
- 02.0 Demonstrate an understanding of Automobile Insurance.
- 03.0 Demonstrate an understanding of Property Insurance.
- 04.0 Demonstrate an understanding of General Liability Insurance.
- 05.0 Demonstrate an understanding of Package Policies.
- 06.0 Demonstrate an understanding of Workers' Compensation.
- 07.0 Demonstrate an understanding of Crime including Employee dishonesty.
- 08.0 Demonstrate an understanding of Surety Bonds.
- 09.0 Demonstrate an understanding of Marine Insurance.
- 10.0 Demonstrate an understanding of Aviation.
- 11.0 Demonstrate an understanding of Boiler and Machinery.
- 12.0 Demonstrate an understanding of Health Insurance
- 13.0 Demonstrate an understanding of the Department of Financial Services.
- 14.0 Demonstrate an understanding of miscellaneous Florida Automobile Laws.
- 15.0 Demonstrate an understanding of Agent Licensing.
- 16.0 Demonstrate an understanding of Unfair Trade Practices.
- 17.0 Demonstrate an understanding of Definitions.
- 18.0 Demonstrate an understanding of Residual Markets.

**Florida Department of Education
Student Performance Standards**

Program Title: Insurance General Lines Agent
PSAV Number: M810014

Course Number: RMI0096
Occupational Completion Point: A
Insurance General Lines Agent – 200 Hours – SOC Code 41-3021

01.0 Demonstrate an understanding of Property and Liability Concepts – the student will be able to:

01.01 Explain Risk.

01.02 Explain the Insurance Policy and Binders.

01.03 Describe the characteristics of an Insurance Contract.

01.04 Explain Property Insurance Concepts.

01.05 Describe Liability Insurance Concepts.

01.06 Compare and contrast Common Insurance Policy Conditions.

01.07 Explain conditions in which the insurer will not perform.

02.0 Demonstrate an understanding of Automobile Insurance – the student will be able to:

02.01 Explain the dynamics of a Personal Auto Policy.

02.02 Explain the dynamics of a Business Auto Policy.

02.03 Describe the Truckers Coverage form.

02.04 Detail Garage Insurance.

02.05 Detail Mechanical Breakdown Insurance.

03.0 Demonstrate an understanding of Property Insurance – the student will be able to:

03.01 Detail the components of a Commercial Property Policy.

03.02 Explain Dwelling Risks.

03.03	Describe the components of Farm Coverage.
03.04	Detail Flood Insurance.
04.0	Demonstrate an understanding of General Liability Insurance – the student will be able to:
04.01	Detail the parts of the Commercial General Liability Contract (CGL).
04.02	Compare and contrast Excess Liability and Umbrella Policies.
04.03	Detail the standard forms of Professional Liability.
04.04	Explain Personal Liability.
04.05	Explain Farm Liability.
04.06	Explain Employment-Related Practices Liability.
05.0	Demonstrate an understanding of Package Policies – the student will be able to:
05.01	Detail Homeowner’s Policies.
05.02	Explain Commercial Package Policies.
05.03	Detail the Business Owners’ Policy.
06.0	Demonstrate an understanding of Workers’ Compensation – the student will be able to:
06.01	Define Employers and Employees.
06.02	Explain the Penalties For Noncompliance.
06.03	Explain the three categories of Compensation.
06.04	Detail the miscellaneous Law Provisions.
06.05	Detail the parts of Employers Liability Insurance.
06.06	Explain the “rating” process and plans.
07.0	Demonstrate an understanding of Crime including Employee Dishonesty – the student will be able to:
07.01	Detail the components of Crime and Employee Dishonesty Insurance.
07.02	Explain the Commercial Crime Forms.

07.03	Explain Primary Insuring Agreements.
07.04	List additional insuring agreements that may be added by Endorsements.
07.05	Compare and contrast Discovery versus Loss Sustained Coverage.
07.06	Explain other Crime Coverage Provisions.
08.0	Demonstrate an understanding of Surety Bonds – the student will be able to:
08.01	Compare and contrast Suretyship versus Insurance.
08.02	Explain the Parties to a Bond.
08.03	Detail the Bonding Process.
08.04	Describe Contract Bonds.
08.05	Compare and contrast Fiduciary and Court Bonds.
08.06	Explain License and Permit Bonds.
08.07	Explain Miscellaneous Bonds (e.g., lost instrument).
09.0	Demonstrate an understanding of Marine Insurance – the student will be able to:
09.01	Define Inland Marine Insurance.
09.02	Detail the components of Personal Inland Marine Policies.
09.03	Detail the components of Commercial Inland Marine Policies.
09.04	Explain Ocean Marine Insurance.
10.0	Demonstrate an understanding of Aviation Insurance – the student will be able to:
10.01	Detail the components of Aircraft Policies.
10.02	Describe Special Aviation Insurance Coverages.
10.03	Discuss exclusions found in Aircraft Insurance Policies.
10.04	List Underwriting Considerations.
11.0	Demonstrate an understanding of Boiler and Machinery Insurance – the student will be able to:

11.01	Detail the Boiler and Machinery Coverage Form.
11.02	Explain Objects Definitions Forms.
11.03	Explain Indirect Loss Coverage Endorsements.
11.04	Describe commonly used Miscellaneous Options.
11.05	Compare and contrast the two available Small Business Forms.
12.0	Demonstrate an understanding of Health Insurance – the student will be able to:
12.01	Explain General Policy Provisions.
12.02	Describe the major forms of Health Insurance policies.
13.0	Demonstrate the understanding of the Department of Financial Services – the student will be able to:
13.01	Describe General Duties and Powers.
13.02	Explain the Examination of Books and Records.
14.0	Demonstrate an understanding of Miscellaneous Automobile Laws – the student will be able to:
14.01	Describe the components of Financial Responsibility law.
14.02	Discuss Uninsured and Underinsured Motorists law.
14.03	Explain Cancellation and Non-Renewal options.
14.04	Explain Glass Deductibles.
14.05	Describe the components of Florida Automobile No-Fault (PIP).
15.0	Demonstrate an understanding of Agent Licensing – the student will be able to:
15.01	List Persons Required To Be Licensed.
15.02	Discuss Appointments.
15.03	Explain How To Maintain A License.
15.04	Define Suspension, Termination, Revocation of License, and Other Penalties.
15.05	Discuss Ethics.

15.06	Explain Unauthorized Entities.
15.07	Describe Premium Discounts/Mitigation Options.
16.0	Demonstrate an understanding of Unfair Trade Practices – the student will be able to:
16.01	Define Sliding.
16.02	Define Coercion.
16.03	Define Misrepresentation.
16.04	Define Defamation.
16.05	Explain Unfair Discrimination.
16.06	Explain Unfair Claims Settlement.
16.07	Define Fraud.
16.08	Explain Controlled Business.
17.0	Demonstrate an understanding of Definitions – the student will be able to:
17.01	Define Insurance Transaction.
17.02	Define Domestic, Foreign and Alien Companies.
17.03	Define Authorized, Unauthorized and Eligible Companies.
17.04	Define Stock and Mutual Companies.
17.05	Define Certificate of Authority.
18.0	Demonstrate an understanding of Residual Markets – the student will be able to:
18.01	Explain Florida Automobile Joint Underwriting Association (FAJUA).
18.02	Explain Citizens Property Insurance Corporation (Citizens).
18.03	Describe Florida Workers Compensation Joint Underwriting Association (FWCJUA).

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Insurance Claims Adjuster
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	M810015
CIP Number	0252190806
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	SEE BELOW
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	13-1031 – Claims Adjusters, Examiners and Investigators
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

This 40-hour course content will include but is not limited to the following: Insurance terms and concepts, insuring; personal and business automobiles, personal and commercial inland marine, residential and commercial property, general liability, worker compensation, crime insurance and health insurance.

The course also covers Florida State rules and regulations governing insurance agencies as well as ethics and agency operations.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0094	Insurance Claims Adjuster	40 hours	13-1031

Regulated Programs

Florida Statutes Chapter 626:

626.2817 Regulation of course providers, instructors, school officials, and monitor groups involved in pre-licensure education for insurance agents and other licensees.--

(1) Any course provider, instructor, school official, or monitor group must be approved by and registered with the department (FL Dept. of Financial Services, Office of Insurance Regulation, Division of Insurance Agents and Agency Services) before offering pre-licensure education courses for insurance agents and other licensees.

The program prepares students for initial employment investigating claims, negotiating settlements, and authorizing payments to claimants.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate mathematics knowledge and skills.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Demonstrate language arts knowledge and skills.
- 04.0 Solve problems using critical thinking skills, creativity and innovation.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Use information technology tools.
- 07.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 08.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 09.0 Describe the importance of professional ethics and legal responsibilities.
- 10.0 Explain the importance of employability and entrepreneurship skills.
- 11.0 Demonstrate an understanding of Property and Liability Insurance Concepts, Insurance Contracts, and Law and Adjusting Practices.
- 12.0 Demonstrate an understanding of Casualty/Liability Insurance.
- 13.0 Demonstrate an understanding of Fire and Allied Lines, including Marine Dwelling Insurance.
- 14.0 Demonstrate an understanding of Motor Vehicle Physical Damage and Mechanical Breakdown Insurance.
- 15.0 Demonstrate an understanding of Health Insurance.
- 16.0 Demonstrate an understanding of Residual Markets.
- 17.0 Demonstrate an understanding of Selected Florida Statutes and Rules.

**Florida Department of Education
Student Performance Standards**

Program Title: Insurance Claims Adjuster
PSAV Number: M810015

Course Number: RMI0094
Occupational Completion Point: A
Insurance Claims Adjuster – 40 Hours – SOC Code 13-1031

01.0	Demonstrate mathematics knowledge and skills – the students will be able to:
01.01	Demonstrate knowledge of arithmetic operations.
01.02	Analyze and apply data and measurements to solve problems and interpret documents.
01.03	Construct charts/tables/graphs using functions and data.
02.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:
02.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
02.02	Locate, organize and reference written information from various sources.
02.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
02.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
02.05	Apply active listening skills to obtain and clarify information.
02.06	Develop and interpret tables and charts to support written and oral communications.
02.07	Exhibit public relations skills that aid in achieving customer satisfaction.
03.0	Demonstrate language arts knowledge and skills – the students will be able to:
03.01	Locate, comprehend and evaluate key elements of oral and written information.
03.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
03.03	Present information formally and informally for specific purposes and audiences.
04.0	Solve problems using critical thinking skills, creativity and innovation – the students will be able to:

04.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.02	Employ critical thinking and interpersonal skills to resolve conflicts.
04.03	Identify and document workplace performance goals and monitor progress toward those goals.
04.04	Conduct technical research to gather information necessary for decision-making.
05.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to:
05.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
05.02	Explain emergency procedures to follow in response to workplace accidents.
05.03	Create a disaster and/or emergency response plan.
06.0	Use information technology tools – the students will be able to:
06.01	Use personal information management (PIM) applications to increase workplace efficiency.
06.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
06.03	Employ computer operations applications to access, create, manage, integrate, and store information.
06.04	Employ collaborative/groupware applications to facilitate group work.
07.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
07.01	Employ leadership skills to accomplish organizational goals and objectives.
07.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
07.03	Conduct and participate in meetings to accomplish work tasks.
07.04	Employ mentoring skills to inspire and teach others.
08.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
08.01	Describe the nature and types of business organizations.
08.02	Explain the effect of key organizational systems on performance and quality.
08.03	List and describe quality control systems and/or practices common to the workplace.
08.04	Explain the impact of the global economy on business organizations.

09.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
09.01	Evaluate and justify decisions based on ethical reasoning.
09.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
09.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
09.04	Interpret and explain written organizational policies and procedures.
10.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
10.01	Identify and demonstrate positive work behaviors needed to be employable.
10.02	Develop personal career plan that includes goals, objectives, and strategies.
10.03	Examine licensing, certification, and industry credentialing requirements.
10.04	Maintain a career portfolio to document knowledge, skills, and experience.
10.05	Evaluate and compare employment opportunities that match career goals.
10.06	Identify and exhibit traits for retaining employment.
10.07	Identify opportunities and research requirements for career advancement.
10.08	Research the benefits of ongoing professional development.
10.09	Examine and describe entrepreneurship opportunities as a career planning option.
11.0	Demonstrate an understanding of Property and Liability Insurance Concepts, Insurance Contracts, and Law and Adjusting practices – the student will be able to:
11.01	Describe Insurance Contracts in general.
11.02	List and discuss Insurance Property and Liability.
11.03	List and apply Adjusting Practices.
12.0	Demonstrate an understanding of Casualty/Liability Insurance – the student will be able to:
12.01	Explain Automobile Liability.
12.02	Define Uninsured Motorists.
12.03	Explain Florida Automobile No-Fault (PIP).

12.04	Define Florida Financial Responsibility Law.
12.05	Interpret miscellaneous forms of Automobile Insurance including Business Auto Policy.
12.06	Discuss General Liability.
12.07	Define Excess/Umbrella Liability.
12.08	Explain Professional Liability and Employment-related practices Liability as Commercial Casualty Insurance.
12.09	Explain Homeowners Liability.
12.10	Detail Farm Liability.
12.11	Discuss Boiler and Machinery coverage.
12.12	Explain Crime and Surety coverage.
12.13	Explain Workers Compensation Law and Employers Liability.
13.0	Demonstrate an understanding of Fire and Allied Lines, including Marine Dwelling Insurance – the student will be able to:
13.01	List and explain Dwelling Policies.
13.02	Define Homeowners Insurance.
13.03	Identify Commercial Property Policy.
13.04	Explain the National Flood Insurance Program.
13.05	Describe Business Owners Policy.
13.06	Discuss Inland Marine Insurance.
13.07	Discuss Ocean Marine Insurance.
13.08	Describe Aircraft Policies and Special Aviation Coverage
14.0	Demonstrate an understanding of Motor Vehicle Physical Damage and Mechanical Breakdown Insurance – the student will be able to:
14.01	Explain Part D and Endorsements in Personal Auto Policy.
14.02	Discuss Business Auto Policy.
14.03	List and explain Mechanical Breakdown.

15.0	Demonstrate an understanding of Health Insurance – the student will be able to:
15.01	Explain General Policy Provisions and Application.
15.02	List and Explain the Types of Policies.
15.03	Compare and contrast Health Maintenance Organizations and Preferred Provider Organizations.
15.04	Explain Disability.
15.05	Examine Medicare supplement.
16.0	Demonstrate an understanding of Residual Markets – the student will be able to:
16.01	Recognize the Florida Automobile Joint Underwriting Association (FAJUA).
16.02	Recognize the Citizens Property Insurance Corporation (formerly Florida Windstorm Underwriting Association (FWUA) Ref: 627.351.
16.03	Recognize the Florida Workers Compensation Joint Underwriting Association (FWCJUA).
17.0	Demonstrate an understanding of Selected Florida Statutes and Rules – the student will be able to:
17.01	Examine the Adjuster Licensing Requirements.
17.02	List and discuss the Conduct of the Adjuster.
17.03	Examine the Violations and the Code of Ethics.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Insurance Customer Service Representative
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	M810016
CIP Number	0252190807
Grade Level	30, 31
Standard Length	40 hours
Teacher Certification	See Below
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	43-4051 – Customer Service Representatives
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

The program prepares students for the position of Insurance Customer Service Representative. This program is for all participants who deal with the ultimate consumer and must obtain a Florida insurance license as Customer Representative (4-40).

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0093	(Insurance) Customer Service Representative	40 hours	43-4051

Regulated Programs

Florida Statutes Chapter 626

626.2817 Regulation of course providers, instructors, school officials, and monitor groups involved in pre-licensure education for insurance agents and other licensees.--

(1) Any course provider, instructor, school official, or monitor group must be approved by and registered with the department (FL Dept of Financial Services, Office of Insurance Regulation, Division of Insurance Agents and Agency Services) before offering pre-licensure education courses for insurance agents and other licensees.

The specific curriculum used by the instructor must be pre-approved by the Florida Department of Insurance, Bureau of Agent and Agency Licensing. Instructor qualifications must meet Section 4-211.160. The course must use the approved course outline specified in Section 4-211.170. Other rules apply pertaining to entities, school officials, schedule and attendance records, certification of students, attendance, exempted courses, examinations, fees, facilities, forms, penalties, etc. Obtain Packet 4-211 from the Department of Insurance for complete details.

After successful completion, students' names are reported to the Department of Insurance, Bureau of Agent and Agency Licensing making them eligible for licensure.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of Automobile Insurance.
- 02.0 Demonstrate an understanding of General Liability.
- 03.0 Demonstrate an understanding of Property Insurance.
- 04.0 Demonstrate an understanding of Package Policies.
- 05.0 Demonstrate an understanding of Workers Compensation.
- 06.0 Demonstrate an understanding of Crime.
- 07.0 Demonstrate an understanding of Surety Bonds.
- 08.0 Demonstrate an understanding of Marine Insurance.
- 09.0 Demonstrate an understanding of Health Insurance.
- 10.0 Demonstrate an understanding of Residual Markets.
- 11.0 Demonstrate an understanding of Agent Licensing Requirements.
- 12.0 Demonstrate an understanding of Basic Florida Insurance Principles, Concepts, and Laws.

**Florida Department of Education
Student Performance Standards**

Program Title: Insurance Customer Service Representative
PSAV Number: M810016

Course Number: RMI0093
Occupational Completion Point: A
(Insurance) Customer Service Representative – 40 Hours – SOC Code 43-4051

01.0 Demonstrate an understanding of Automobile Insurance – the student will be able to:

01.01 Explain the concepts of a Personal Auto Policy.

01.02 Explain the concepts of a Business Auto Policy.

01.03 Explain Garage Insurance.

01.04 Describe the Florida laws including Financial Responsibility.

01.05 Describe the elements of Automobile No-Fault (PIP).

02.0 Demonstrate an understanding of General Liability – the student will be able to:

02.01 Describe the Provisions provided by general liability insurance coverage.

02.02 Describe the miscellaneous forms of general liability insurance-

02.03 Explain the provisions of professional liability insurance coverage.

02.04 Explain personal general liability insurance coverage.

02.05 Explain farm liability.

03.0 Demonstrate an understanding of Property Insurance – the student will be able to:

03.01 Explain Personal Insurance coverage.

03.02 Detail the components of Commercial Property Insurance.

03.03 Explain the provisions Flood Coverage.

04.0 Demonstrate an understanding of Package Policies – the student will be able to:

04.01	Explain the provisions of homeowners' coverage insurance.
04.02	Describe Commercial Package Policies.
05.0	Demonstrate an understanding of Worker's Compensation – the student will be able to:
05.01	Explain the Workers' Insurance Compensation Plan Benefits.
05.02	Explain the provisions of Florida's Workers' Compensation laws.
05.03	Describe the provisions of Workers' Compensation and Employers Liability Insurance.
05.04	Describe the rating process.
06.0	Demonstrate an understanding of Crime – the student will be able to:
06.01	Explain the General Provisions of Crime insurance.
06.02	Describe the Crime Plans Coverage Forms (A – G).
07.0	Demonstrate an understanding of Surety Bonds – the student will be able to:
07.01	Compare Suretyship versus Insurance.
07.02	Explain the Parties to a Bond.
07.03	Explain the Bonding Process.
07.04	Discuss Contract Bonds.
07.05	List the different types of Fiduciary and Court Bonds.
07.06	Compare License versus Permit Bonds.
07.07	Discuss Miscellaneous Bonds.
08.0	Demonstrate an understanding of Marine Insurance – the student will be able to:
08.01	Detail the components of Inland Marine Personal Insurance.
08.02	Describe the more common types of commercial inland marine coverage.
09.0	Demonstrate an understanding of Health Insurance – the student will be able to:
09.01	Describe the components and type of Health Insurance.

09.02	Detail the Components of Disability Income.
09.03	Explain Medicare Supplement Insurance.
10.0	Demonstrate an understanding of Residual Markets – the student will be able to:
10.01	Describe the functions of the Florida Joint Underwriting Association (FAJUA).
10.02	Describe the Florida Workers Compensation Joint Underwriting Association (WCJUA).
10.03	Describe the functions of the Florida Windstorm Joint Underwriting Association (FWUA).
10.04	Describe the functions of the Florida Residential Property and Casualty Joint Underwriting Association (FRPCJUA).
11.0	Demonstrate an understanding of Agent Licensing Requirements – the student will be able to:
11.01	Describe Agent Responsibilities
11.02	Explain how to submit a Change of Address.
11.03	Explain the Continuing Education requirement.
11.04	Explain the Renewal process.
12.0	Demonstrate an understanding of Basic Florida Insurance Principles, Concepts, and Laws – the student will be able to:
12.01	Discuss ethical responsibilities.
12.02	Explain the concept of agency and discuss Office Management.
12.03	Explain Customer Relations in an agency operation.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Personal Lines Insurance Agent (20-44)
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	M810020
CIP Number	0252190808
Grade Level	30, 31
Standard Length	52 hours
Teacher Certification	INSURANCE 7 G
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	41-3021 – Insurance Sales Agent
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0098	Personal Lines Insurance Agent (20-44)	52 hours	41-3021

Regulated Programs

The purpose of this program is to prepare students for the position of (Insurance) Personal Lines Agent. This program is for all participants who deal with the ultimate consumer and must obtain a Florida insurance license.

The specific curriculum used by the instructor must be pre-approved by the Florida Department of Financial Services, Bureau of Agent and Agency Licensing. Instructor qualifications must meet 69B-211.160, F.A.C. The course must use the approved course outline. Other rules apply pertaining to entities, school officials, schedule and attendance records, certification of students, attendance, exempted courses, examinations, fees, facilities, forms, penalties, etc. Obtain Packet 60B-211 from the Department of Insurance for complete details.

After successful completion, students' names are reported to the Department of Financial Services, Bureau of Agent and Agency Licensing making them eligible to take the appropriate state exam.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate mathematics knowledge and skills.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Demonstrate language arts knowledge and skills.
- 04.0 Solve problems using critical thinking skills, creativity and innovation.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Use information technology tools.
- 07.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 08.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 09.0 Describe the roles within teams, work units, departments, organizations, interorganizational, oranzational systems, and the larger environment.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Explain the importance of employability and entrepreneurship skills.
- 12.0 Demonstrate an understanding of Property and Liability Insurance Concepts.
- 13.0 Demonstrate an understanding of Automobile Insurance.
- 14.0 Demonstrate an understanding of Property Insurance.
- 15.0 Demonstrate an understanding of Homeowners Insurance.
- 16.0 Demonstrate an understanding of Personal Inland Marine Insurance.
- 17.0 Demonstrate an understanding of the Department of Financial Services.
- 18.0 Demonstrate an understanding of Miscellaneous Florida Automobile Laws.
- 19.0 Demonstrate an understanding of Agent Licensing.
- 20.0 Demonstrate an understanding of Unfair Trade Practices.
- 21.0 Explain Insurance Definitions.
- 22.0 Demonstrate an understanding of Residual Markets.

**Florida Department of Education
Student Performance Standards**

Program Title: Personal Lines Insurance Agent (20-44)
PSAV Number: M810020

Course Number: RMI0098
Occupational Completion Point: A
Personal Lines Insurance Agent (20-44) – 52 Hours – SOC Code 41-3021

01.0 Demonstrate mathematics knowledge and skills – the students will be able to:

01.01 Demonstrate knowledge of arithmetic operations.

01.02 Analyze and apply data and measurements to solve problems and interpret documents.

01.03 Construct charts/tables/graphs using functions and data.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:

02.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

02.02 Locate, organize and reference written information from various sources.

02.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

02.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

02.05 Apply active listening skills to obtain and clarify information.

02.06 Develop and interpret tables and charts to support written and oral communications.

02.07 Exhibit public relations skills that aid in achieving customer satisfaction.

03.0 Demonstrate language arts knowledge and skills – the students will be able to:

03.01 Locate, comprehend and evaluate key elements of oral and written information.

03.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

03.03 Present information formally and informally for specific purposes and audiences.

04.0 Solve problems using critical thinking skills, creativity and innovation – the students will be able to:

04.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.02	Employ critical thinking and interpersonal skills to resolve conflicts.
04.03	Identify and document workplace performance goals and monitor progress toward those goals.
04.04	Conduct technical research to gather information necessary for decision-making.
05.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to:
05.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
05.02	Explain emergency procedures to follow in response to workplace accidents.
05.03	Create a disaster and/or emergency response plan.
06.0	Use information technology tools – the students will be able to:
06.01	Use personal information management (PIM) applications to increase workplace efficiency.
06.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
06.03	Employ computer operations applications to access, create, manage, integrate, and store information.
06.04	Employ collaborative/groupware applications to facilitate group work.
07.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:
07.01	Employ leadership skills to accomplish organizational goals and objectives.
07.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
07.03	Conduct and participate in meetings to accomplish work tasks.
07.04	Employ mentoring skills to inspire and teach others.
08.0	Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:
08.01	Identify and describe the services and legal responsibilities of financial institutions.
08.02	Describe the effect of money management on personal and career goals.
08.03	Develop a personal budget and financial goals.
08.04	Complete financial instruments for making deposits and withdrawals.

08.05	Maintain financial records.
08.06	Read and reconcile financial statements.
08.07	Research, compare and contrast investment opportunities.
09.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:
09.01	Describe the nature and types of business organizations.
09.02	Explain the effect of key organizational systems on performance and quality.
09.03	List and describe quality control systems and/or practices common to the workplace.
09.04	Explain the impact of the global economy on business organizations.
10.0	Describe the importance of professional ethics and legal responsibilities – the students will be able to:
10.01	Evaluate and justify decisions based on ethical reasoning.
10.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
10.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
10.04	Interpret and explain written organizational policies and procedures
11.0	Explain the importance of employability and entrepreneurship skills – the students will be able to:
11.01	Identify and demonstrate positive work behaviors needed to be employable.
11.02	Develop personal career plan that includes goals, objectives, and strategies.
11.03	Examine licensing, certification, and industry credentialing requirements.
11.04	Maintain a career portfolio to document knowledge, skills, and experience.
11.05	Evaluate and compare employment opportunities that match career goals.
11.06	Identify and exhibit traits for retaining employment.
11.07	Identify opportunities and research requirements for career advancement.
11.08	Research the benefits of ongoing professional development.
11.09	Examine and describe entrepreneurship opportunities as a career planning option.

12.0	Demonstrate an understanding of Property and Liability Insurance Concepts – the student will be able to:
12.01	Explain risk concepts.
12.02	Explain what constitutes an insurance policy and describe binders.
12.03	Explain insurance contract characteristics.
12.04	Explain property insurance concepts.
12.05	Detail liability insurance concepts.
12.06	Compare and contrast insurance policy conditions.
12.07	Describe bases for insurer avoidance of performance.
13.0	Demonstrate an understanding of Automobile Insurance – the student will be able to:
13.01	Explain PAP declarations.
13.02	Explain PAP definitions.
13.03	Compare and contrast PAP parts A, B, C, D.
13.04	Compare and contrast PAP parts E and F - other provisions.
13.05	Explain ratings.
14.0	Demonstrate an understanding of Property Insurance – the student will be able to:
14.01	Explain the dwelling program.
14.02	Detail farm coverage.
14.03	Detail flood coverage.
15.0	Demonstrate an understanding of Homeowners Insurance – the student will be able to:
15.01	Explain the eligibility requirements.
15.02	Describe forms available.
15.03	Explain Section I - Property Coverage.
15.04	Explain Section II - Liability Coverage.

15.05	Describe the general conditions.
15.06	Compare and contrast Endorsements.
16.0	Demonstrate an understanding of Personal Inland Marine Insurance – the student will be able to:
16.01	Explain inland marine insurance.
17.0	Demonstrate an understanding of the Department of Financial Services – the student will be able to:
17.01	Detail the general duties and powers.
17.02	Explain examination of books and records.
18.0	Demonstrate an understanding of Miscellaneous Florida Automobile Laws – the student will be able to:
18.01	Explain financial responsibility.
18.02	Compare and contrast uninsured/underinsured motorists.
18.03	Describe cancellation/non-renewal.
18.04	Explain glass deductible.
18.05	Describe Florida Automobile No-Fault (PIP).
19.0	Demonstrate an understanding of Agent Licensing – the student will be able to:
19.01	Detail persons required to be licensed.
19.02	Distinguish appointments.
19.03	List and discuss the steps to maintaining a license.
19.04	List and detail suspension, termination, revocation of license and other penalties.
19.05	Explain hearings.
19.06	Define ethics.
19.07	Define unauthorized entities.
19.08	Detail premium discounts/mitigation options.
20.0	Demonstrate an understanding of Unfair Trade Practices – the student will be able to:

20.01	Define sliding.
20.02	Define coercion.
20.03	Define misrepresentation.
20.04	Define defamation.
20.05	Define unfair discrimination.
20.06	Describe an unfair claims settlement.
20.07	Define fraud.
20.08	Define controlled business.
21.0	Explain Insurance Definitions – the student will be able to:
21.01	Detail an insurance transaction.
21.02	Differentiate between domestic, foreign and alien companies.
21.03	Compare and Contrast authorized, unauthorized and eligible companies.
21.04	Compare and Contrast stock and mutual companies.
21.05	Explain certificate of authority.
22.0	Demonstrate an understanding of Residual Markets – the student will be able to:
22.01	Explain Florida Automobile Joint Underwriting Association (FAJUA).
22.02	Describe Citizens Property Insurance Corporation.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Finance
Program Type: Career Preparatory
Career Cluster: Finance
Components: Core, One Program, 4 Occupational Completion Points

Secondary – Career Preparatory

Program Number	8815100
CIP Number	0252080110
Grade Level	9-12, 30, 31
Standard Length	5 credits
Teacher Certification	BANK FINC @7 7G BUS ED 1 @2 MKTG1 @2 MKTG MGMT @7 7G SOCIAL SCI 1* HISTORY @1* ECON @ 1*
CTSO	DECA FBLA BPA
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting, and Auditing Clerks 43-4041 – Credit Authorizers, Checkers and Clerks 43-4011 – Brokerage Clerks
Facility Code	http://www.fl DOE.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fl DOE.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fl DOE.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp

**SOCIAL SCI 1, HISTORY @ 1, ECON @ 1 Teacher Certifications are required to teach AP Microeconomics and AP Macroeconomics and are appropriate to teach these courses only. They may not be used to teach other courses in this program, nor are the other teacher certifications identified in this program appropriate to teach AP Microeconomics and AP Macroeconomics.*

Purpose

The purpose of this program is to prepare students for employment in the financial industry. This program is divided into two pathways, Finance and Global Finance (8515100/F100110). A student would complete the Finance Core then proceed into one of two pathways.

This pathway leads to a concentration in Finance. Possible entry level jobs include: billing and posting clerks, accounting/auditing clerks, credit authorizers, customer service representatives, tellers, and brokerage clerks. This program also provides supplemental training for persons previously or currently employed in the financial industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the financial industry: planning; management; finance; accounting; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance.

The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. They then learn about international trade investment and international finance, including an examination of the role of the International Monetary Fund. Students study the business strategies that enable organizations to compete effectively in the global marketplace.

This path offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of Finance and Business Technology or the BTE Core, and continuation in Finance.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8815150	Finance and Business Technology OR	1 credit	43-3021	2
	8200320	Applied Computer Business I And	.5 credit		2
	8200330	Applied Computer Business Skills II OR	.5 credit		2
	8209020	Computing for College and Careers OR	1 credit		2
	8207310	Introduction to Information Technology	1 credit		2

OCP	Course Number	Course Title	Length	SOC Code	Level
B	8203310	Accounting Applications 1 (no substitutions)	1 credit	43-3031	3
C	8815110	Financial Operations OR	1 credit	43-4041	3
	2102360 2102370	AP Microeconomics And AP Macroeconomics (AP Courses require appropriate certification)	.5 credit .5 credit		3
	8815130	Financial Internship OR	1 credit		2
	8501420	Finance Cooperative Education - OJT	1 credit		2
D	8815120	Personal Financial Planning	1 credit	43-4011	3

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Finance and Business Technology	^^	^^	^^	1/53 2%	8/52 15%	4/56 7%	6/55 11%	9/58 16%	2/35 6%	5/42 12%	6/56 11%	7/53 13%
Introduction to IT	^^	^^	^^	2/53 4%	2/52 4%	2/56 4%	2/55 4%	2/58 3%	2/35 6%	2/42 5%	2/56 4%	2/53 4%
Applied Computer Business Skills I	**	**	**	**	**	**	**	**	**	**	**	**
Applied Computer Business Skills II	**	**	**	**	**	**	**	**	**	**	**	**
Computing for College and Careers	^^	^^	^^	2/53 4%	12/52 23%	8/56 14%	17/55 31%	10/58 17%	4/35 11%	12/42 29%	17/56 30%	13/53 25%
Accounting Applications 1	^^	^^	^^	2/53 4%	8/52 15%	5/56 9%	5/55 9%	4/58 7%	4/35 11%	9/42 21%	12/56 21%	5/53 9%
Financial Operations	^^	^^	^^	2/53 4%	6/52 12%	2/56 4%	5/55 9%	7/58 12%	3/35 9%	5/42 12%	5/56 9%	6/53 11%

AP Microeconomics												
	Academic Courses– Not a part of alignment process											
AP Macroeconomics												
Financial Internship	**	**	**	**	**	**	**	**	**	**	**	**
Finance Cooperative Education - OJT	**	**	**	**	**	**	**	**	**	**	**	**
Personal Financial Planning	^^	^^	^^	1/53 2%	3/52 6%	2/56 4%	3/55 5%	3/58 5%	1/35 3%	1/42 2%	3/56 5%	4/53 8%

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Finance and Business Technology competencies:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Finance.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Finance.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Finance.
- 04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 05.0 Demonstrate effective customer service skills.
- 06.0 Demonstrate human relations skills necessary for workplace success.
- 07.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
- 08.0 Use technology to enhance the effectiveness of communication skills.
- 09.0 Demonstrate proficiency using slide presentation software.
- 10.0 Perform general organizational workplace competencies.
- 11.0 Demonstrate sales and marketing fundamentals.
- 12.0 Explain the importance of employability and entrepreneurship skills.
- 13.0 Manage career development.
- 14.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
Apply ergonomic principles applicable to the configuration of computer workstations.
- 15.0 Use information technology tools.
- 16.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member.
- 17.0 Practice quality performance in the learning environment and the workplace.
- 18.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 19.0 Describe the importance of professional ethics and legal responsibilities.
- 20.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance.
- 21.0 Demonstrate mathematics knowledge and skills.
- 22.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 23.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc.
- 24.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.

OR

For competencies associated with the BTE Core visit the following link: <http://www.fldoe.org/workforce/dwdframe/>

The BTE Core includes the Technical Competencies of the first OCP A of this program.

Technical competencies following OCP A:

- 25.0 Demonstrate language arts knowledge and skills.
- 26.0 Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and professional level.
- 27.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 28.0 Practice quality performance in the learning environment and the workplace.
- 29.0 Exhibit customer service skills.
- 30.0 Demonstrate mathematics knowledge and skills.
- 31.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
- 32.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 33.0 Demonstrate skills for accounting work-based learning experiences.
- 34.0 Apply accounting principles and concepts to the performance of accounting activities.
- 35.0 Apply accounting principles and concepts using appropriate technology.
- 36.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Finance.
- 37.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Finance.
- 38.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Finance.
- 39.0 Compare the differences between the various economic systems.
- 40.0 Explain the nature of American capitalism through its various concepts.
- 41.0 Explain the profit motive in our economic system.
- 42.0 Demonstrate by examples capital markets and the role securities have within these markets.
- 43.0 Develop skill in interpreting the financial section of the daily newspaper.
- 44.0 Demonstrate an understanding of the different types of business organizations.
- 45.0 Outline the role the Federal Reserve System plays in our money, credit, and banking processes.
- 46.0 Summarize how economic growth and stability impact the business cycle.
- 47.0 State the banking concept as used in America.
- 48.0 Outline the historical transition the banking system in America has taken from its early years to its current position.
- 49.0 Define banking operations.
- 50.0 Analyze the types of investments used by banks.
- 51.0 Evaluate the effectiveness of bank regulation and examination.
- 52.0 Identify terminology unique to the finance and finance-related industries.
- 53.0 Describe the role of consumer credit in today's society.
- 54.0 Describe the role and impact of consumer debt.
- 55.0 Identify the principles of saving and borrowing.
- 56.0 Identify career opportunities available in the consumer credit field.
- 57.0 Describe consumer credit products.
- 58.0 Define risk and consumer lending.

- 59.0 Outline the procedures utilized in processing a credit application.
- 60.0 Demonstrate the procedures utilized in gathering credit information.
- 61.0 Outline the procedures used in evaluating a loan.
- 62.0 Identify the documents and procedures utilized in closing a loan.
- 63.0 Identify the relationship between education attainment and income.
- 64.0 Outline the methods utilized in servicing a loan.
- 65.0 Evaluate the role automation plays in the buying and selling of securities.
- 66.0 Identify the laws and regulations for consumer protection.
- 67.0 Summarize global banking functions.
- 68.0 Define global trade.
- 69.0 Perform critical job skills.
- 70.0 Display professional work habits.
- 71.0 Demonstrate ethical behavior.
- 72.0 Identify and apply the processes used in personal financial planning.
- 73.0 Describe the role of a financial planner.
- 74.0 Outline the components of a financial plan.
- 75.0 Describe the relationship between higher education costs, student loans and anticipated return on investment (ROI).
- 76.0 Describe the role housing plays in a financial plan.
- 77.0 Define the concept of risk management and insurance products.
- 78.0 Outline investment opportunities available in today's financial market.
- 79.0 Identify retirement planning strategies.
- 80.0 Identify estate planning strategies.
- 81.0 Select a financial industry career for research.
- 82.0 Generate a comprehensive financial plan.
- 83.0 Understand the six elements of contracts and distinguish between the different types of contracts.
- 84.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 85.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 86.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

**Florida Department of Education
Student Performance Standards**

Course Title: Finance and Business Technology
Course Number: 8815150
Course Credit: 1

Course Description:

This course is designed to provide an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, financial and tax software applications and the integration of these programs using software that meets industry standards.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Finance	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LACC.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LACC.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LACC.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LACC.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	

Florida Standards		Correlation to CTE Program Standard #
	LACC.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
	LACC.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
	LACC.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
	LACC.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
	LACC.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.	
	LACC.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Finance.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content.	
	LACC.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
	LACC.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
	LACC.910.WHST.1.3	
02.02	Production and Distribution of Writing	

Florida Standards		Correlation to CTE Program Standard #
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LACC.910.WHST.2.4	
02.02.2	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. LACC.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LACC.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	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. LACC.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LACC.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LACC.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LACC.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Finance.		
03.01	Make sense of problems and persevere in solving them. MACC.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MACC.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others.	

Florida Standards	Correlation to CTE Program Standard #
	MACC.K12.MP.3.1
03.04 Model with mathematics.	MACC.K12.MP.4.1
03.05 Use appropriate tools strategically.	MACC.K12.MP.5.1
03.06 Attend to precision.	MACC.K12.MP.6.1
03.07 Look for and make use of structure.	MACC.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MACC.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to:		
04.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
04.02 Locate, organize and reference written information from various sources.		
04.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
04.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
04.05 Apply active listening skills to obtain and clarify information.		
04.06 Develop and interpret tables and charts to support written and oral communications.		
04.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
05.0 Demonstrate effective customer service skills – the student will be able to:		SC.912.L.17.11
05.01 Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.02 Identify and evaluate customer needs.		
05.03 Respond to client inquiries in a timely matter.		
05.04 Access and maintain client records.		
05.05 Provide timely accurate information to meet customer needs.		
05.06 Utilize available techniques to effectively serve customers.		
05.07 Utilize a process to assist clients, including difficult customers, with problem resolution.		
05.08 Operate within grant of authority to provide service to customers.		
05.09 Build client relationships		
06.0 Demonstrate human relations skills necessary for workplace success – the student will be able to:		
06.01 Exhibit interest and enthusiasm.		
06.02 Demonstrate a positive mental attitude.		
06.03 Demonstrate traits of being industrious and cooperative.		
06.04 Demonstrate sincerity, patience, courtesy, and tact.		
06.05 Exhibit punctuality, attendance and dependability.		
06.06 Willingness to receive and accept feedback and use it constructively.		
06.07 Demonstrate willingness to assume job responsibilities.		
06.08 Develop ability to handle difficult customer/co-worker situations.		
06.09 Develop ability to exhibit friendliness, combined with a professional businesslike approach.		
06.10 Demonstrate willingness to assume the responsibility for one's actions.		
06.11 Demonstrate problem solving and critical thinking skills.		
06.12 Foster teamwork to improve quality of work.		
06.13 Use group consensus strategies.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions – the student will be able to:	MACC.912.N-Q.1.3	SC.912.E.5.1
07.01 Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.		
07.02 Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.		
07.03 Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment.		
07.04 Apply the following tools to increase work efficiency: word processing, database, spreadsheet programs, presentation programs, web design, email systems, and the Internet.		
07.05 Utilize computer technology to access, analyze and interpret business information.		
07.06 Cite Internet-based resources correctly using proper format.		
07.07 Research industry trends on the Internet.		
08.0 Use technology to enhance the effectiveness of communication skills – the student will be able to:		
08.01 Select and use word processing software and accompanying features to enhance written business communications.		
08.02 Format content to a document by applying font, paragraph attributes, indent and tab settings to text and paragraphs. Apply spacing settings to text and paragraphs. Navigate and search through a document, create and manipulate tables.		
08.03 Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. Insert and format pictures, shapes, and clipart. Apply and manipulate text boxes.		
08.04 Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document.		
09.0 Demonstrate proficiency using slide presentation software – the student will be able to:		
09.01 Manage and configure the presentation software environment, including: adjusting views, manipulating window, configuring toolbar and file options.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.02 Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders.		
09.03 Locate, create and incorporate graphical and multimedia elements, including: shapes, graphics, images, bullets, hyperlinks, video, and audio into a slide presentation appropriate for the project.		
09.04 Explore and apply design and color theory to create dynamic and appealing visuals.		
09.05 Explore various design tools and applications.		
09.06 Create and manipulate graphical and multimedia elements to improve or develop new contacts appropriate for the project, including: creation of images, color selections, tone, hue and contrast.		
09.07 Apply slide transitions and create custom animations to slide presentations appropriate for the target audience.		
10.0 Perform general organizational workplace competencies – the student will be able to:		SC.912.E.5.2; SC.912.L.17.11
10.01 Demonstrate self-motivation and responsibility to complete an assigned task.		
10.02 Identify problem solving techniques.		
10.03 Choose appropriate action in situations requiring effective time management.		
10.04 Apply techniques for organizing and planning time and resources to complete an assigned task.		
10.05 Apply principles and techniques for being a productive, contributing member of a team.		
10.06 Communicate effectively with individuals lacking a technical background.		
10.07 Evaluate detailed technical oral instructions for clarity.		
10.08 Participate in group discussion as both a member and a leader.		
10.09 Encourage and build mutual trust, respect, and cooperation among team members.		
10.10 Assimilate new knowledge into project solutions and decisions.		
10.11 Employ techniques such as brainstorming to generate ideas and suggestions to achieve a task.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.12 Evaluate alternatives, costs and benefits in determining the best solution.		
10.13 Identify strategies to improve and maximize productivity in the workplace.		
11.0 Demonstrate sales and marketing fundamentals – the student will be able to:		
11.01 Demonstrate knowledge of services and/or product offered.		
11.02 Recognize consumer motivation, including demographic, geographic and socioeconomic data in buying behaviors.		
11.03 Explain the importance of and demonstrate the procedures of cross selling.		
11.04 Identify the opportunities for cross selling.		
11.05 Follow effective procedures for closing a sale.		
11.06 Demonstrate the ability to sell a variety of services and/or products.		
12.0 Explain the importance of employability and entrepreneurship skills – the students will be able to:		
12.01 Identify and demonstrate positive work behaviors needed to be employable.		
12.02 Develop personal career plan that includes goals, objectives, and strategies.		
12.03 Examine licensing, certification, and industry credentialing requirements.		
12.04 Maintain a career portfolio to document knowledge, skills, and experience.		
12.05 Evaluate and compare employment opportunities that match career goals.		
12.06 Identify and exhibit traits for retaining employment.		
12.07 Identify opportunities and research requirements for career advancement.		
12.08 Research the benefits of ongoing professional development.		
12.09 Examine and describe entrepreneurship opportunities as a career planning option.		
13.0 Manage career development – the student will be able to:		SC.912.E.6.5; SC.912.L.15.10; SC.912.N.2.3

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.01 Enhance personal business skills.		
13.02 Formulate a career plan for post-graduation.		
13.03 Comply with continuing education needs/requirements.		
13.04 Attend seminars, workshops, and tradeshow.		
13.05 Respond to changing business environment.		
13.06 Identify updated industry information.		
13.07 Explain the importance of having a written job description.		
13.08 Pursue industry designations/licensing/degrees.		
13.09 Assess career plan.		
13.10 Demonstrate knowledge of how to make job changes appropriately.		
13.11 Understand employment benefits packages.		
13.12 Build mentor relationships.		
13.13 Volunteer in community service organizations.		
13.14 Network with industry professionals.		
13.15 Maintain professional contact for future projects.		
13.16 Identify corporate strategies and policies.		
13.17 Anticipate future industry trends and identify various industry career paths.		
14.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations – the student will be able to:		
14.01 Develop keyboarding skills to enter and manipulate text and data.		
14.02 Describe and use current and emerging computer technology and software to perform personal and business related tasks.		
14.03 Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.04 Demonstrate basic file management skills.		
14.05 Troubleshoot problems with computer software, hardware, peripherals, and other office equipment.		
14.06 Select and use standard written business and financial communication formats.		
15.0 Use information technology tools – the students will be able to:	MACC.912.N-Q.1.3	
15.01 Use personal information management (PIM) applications to increase workplace efficiency.		
15.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
15.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
15.04 Employ collaborative/groupware applications to facilitate group work.		
16.0 Develop awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member – the student will be able to:		SC.912.E.7.7; SC.912.N.1.1
16.01 Explore, design, implement, and evaluate organizational structures and cultures for managing project teams.		
16.02 Explore and demonstrate an awareness of current trends in business and the employee's role in maintaining productive business environments in today's global workplace.		
16.03 Collaborate with individuals and teams to complete tasks and solve business-related problems and demonstrate initiative, courtesy, loyalty, honesty, cooperation, and punctuality as a team member.		
17.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		SC.912.E.6.4
17.01 Assess personal, peer, and group performance and identify and implement strategies for improvement (e.g., organizational skills, note taking/outlining, advance organizers, reasoning skills, problem-solving and decision-making skills).		
17.02 Develop criteria for assessing products and processes that incorporate effective business practices (e.g., time management, productivity, total quality management).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance – the student will be able to:		SC.912.E.6.4
18.01 Demonstrate an awareness of quality service and the personal and professional standards required to establish an effective service-based culture in the workplace, business, or learning environment.		
18.02 Identify, analyze, and implement managerial skills necessary for maintaining a high quality work environment, goals, and strategic planning in business settings.		
18.03 Follow accepted rules, regulations, policies, procedures, processes, and workplace safety.		
19.0 Describe the importance of professional ethics and legal responsibilities – the students will be able to:		
19.01 Evaluate and justify decisions based on ethical reasoning.		
19.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
19.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
19.04 Interpret and explain written organizational policies and procedures.		
20.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance – the student will be able to:	MACC.912.N-Q.1.3	SC.912.N.1.1, 4.4
20.01 Analyze, interpret, compile and demonstrate the ability to present/communicate data in understandable and measurable terms using common statistical procedures. Use common standards of measurement including the metric system in solving work-related or business problems (e.g., length, weight, currency, time).		
20.02 Select and use the correct mathematical processes and tools to solve complex problem settings that are typical of business settings and use formulas when appropriate. Use personal finance and tax software applications to solve business/financial problems.		
20.03 Use spreadsheet software to develop basic financial reports.		
21.0 Demonstrate mathematics knowledge and skills – the students will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.01 Demonstrate knowledge of arithmetic operations.		
21.02 Analyze and apply data and measurements to solve problems and interpret documents.		
21.03 Construct charts/tables/graphs using functions and data.		
22.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		SC.912.N.1.4
22.01 Use personal assessment tools to identify personal strengths and weaknesses related to learning and work environments.		
22.02 Analyze job and career requirements and relate career interests to opportunities in the global economy.		
23.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-coaching, etc. – the student will be able to:		SC.912.N.1.1; SC.912.P.12.2
23.01 Analyze personal skills and aptitudes in comparison with various business related job and career options.		
23.02 Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience in financial careers.		
23.03 Design, initiate, refine, and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations.		
23.04 Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.		
23.05 Demonstrate an awareness of the potential impact of local and global trends on career plans and life goals.		
23.06 Experience work-based learning through volunteerism, job shadowing, mentoring, e-coaching, etc.		
24.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance – the student will be able to:		
24.01 Perform business tasks (e.g., filing and records management, scheduling, reprographics, mail handling, etc.). Demonstrate knowledge of ethical behavior in a business environment (e.g., confidentiality of information, employee right to know, hiring practices, plagiarism, copyright violations, sexual harassment,		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
mission statement, code of ethics, etc.).		
24.02 Describe ethical issues and problems associated with computers and information systems.		
24.03 Anticipate and provide solutions dealing with business situations involving ethical issues.		

BTE Core:

The first course recommended in this program is a selection from the BTE Core (**Applied Computer Business Skills I and II, or Computing for College and Careers, or Introduction to Information Technology**). The course selections and their descriptions are located here: <http://www.fldoe.org/workforce/dwdframe/> . Student course enrollment in the BTE Core, as with all other secondary courses, requires the reporting of a program in which the student is enrolled. The BTE Core is not an independent program, but a selection of courses for the initial OCP of a program. Student enrollment in the BTE Core cannot be reported without an accompanying program number. Teacher certification and other information regarding the BTE Core is identified by the program in which the student is enrolled. See the selected program framework for the appropriate information.

2014 – 2015

**Florida Department of Education
Student Performance Standards**

Course Title: Accounting Applications 1
Course Number: 8203310
Course Credit: 1

Course Description:

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Finance.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LACC.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LACC.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out	

Florida Standards		Correlation to CTE Program Standard #
	experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LACC.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LACC.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LACC.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LACC.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LACC.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LACC.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LACC.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LACC.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Finance.	

Florida Standards		Correlation to CTE Program Standard #
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LACC.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LACC.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LACC.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LACC.910.WHST.2.4	
02.02.2	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. LACC.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LACC.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	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. LACC.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LACC.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LACC.910.WHST.3.9	
02.04	Range of Writing	

Florida Standards		Correlation to CTE Program Standard #
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LACC.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Finance.	
03.01	Make sense of problems and persevere in solving them. MACC.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MACC.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MACC.K12.MP.3.1	
03.04	Model with mathematics. MACC.K12.MP.4.1	
03.05	Use appropriate tools strategically. MACC.K12.MP.5.1	
03.06	Attend to precision. MACC.K12.MP.6.1	
03.07	Look for and make use of structure. MACC.K12.MP.7.1	
03.08	Look for and express regularity in repeated reasoning. MACC.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
25.0	Demonstrate language arts knowledge and skills – the student will be able to:		
25.01	Locate, comprehend and evaluate key elements of oral and written information.		
25.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.		
25.03	Present information formally and informally for specific purposes and audiences.		
26.0	Assess audience and apply appropriate communication skills (including reading, writing, speaking, listening, and viewing) in a personable and		SC.912.N1.1

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
professional level – the student will be able to:		
26.01 Organize ideas and communicate oral and written messages. Students should be able to produce, read and interpret a business letter, internal memo, and e-mail communication.		
26.02 Collaborate with individuals and teams to complete tasks and problem solve.		
27.0 Describe management functions and organizational structures as they relate to today's workplace and employer/employee roles – the student will be able to:		SC.912.N.1.1, 4, 2.2, 3.5
27.01 Describe how accounting departments work within and across organizations.		
27.02 Describe the roles and responsibilities of employees within the organization of a small, medium, or large accounting department (including the CFO, controller, accounting manager, accounts payable and receivable coordinator, payroll administrator, bookkeeper and credit and collection manager).		
28.0 Practice quality performance in the learning environment and the workplace – the student will be able to:		SC.912.L.16.10, 17.11, 17.16; SC.912.N.1.1, 2.2, 3.5, 4.2
28.01 Apply appropriate organizational skills to manage time and resources.		
28.02 Perform tasks accurately, completely, and with attention to detail on a consistent basis.		
28.03 Think critically and make informed decisions.		
28.04 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.		
28.05 Follow accepted rules, regulations, policies and workplace safety.		
29.0 Exhibit customer service skills – the student will be able to:		
29.01 Listen and identify customer's needs and concerns.		
29.02 Formulate an action plan to resolve customer needs and concerns and respond to customer in a timely manner.		
29.03 Model appropriate ways to problem solve with customers in various situations.		
29.04 Model proper business etiquette (including introductions, phone etiquette, dining, networking, marketing, community service).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.05 Develop a personal and work ethic (including punctuality, use of company's technology, and loyalty to company, distinction between personal and business tasks).		
29.06 Develop and articulate a personal and business code of ethical behavior.		
30.0 Demonstrate mathematics knowledge and skills – the student will be able to:		
30.01 Demonstrate knowledge of arithmetic operations.		
30.02 Analyze and apply data and measurements to solve problems and interpret documents.		
30.03 Construct charts/tables/graphs using functions and data.		
31.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations – the student will be able to:		SC.912.N.1.1, 2.2, 3.5, 4.2
31.01 Develop an awareness of effective credit management.		
31.02 Prepare and analyze a personal budget.		
31.03 Apply appropriate mathematical processes to accounting applications.		
32.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals – the student will be able to:		SC.912.L.17.20; SC.912.N.1.1, 4, 5, 7; 2.2, 3.5
32.01 Analyze job and career requirements and relate career interests to opportunities in accounting occupations in the global economy.		
33.0 Demonstrate skills for accounting work-based learning experiences – the student will be able to:		SC.912.L.17.15; SC.912.N.1.1, 3, 4, 2.2, 3.5
33.01 Apply accounting principles in an accounting environment.		
33.02 Explore the use of technology in an accounting environment.		
33.03 Complete a work-based simulation.		
34.0 Apply accounting principles and concepts to the performance of accounting activities – the student will be able to:		SC.912.L.17.11, 15, 20, SC.912.N.1.1, 2.2, 3.5
34.01 Demonstrate the application of the full accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, posting of journal entries, preparation of trial balance, journalizing and posting of adjusting entries, journalizing and posting		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
of post-closing entries, and preparation of an income statement, statement of owner's equity, and balance sheet).		
34.02 Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, proof of cash, petty cash, and journal entries related to all banking activities).		
34.03 Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).		
34.04 Use payroll records to prepare and analyze transactions (including maintaining payroll records to include employee time processing procedures, payroll checks, a payroll register, employee earnings record, employer payroll taxes (to include tax forms and all associated journal entries).		
34.05 Analyze transactions for accuracy and prepare appropriate correcting entries.		
35.0 Apply accounting principles and concepts using appropriate technology – the student will be able to:		
35.01 Identify and use the appropriate technology in an accounting environment.		
35.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data and presenting results visually (including charts and graphs).		
35.03 Research types of accounting systems.		

**Florida Department of Education
Student Performance Standards**

Course Title: Financial Operations
Course Number: 8815110
Course Credit: 1

Course Description:

This course presents basic topics in macro and microeconomics, and the principles and practices of banking, credit, and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, use of limited resources, characteristics of different economic systems and institutions, taxation and budgeting, labor management relations, and sales. Students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

Florida Standards		Correlation to CTE Program Standard #
36.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Finance.	
	36.01 Key Ideas and Details	
	36.01.1 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. LACC.1112.RST.1.1	
	36.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LACC.1112.RST.1.2	
	36.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LACC.1112.RST.1.3	
	36.02 Craft and Structure	
	36.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LACC.1112.RST.2.4	
	36.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	

Florida Standards		Correlation to CTE Program Standard #
		LACC.1112.RST.2.5
36.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	
		LACC.1112.RST.2.6
36.03	Integration of Knowledge and Ideas	
36.03.1	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.	
		LACC.1112.RST.3.7
36.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	
		LACC.1112.RST.3.8
36.03.3	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.	
		LACC.1112.RST.3.9
36.04	Range of Reading and Level of Text Complexity	
36.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
36.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	
		LACC.1112.RST.4.10
37.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Finance.	
37.01	Text Types and Purposes	
37.01.1	Write arguments focused on discipline-specific content.	
		LACC.1112.WHST.1.1
37.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LACC.1112.WHST.1.2
37.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
		LACC.1112.WHST.1.3

Florida Standards		Correlation to CTE Program Standard #
37.02	Production and Distribution of Writing	
37.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LACC.1112.WHST.2.4	
37.02.2	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. LACC.1112.WHST.2.5	
37.02.3	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. LACC.1112.WHST.2.6	
37.03	Research to Build and Present Knowledge	
37.03.1	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. LACC.1112.WHST.3.7	
37.03.2	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. LACC.1112.WHST.3.8	
37.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LACC.1112.WHST.3.9	
37.04	Range of Writing	
37.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LACC.1112.WHST.4.10	
38.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Finance.	
38.01	Make sense of problems and persevere in solving them. MACC.K12.MP.1.1	
38.02	Reason abstractly and quantitatively. MACC.K12.MP.2.1	

Florida Standards		Correlation to CTE Program Standard #
38.03 Construct viable arguments and critique the reasoning of others.	MACC.K12.MP.3.1	
38.04 Model with mathematics.	MACC.K12.MP.4.1	
38.05 Use appropriate tools strategically.	MACC.K12.MP.5.1	
38.06 Attend to precision.	MACC.K12.MP.6.1	
38.07 Look for and make use of structure.	MACC.K12.MP.7.1	
38.08 Look for and express regularity in repeated reasoning.	MACC.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.0 Compare the differences between the various economic systems – the student will be able to:		SC.912.L.14.3; SC.912.N.1.1
39.01 Describe the terms "market" and "market system." Compare and contrast major features of a variety of economic systems. Explain the basic principles of a market system.		
39.02 Explain factors that have led to an increased international interdependence.		
39.03 Explain concepts associated with trade between nations.		
40.0 Explain the nature of American capitalism through its various concepts – the student will be able to:	MACC.912.N-Q.1.3	
40.01 Describe the characteristics of America's market economy.		
40.02 Explain the impact of supply and demand on the American economy.		
41.0 Explain the profit motive in our economic system – the student will be able to:		
41.01 Interpret the term "profit."		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
41.02 Explain the role of the profit motive in investment decisions.		
42.0 Demonstrate by examples capital markets and the role securities have within these markets – the student will be able to:		
42.01 Develop reasons for corporate efforts to raise capital.		
42.02 Explain a variety of methods available to corporations for raising capital.		
42.03 Show the major purposes of corporate annual reports.		
43.0 Develop skill in interpreting the financial section of the daily newspaper – the student will be able to:		SC.912.N.1.1, 3
43.01 Identify important financial data components found in the financial section of a daily newspaper.		
43.02 Demonstrate the importance of data relating to daily trading of a stock as listed in the business section of the newspaper or on the Internet.		
44.0 Demonstrate an understanding of the different types of business organization – the student will be able to:		SC.912.E.5.2
44.01 Compare the features of proprietorship, partnership, and corporation.		
44.02 List the advantages and disadvantages of forming a corporation.		
44.03 Discuss reasons for corporate acquisitions and mergers.		
45.0 Outline the role the Federal Reserve System plays in our money, credit, and banking processes – the student will be able to:		SC.912.N.1.1
45.01 Define money and the role it plays in the American economic system.		
45.02 Describe the role financial institutions play in the economic growth and development of a society.		
46.0 Summarize how economic growth and stability impact the business cycle – the student will be able to:		SC.912.E.7.4
46.01 Interpret the concept of economic growth.		
46.02 Explain the various business cycles that occur in our society.		
47.0 State the banking concept as used in America – the student will be able to:		SC.912.N.3.5
47.01 Identify the basic functions of banks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
47.02 Describe the services offered by a full service bank.		
47.03 Identify financial services offered by major non-bank competitors.		
47.04 Explain the importance of the selling of financial services by all financial institutions.		
48.0 Outline the historical transition the banking system in America has taken from its early years to its current position – the student will be able to:		
48.01 Review the Federal Reserve System's various roles in financial services industry.		
48.02 Identify the major Federal banking laws and their role in financial services industry.		
48.03 Diagram the organization of the Federal Reserve.		
48.04 Identify new financial products and services offered by a variety of financial institutions.		
49.0 Define banking operations – the student will be able to:		SC.912.N.1.1
49.01 Identify the major departments of financial institutions.		
49.02 Describe the characteristics of a time deposit transaction.		
49.03 Identify types of negotiable instruments.		
50.0 Analyze the types of investments used by banks – the student will be able to:		SC.912.E.5.2
50.01 Identify the role of financial intermediaries.		
50.02 Identify the most profitable assets for a bank to hold.		
51.0 Evaluate the effectiveness of bank regulation and examination – the student will be able to:		SC.912.N.1.1
51.01 Describe the audit function of a bank.		
51.02 Identify the agencies responsible for bank regulation.		
52.0 Identify terminology unique to the finance and finance-related industries – the student will be able to:		
52.01 Identify and define commonly used financial terms, such as income, expense, and profit.		
52.02 Identify and record financial data using correct terminology.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
53.0 Describe the role of consumer credit in today's society – the student will be able to:		
53.01 Define consumer credit.		
53.02 Identify major providers of consumer credit.		
53.03 State the reason(s) consumer credit exists.		
54.0 Describe the role and impact of consumer debt – the student will be able to:		
54.01 Define debt. Differentiate between good and bad debt.		
54.02 Identify the components and consequences of a credit score.		
54.03 Describe the long term implications of borrowing at unfavorable interest rates.		
54.04 Using a personal budget model, illustrate the implications of two-year and four-year contracts for items like car loans or leases, cell phone contracts and other items at various terms.		
54.05 Identify the opportunity costs of credit card debt.		
54.06 Research and identify credit and loan related consumer rights.		
54.07 Describe the consequences of not paying off credit card debt each month.		
55.0 Identify the principles of saving and borrowing – the student will be able to:		
55.01 Describe the importance of credit to consumers in the American marketplace.		
55.02 List the criteria for judging an individual's credit worthiness.		
55.03 Describe three different types of consumer credit discrimination.		
55.04 Describe a strategy for increasing an individual's savings.		
56.0 Identify career opportunities available in the consumer credit field – the student will be able to:		
56.01 List the various careers in consumer lending.		
56.02 Outline an organization chart for the consumer lending department of a financial institution.		
57.0 Describe consumer credit products – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
57.01 Identify the characteristics of consumer credit products (i.e., open ended, secured and unsecured, short and long term).		
57.02 Describe the benefits and risks of credit and debit card use.		
57.03 Name the activities involved in a credit transaction.		
57.04 Compare and contrast a mortgage to a home equity loan.		
58.0 Define risk and consumer lending – the student will be able to:		
58.01 Define a credit risk.		
58.02 Construct a profile of a good credit risk.		
58.03 Explain the method an institution uses to price a loan.		
59.0 Outline the procedures utilized in processing a credit application – the student will be able to:		
59.01 Outline the information needed on a credit application.		
59.02 List the documents involved in consumer lending.		
59.03 Develop a letter to notify the applicant of a credit decision.		
60.0 Demonstrate the procedures utilized in gathering credit information – the student will be able to:		
60.01 Demonstrate a loan interview.		
60.02 Complete a loan application.		
60.03 Outline the procedures involved in credit verification.		
60.04 Explain the function of a credit bureau.		
61.0 Outline the procedures used in evaluating a loan – the student will be able to:		
61.01 Analyze a credit grading system.		
61.02 Describe signals that may be fraud indicators.		
61.03 Analyze the reasons why credit information should be verified.		
62.0 Identify the documents and procedures utilized in closing a loan – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
62.01 Explain the significance of a loan closing.		
62.02 Identify the documents involved in general consumer lending.		
63.0 Identify the relationship between education attainment and income – the student will be able to:		
63.01 Calculate the total cost of higher education using a variety of interest rates and compare federal and private lenders and their repayment terms.		
63.02 Using median income tables from the US Department of Labor, determine the best return on investment (ROI) for educational choices and the career and salary that educational choice supports.		
63.03 Calculate the cost of varying lengths of student loan deferment.		
63.04 Compare and contrast the costs and outcomes of public, non-profit and for-profit educational choices.		
64.0 Outline the methods utilized in servicing a loan – the student will be able to:		SC.912.N.1.2, 7
64.01 Describe how consumer loans are serviced.		
64.02 Outline collection procedures for a consumer loan.		
64.03 Define bankruptcy.		
64.04 Outline the job responsibilities of a bankruptcy specialist.		
65.0 Evaluate the role automation plays in the buying and selling of securities – the student will be able to:		
65.01 Identify the key terms relating to stock trading.		
65.02 Outline the sequence of events in making a stock trade.		
66.0 Identify the laws and regulations for consumer protection – the student will be able to:		
66.01 Interpret the purpose of the Truth-In-Lending Act.		
66.02 Explain the major provisions of the Equal Credit Opportunity Act.		
66.03 Explain the importance of the Fair Credit Billing Act.		
67.0 Summarize global banking functions – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
67.01 Describe the promotion of global trade.		
67.02 Analyze the global credit crisis.		
67.03 Identify global exchange services.		
68.0 Define global trade – the student will be able to:		
68.01 Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.		
68.02 Outline the advantages and disadvantages of a protectionist policy.		
68.03 Identify possible solutions to the problem of meeting global competition.		
68.04 Distinguish between imports and exports.		
68.05 Discuss the financial interdependence of nations.		
68.06 Explain the advantages and disadvantages of global trade.		
68.07 Define the major agreements governing the world: General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), European Union (EU), ASEAN Free Trade Area (AFTA), and Southern Cone Common Market (Mercosur).		
68.08 Discuss the U.S. balance of trade.		
68.09 Know terms: trade, tariff, quota, embargo, voluntary export restraints, most favored nation status, foreign trade zones, export, import, dumping, kickbacks, International Monetary Fund (IMF).		

**Florida Department of Education
Student Performance Standards**

Course Title: Financial Internship
Course Number: 8815130
Course Credit: 1

Course Description:

The financial internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
69.0 Perform critical job skills – the student will be able to:		
69.01 Apply literacy skills in technical reading, computing and calculating.		
69.02 Perform tasks as outlined in the individualized job performance skills plan.		
69.03 Maintain relevant employment documents.		
69.04 Sustain mentoring relationships in the workplace.		
69.05 Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.		
69.06 Collaborate, communicate and interact utilizing technology.		
69.07 Offer alternative suggestions or solutions rather than simply rejecting others ideas.		
69.08 Contribute to team efforts by fulfilling responsibilities and valuing diversity.		
69.09 Explore networking opportunities through professional associations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
69.10 Exercise proper judgment in decision making.		
69.11 Adapt to changing organizational environments with flexibility.		
69.12 Build a portfolio reflecting experiences and skills gained during the internship.		
70.0 Display professional work habits – the student will be able to:		
70.01 Report as expected, on time, appropriately dressed and groomed and ready to work.		
70.02 Create a positive professional image through proper introductions, eye contact, and a firm handshake.		
70.03 Model acceptable work habits and conduct in the workplace as defined by company policy.		
70.04 Complete and follow through on tasks and take initiative as warranted.		
70.05 Respond to internal and external customers' needs and concerns.		
70.06 Practice business etiquette and social sensitivity in face to face interaction, on the telephone and the Internet.		
70.07 Build bridges between conflicting attitudes and ways of thinking.		
71.0 Demonstrate ethical behavior – the student will be able to:		
71.01 Compare business activities to professional standards.		
71.02 Show empathy, respect and support for others.		
71.03 Value confidentiality and privacy.		
71.04 Recognize gender and cultural inappropriate behaviors.		

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Financial Planning
Course Number: 8815120
Course Credit: 1

Course Description:

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered by lending institutions.

Florida Standards		Correlation to CTE Program Standard #
36.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Finance.	
	36.01 Key Ideas and Details	
	36.01.1 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. LACC.1112.RST.1.1	
	36.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LACC.1112.RST.1.2	
	36.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LACC.1112.RST.1.3	
	36.02 Craft and Structure	
	36.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LACC.1112.RST.2.4	
	36.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LACC.1112.RST.2.5	
	36.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards	Correlation to CTE Program Standard #
<p>issues that remain unresolved.</p> <p style="text-align: right;">LACC.1112.RST.2.6</p>	
<p>36.03 Integration of Knowledge and Ideas</p>	
<p>36.03.1 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.</p> <p style="text-align: right;">LACC.1112.RST.3.7</p>	
<p>36.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p style="text-align: right;">LACC.1112.RST.3.8</p>	
<p>36.03.3 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.</p> <p style="text-align: right;">LACC.1112.RST.3.9</p>	
<p>36.04 Range of Reading and Level of Text Complexity</p>	
<p>36.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>36.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p style="text-align: right;">LACC.1112.RST.4.10</p>	
<p>37.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Finance.</p>	
<p>37.01 Text Types and Purposes</p>	
<p>37.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LACC.1112.WHST.1.1</p>	
<p>37.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LACC.1112.WHST.1.2</p>	
<p>37.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LACC.1112.WHST.1.3</p>	
<p>37.02 Production and Distribution of Writing</p>	
<p>37.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
		LACC.1112.WHST.2.4
37.02.2	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.	LACC.1112.WHST.2.5
37.02.3	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.	LACC.1112.WHST.2.6
37.03 Research to Build and Present Knowledge		
37.03.1	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.	LACC.1112.WHST.3.7
37.03.2	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.	LACC.1112.WHST.3.8
37.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LACC.1112.WHST.3.9
37.04 Range of Writing		
37.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LACC.1112.WHST.4.10
38.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Finance.	
38.01	Make sense of problems and persevere in solving them.	MACC.K12.MP.1.1
38.02	Reason abstractly and quantitatively.	MACC.K12.MP.2.1
38.03	Construct viable arguments and critique the reasoning of others.	MACC.K12.MP.3.1
38.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MACC.K12.MP.4.1
38.05 Use appropriate tools strategically.	MACC.K12.MP.5.1
38.06 Attend to precision.	MACC.K12.MP.6.1
38.07 Look for and make use of structure.	MACC.K12.MP.7.1
38.08 Look for and express regularity in repeated reasoning.	MACC.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

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Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
72.0 Identify and apply the processes used in personal financial planning – the student will be able to:	MACC.912.N-Q.1.3	SC.912.N.1.1
72.01 Discuss financial planning.		
72.02 Explain basic steps in the financial planning process.		
72.03 Evaluate a hypothetical situation from a financial planning point of view.		
72.04 Summarize the extent to which financial planning would benefit people of different financial circumstances.		
73.0 Describe the role of a financial planner – the student will be able to:		
73.01 Define abbreviations associated with degrees granted by various financial institutions and industries.		
73.02 Develop a set of criteria for evaluating a planner's credentials.		
73.03 Describe the skills, education, and training necessary for a career in financial planning.		
73.04 List the basic steps in the financial planning process.		
74.0 Outline the components of a financial plan – the student will be able to:		SC.912.P.12.2
74.01 Explain the importance of goals during the various phases of financial planning.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
74.02 Describe financial information needed in the data gathering phase of planning.		
74.03 Explain significance of an income statement and balance sheet for financial planning.		
74.04 Explain how a planner analyzes financial data using the components of a financial plan.		
75.0 Describe the relationship between higher education costs, student loans, and anticipated return on investment (ROI – the student will be able to:		
75.01 Use interest rate tables and college cost calculators to estimate future monthly payment schedules on financing education.		
75.02 Identify the differences between federal and private student loans, including flexibility of terms and costs.		
75.03 Compare costs and employability outcomes in student's field of choice. Identify variables for two-year educational programs, four-year and certificate programs in public, non- profit and for-profit institutions.		
75.04 Describe the relationship between educational attainment (diplomas), employment and unemployment.		
76.0 Describe the role housing plays in a financial plan – the student will be able to:		
76.01 Determine how much money a person can spend on housing.		
76.02 Demonstrate how debts to income ratios affect a person's ability to borrow money.		
76.03 Compare the benefits and drawbacks of renting versus owning a home.		
77.0 Define the concept of risk management and insurance products – the student will be able to:		
77.01 List the broad range of insurances available to consumers.		
77.02 Explain the major insurance-related concept of risk sharing.		
77.03 Define key terms and concepts relating to insurance.		
77.04 Develop a list of criteria for determining the amount of insurance an individual needs.		
77.05 Outline an individual risk profile.		
78.0 Outline investment opportunities available in today's financial market – the student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
78.01 Identify key investment-related terms, concepts, and options.		
78.02 Develop an individual financial plan for a person with a one million dollar windfall.		
78.03 Outline a financial strategy for investing in precious metals and collectibles.		
79.0 Identify retirement planning strategies – the student will be able to:		
79.01 Identify sources of retirement funds.		
79.02 List various pension plan options.		
79.03 Identify the retirement benefits provided by Social Security.		
79.04 Outline personal income tax planning strategies.		
80.0 Identify estate planning strategies – the student will be able to:		
80.01 Define key terms and concepts relating to estate planning.		
80.02 Identify the major components of an individual estate plan.		
80.03 State the reasons why anyone with assets should plan an estate.		
80.04 Identify the major provisions of a will and explain why the drafting of a will is vital to estate planning.		
81.0 Select a financial industry career for research – the student will be able to:		SC.912.N.1.1
81.01 Identify current trends that have developed in the financial field.		
81.02 Identify sources of information for career planning.		
81.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the finance field.		
81.04 Develop an individualized education and career plan related to the financial field.		
82.0 Generate a comprehensive financial plan – the student will be able to:		
82.01 Develop a personal financial plan for the purchase of an automobile including purchase price, interest, tax, down payment, dealers' fees, auto tag, auto insurance, etc.		
82.02 Develop a personal financial plan for a wedding including the		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
financial and budgetary needs for the wedding facility, reception facility, caterer, printer, disc jockey, bride garments, groom garments, flowers, rehearsal dinner, honeymoon, payment for officiator, etc.		
82.03 Develop a personal financial plan for attending a four year college or university including housing, tuition, books, meals, etc.		
82.04 Develop a personal financial plan for attending a two year college including housing, tuition, books, meals, etc.		
82.05 Develop a personal financial plan for the purchase of a home including mortgage, interest rates, closing costs, pre-paid, homeowners insurance, etc.		
83.0 Understand the six elements of contracts and distinguish between the different types of contracts – the student will be able to:		SC.912.N.3.4
83.01 Understand the six elements of a legally binding contract: agreement, consideration, contractual capacity, legality, genuineness of assent, and legal form.		
83.02 Understand the differences between express agreements, implied agreements, negotiable instrument, written contracts and oral contracts, valid contracts, void contracts, and voidable contracts.		
83.03 Understand the qualifications of a legally collectible negotiable instrument.		
83.04 Understand the consumer responsibilities regarding contracts and agreements.		
83.05 Understand the various consumer protection laws.		
84.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to:		
84.01 Employ leadership skills to accomplish organizational goals and objectives.		
84.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
84.03 Conduct and participate in meetings to accomplish work tasks.		
84.04 Employ mentoring skills to inspire and teach others.		
85.0 Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to:		SC.912.P.10.3, 10
85.01 Identify and describe the services and legal responsibilities of financial institutions.		
85.02 Describe the effect of money management on personal and career		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
goals.		
85.03 Develop a personal budget and financial goals.		
85.04 Complete financial instruments for making deposits and withdrawals.		
85.05 Maintain financial records.		
85.06 Read and reconcile financial statements.		
85.07 Research, compare and contrast investment opportunities.		
86.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to:		
86.01 Describe the nature and types of business organizations.		
86.02 Explain the effect of key organizational systems on performance and quality.		
86.03 List and describe quality control systems and/or practices common to the workplace.		
86.04 Explain the impact of the global economy on business organization.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA, Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Insurance Customer Representative
Program Type: Career Preparatory
Career Cluster: Finance

PSAV	
Program Number	M810013
CIP Number	0252190804
Grade Level	30, 31
Standard Length	100 hours
Teacher Certification	INSURANCE 7 G
CTSO	Collegiate DECA Phi Beta Lambda
SOC Codes (all applicable)	43-9041 – Insurance Claims and Policy Processing Clerks
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Finance career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Finance career cluster.

It prepares students for the position of Insurance Customer Service Representative. This program is for all participants who deal with the ultimate consumer and must obtain a Florida insurance license.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	RMI0095	Insurance Customer Representative	100 hours	43-9041

Regulated Programs

The specific curriculum used by the instructor must be pre-approved by the Florida Department of Insurance, Bureau of Agent and Agency Licensing. Instructor qualifications must meet Section 4-211.160. The course must use the approved course outline specified in Section 4-211.170. Other rules apply pertaining to entities, school officials, schedule and attendance records, certification of students, attendance, exempted courses, examinations, fees, facilities, forms, penalties, etc. Obtain Packet 4-211 from the Department of Insurance for complete details.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of Property and Liability Insurance Concepts.
- 02.0 Demonstrate an understanding of Automobile Insurance.
- 03.0 Demonstrate an understanding of Property Insurance.
- 04.0 Demonstrate an understanding of General Liability Insurance.
- 05.0 Demonstrate an understanding of Package Policies.
- 06.0 Demonstrate an understanding of Workers' Compensation.
- 07.0 Demonstrate an understanding of Crime including Employee Dishonesty.
- 08.0 Demonstrate an understanding of Surety Bonds.
- 09.0 Demonstrate an understanding of Marine Insurance.
- 10.0 Demonstrate an understanding of Health Insurance.
- 11.0 Demonstrate an understanding of Department of Financial Services.
- 12.0 Demonstrate an understanding of Miscellaneous Florida Automobile Laws.
- 13.0 Demonstrate an understanding of Agent Licensing.
- 14.0 Demonstrate an understanding of Unfair Trade Practices.
- 15.0 Demonstrate an understanding of Definitions.
- 16.0 Demonstrate an understanding of Residual Markets.

**Florida Department of Education
Student Performance Standards**

Program Title: Insurance Customer Representative
PSAV Number: M810013

Course Number: RMI0095
Occupational Completion Point: A
Insurance Customer Representative – 100 Hours – SOC Code 43-9041

01.0 Demonstrate an understanding of Property and Liability Insurance Concepts – the student will be able to:

01.01 Explain Risk.

01.02 Explain Insurance Policy and Binders.

01.03 Describe the characteristics of an Insurance Contract.

01.04 Explain Property Insurance Concepts

01.05 Describe Liability Insurance Concepts.

01.06 Compare and contrast Common Insurance Policy Conditions.

01.07 Explain Bases for Insurer Avoidance of Performance.

02.0 Demonstrate an understanding of Automobile Insurance – the student will be able to:

02.01 Explain the dynamics of a Personal Auto Policy.

02.02 Explain the dynamics of a Business Auto Policy.

02.03 Explain Garage Insurance.

03.0 Demonstrate an understanding of Property Insurance – the student will be able to:

03.01 Detail the components of Commercial Property Insurance.

03.02 Explain Dwelling Program.

03.03 Describe the components of Farm Coverage.

03.04 Detail Flood Coverage.

04.0	Demonstrate an understanding of General Liability Insurance – the student will be able to:
04.01	Explain the structure of the Commercial General Liability Contract. (CGL)
04.02	Explain Excess/Umbrella Liability.
04.03	Detail the standard forms of Professional Liability.
04.04	Explain Personal Liability.
04.05	Explain Farm Liability.
04.06	Explain Employment-Related Practices Liability.
05.0	Demonstrate an understanding of Package Policies – the student will be able to:
05.01	Detail the components of Homeowners Insurance.
05.02	Describe Commercial Package Policies.
06.0	Demonstrate an understanding of Workers' Compensation – the student will be able to:
06.01	Define Employers and Employees.
06.02	Explain Penalties for Non-Compliance.
06.03	Explain the three types of Compensation.
06.04	List miscellaneous Law Provisions.
06.05	Describe Employers Liability Insurance.
06.06	Explain the “rating” process and plan.
07.0	Demonstrate an understanding of Crime including Employee Dishonesty – the student will be able to:
07.01	Explain Crime and Employee Dishonesty Insurance.
07.02	Describe Commercial Crime Forms.
07.03	Explain Primary Insuring Agreements.
07.04	Detail Endorsements.
07.05	Compare and contrast Discovery versus Loss Sustained.

07.06	List other Crime Coverage Provisions.
08.0	Demonstrate an understanding of Surety Bonds – the student will be able to:
08.01	Compare and contrast Suretyship versus Insurance.
08.02	Explain the Parties to a Bond.
08.03	Explain the Bonding Process.
08.04	Discuss Contract Bonds.
08.05	List the different types of Fiduciary and Court Bonds.
08.06	Compare License versus Permit Bonds.
08.07	Discuss Miscellaneous Bonds.
09.0	Demonstrate an understanding of Marine Insurance – the student will be able to:
09.01	Define Inland Marine Insurance.
09.02	Detail the components of Personal Inland Marine Policies.
09.03	Detail the components of Commercial Inland Marine Policies.
10.0	Demonstrate an understanding of Health Insurance – the student will be able to:
10.01	Explain General Policy Provisions.
10.02	Explain Major Medical Insurance.
10.03	Detail the components of Disability Income.
10.04	Explain Medicare Supplement Insurance.
10.05	Compare and contrast HMO versus PPO.
11.0	Demonstrate an understanding of Department of Financial Services – the student will be able to:
11.01	Describe General Duties and Powers.
11.02	Explain the examination of Books and Records.
12.0	Demonstrate an understanding of the Miscellaneous Florida Automobile Laws – the student will be able to:

12.01	Describe the components of Financial Responsibility law.
12.02	Discuss Uninsured and Underinsured Motorists law.
12.03	Compare and contrast Cancellation versus Non-Renewal.
12.04	Explain Glass Deductible.
12.05	Explain Automobile No-Fault (PIP).
13.0	Demonstrate an understanding of Agent Licensing – the student will be able to:
13.01	Identify persons required to be Licensed.
13.02	Discuss Appointments.
13.03	Explain requirements for Maintaining a License.
13.04	Define Suspension, Termination, Revocation of License, and other Penalties.
13.05	Discuss Ethics.
13.06	Explain Unauthorized Entities.
13.07	Describe Premium Discounts/Mitigation Options.
14.0	Demonstrate an understanding of Unfair Trade Practices – the student will be able to:
14.01	Define Sliding.
14.02	Define Coercion.
14.03	Define Misrepresentation.
14.04	Define Defamation.
14.05	Explain Unfair Discrimination.
14.06	Explain Unfair Claims Settlement.
14.07	Define Fraud.
14.08	Explain Controlled Business.
15.0	Demonstrate an understanding of Definitions – the student will be able to:

15.01	Define Insurance Transaction.
15.02	Define Domestic, Foreign, and Alien Companies.
15.03	Define Authorized, Unauthorized and Eligible Companies.
15.04	Define Stock and Mutual Companies.
15.05	Define Certificate of Authority.
16.0	Demonstrate an understanding of Residual Markets – the student will be able to:
16.01	Explain Florida Automobile Joint Underwriting Association (FAJUA).
16.02	Explain Citizens Property Insurance Corporation (Citizens).
16.03	Describe the Florida Workers Compensation Joint Underwriting Association (FWCJUA).

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA and Phi Beta Lambda are the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.