



2011 - 2012

# Master Plan of Instruction Accounting Operations

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**MISSION:** Lake Technical Center's mission is to meet the educational needs of the community by offering a variety of high quality career-technical training opportunities.

No person shall, on the basis of race, color, creed, religion, sex, age, handicap, marital status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake Technical Charter Board. Lake Technical Center is an Equal Opportunity Institution.

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# LAKE TECHNICAL CENTER

## Accounting Operations

### PROGRAM MISSION

The mission of the Business Technology Education programs is to prepare students for productive business careers in a global economy. This will be accomplished by providing a good foundation in basic skills, thinking skills, and personal qualities.

### PROGRAM PHILOSOPHY

We believe that competent workers in the high-performance workplace need:

1. Skills in communications, mathematics, critical thinking, teamwork, and effective work habits.
2. Training in emerging concepts and technologies.
3. Relevant work-based learning experiences.

We will provide a caring atmosphere that promotes a high degree of student-faculty interaction and fosters development of business and industry partnerships.

### TEST OF ADULT BASIC EDUCATION (TABE)

According to Florida Department of Education rules, students who fail all or parts of the TABE may only retest using a different TABE version after 60 documented hours of remediation in the Applied Academics for Adult Education (AAAE) lab or three months if not attending AAAE. Students may not retake the same test version for six months. We, therefore, strongly recommend that students test early, especially for licensure programs, in order to allow time for remediation and retesting should the need arise.

Students who do not meet the minimum TABE scores set by the Florida Department of Education for their program must begin attending remediation classes in the AAAE lab prior to or at the time of enrollment in a Career and Technical Education class for at least one block a day and make acceptable progress as determined by the AAAE instructor. Students should meet state mandated TABE requirements by the time they have completed 50% of their program. Students who do not meet state mandated TABE scores may not receive a certificate of completion as per Florida Department of Education rules.

Applicants transferring TABE or CPT scores from other testing centers must do so by having an official score report sent directly to the Admissions Office prior to enrollment. Scores brought in by hand will not be accepted.

TABE scores are good for two years and must be valid at the time of enrollment. TABE scores that expire during continuous enrollment remain valid until the end of such enrollment. Under continuous enrollment, students must be enrolled at least 50% of one semester per school year and may miss no more than one consecutive semester. Continuous enrollment applies to attendance in a single program.

### ADMISSION REQUIREMENTS

Applicants must be at least 16 years of age and should be academically, physically, and emotionally capable of meeting the demands of the chosen program. Applicants make initial application through the Admissions Office. A minimum skills evaluation is part of the admission process.

The Business Technology Education programs have the following minimum admissions requirements:

1. Complete a Center admissions application
2. Be age 16 or older
3. Take the TABE
4. Meet or speak with the program instructor or department chairperson prior to actual enrollment

A high school diploma or GED is not required to enroll. However, it is **very strongly recommended that all students complete either a high school diploma or a GED prior to program completion.**

The Accounting program requires 9<sup>th</sup> grade TABE levels in order to receive a certificate of completion. It is very strongly recommended that all students score not less than one grade level below required scores before enrolling in any program.

No additional evaluation is required to enroll in a program. Students may benefit from completing appropriate assessments such as the CareerScope in the Vocational Assessment Laboratory prior to program enrollment.

No program prerequisites are required for program enrollment other than an interest in the program, a commitment to enter the workplace at the completion of enrollment, and a desire to succeed in the program. Students who enroll with prior business skills and/or training may be able to complete program requirements in less time than students who enter without this background.

## **ESSENTIAL TRAINING TASKS**

### **Physical Requirements**

1. Ability to reach above shoulder level
2. Ability to demonstrate a high degree of manual dexterity, e.g., handle file folders, and documents, type on a keyboard, etc.
3. Ability to stoop, crouch, and/or bend
4. Ability to lift at least 10 pounds
5. Ability to see (near acuity)
6. Ability to work in an atmosphere of moderate machine noise
7. Ability to communicate with others in verbal and written form

### **Cognitive Requirements**

1. Ability to demonstrate predictable, reliable, and timely attendance.
2. Ability to follow written and verbal directions and to complete assigned tasks on schedule
3. Ability to read, write and communicate in English and understand basic math.
4. Ability to learn from directions, observations, and mistakes, and apply procedures using good judgment
5. Ability to work independently or part of a team; ability to interact appropriately with others
6. Ability to work with supervision, receiving instructions/feedback, coaching/ counseling and/or action/discipline
7. Ability to cope with anger, fear, and hostility of others in a calm manner
8. Ability to cope with moderate to high levels of stress
9. Ability to cope with confrontation and frustration
10. Ability to interpret a variety of instructions furnished in written, oral, and diagrammatic form
11. Ability to assist with problem resolution
12. Ability to demonstrate a high degree of patience
13. Ability to work in areas that are close and crowded
14. Ability to plan, organize, and manage time and daily activities
15. Ability to apply common sense understanding to carry out instructions furnished in both written and oral form.
16. Ability to tolerate moderate noise level
17. Ability to perform repetitive tasks
18. Ability to measure accurately
19. Ability to work without close, direct supervision
20. Ability to work on multiple tasks and priorities
21. Ability to perform and complete tasks of relative complexity
22. Ability to read and understand computer, related equipment, and software manuals

## **TUITION**

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each semester. Current fee information is available from the Admissions Office. Tuition is waived for eligible high school dual-enrolled students. Failure to pay all fees due at the time class begins will result in the student not being able to attend class and/or clinicals.

## **CLASS SCHEDULE**

Full-time students attend class from 8:15 AM to 2:45 PM Monday through Friday with a 30 minute lunch period. This schedule provides 6 hours of instruction each day for a total of 30 hours per five-day week, excluding holidays and school breaks as outlined in the current school calendar.

## ATTENDANCE POLICY

In an effort to develop appropriate work ethics, Lake Tech CTE students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence. The student attendance policy for each postsecondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

### **Absences**

A student who is absent for six (6) consecutive class sessions will be withdrawn from enrollment in his/her program. A student withdrawn for absenteeism must petition administration to return. Students exhibiting a pattern of consecutive absences less than six days will be subject to dismissal as determined by a School Intervention Team.

Students in non-licensure programs must have achieved a minimum of 80% attendance at the end of each quarter. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences will pose a threat to grades and program enrollment. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences. Students who miss more than 20% of their program will not be allowed to re-enroll the next semester and must wait until the following enrollment period to re-register. Only regularly scheduled class hours will be reported for attendance.

Licensure program attendance policies are more rigid due to licensure requirements. See the individual program Master Plan of Instruction for specifics.

### **Tardiness**

Students are expected to be in their seats promptly in the morning, after break, and after lunch. Students must notify the instructor before the start of class of any anticipated tardiness.

### **Leaving Campus During School Hours**

Adult students should notify their instructor when leaving campus early. This is for the safety of students and to allow the instructor to best utilize instructional resources.

## PLAN OF INSTRUCTIONAL PRACTICES

### **Teaching Methods**

Lecture, demonstration, discussion, group interaction, verbal and written quizzes, skill practice, individualized instruction, computerized tutorials, interactive learning, web-based learning, and online courses are among the teaching methods utilized.

### **Teaching and Instructional Aids**

Textbooks, workbooks, projects, journals, reports, simulations, hands-on computer experience, collaborative learning, video-taped instructions, audio tapes, transparencies, guest speakers, board examples, field trips, customer service projects, program job shadowing, cooperative on-the-job training, computerized tutorials, computerized assessment, interactive learning, web-based learning, and online courses are used for instruction.

### **Provisions for Individual Differences**

Among the provisions made to allow for individual differences are pre-testing to determine entry level, workbooks and study guides for progress at individual rate, progress grading, individualized instruction, individual project assignments, and referral for basic skills remediation. Curriculum may be adapted to meet the individual needs and individual goals of students

### **Methods of Teaching Safety**

A basic outline of safety standards and practices is covered along with a continuous implementation of safety principles.

### **Evaluation**

Class performance, quizzes, tests, attendance, portfolio assessments, completion of project assignments, decision-making, work habits, and achievement of entry-level competencies, and other methods are used for evaluation. See "Grading Procedures".

### **Cooperative Education**

Cooperative training is available for students and coordinated by the instructor. Cooperative training is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. High school students participating in the cooperative job placement program must be in at least grade 12. To be eligible for a cooperative education experience, students must have completed one-half the required program hours and requirements.

Students may be returned to the program for additional training if they do not function satisfactorily on the job or when the cooperative agreement is terminated at the request of the student, parent, employer, or program instructor.

Veterans will be accepted into the program in accordance with the Department of Veterans Affairs approved program.

Additional information regarding co-op opportunities may be obtained from the program instructor.

### **Job Shadowing**

Job shadowing experiences, or volunteer experiences, are available to students as part of their program training. These experiences are designed to give the student actual hands-on experience doing a variety of related tasks. Length and type of experiences will vary. The program instructor determines appropriateness of the experience. Additional information regarding job-shadowing experiences may be obtained from the program instructor.

### **Program Enrollment for High School Students**

All students enrolled in Lake Technical Center are expected to function as adults. High school students will be held to the same behavioral and performance standards as adult students. Any high school student who enrolls in the program who does not adhere to the standards specified in this document and/or elsewhere in Lake Technical Center materials will be counseled by the program instructor. Failure to improve performance will result in a School Intervention Meeting (SIT) and the high school student may be returned to the home high school.

## **GRADING PROCEDURES**

### **Grading Scale**

The grading policy for this program is as follows:

90-100	Excellent
80- 89	Passing
< 80	Failing

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards, as recommended by the advisory committee and approved by school administrators. Dual-enrolled students will follow the grading policy of the Lake County School Board for the purposes of graduation credit; however, all students must meet the program minimum grade requirements in order to receive a certificate.

Program grades are based on the three criteria: Skills, Knowledge, and Work Habits. Each area counts as one-third of the nine weeks grade. Students must receive a minimum of one skills and one knowledge grade for each week of enrollment. Students will receive cumulative grades during each nine-week period. A minimum grade of 80% in each unit is required in order to receive a passing grade. If a student's grade is below 80% average, the student will be counseled as to what steps need to be taken to bring the grade to a satisfactory level.

### **Program Progress**

Students are required to complete the program of training within the hours allotted by the State of Florida for completion. Progress must be at a rate that will allow completion of the program with the number of membership hours stated in the Curriculum Framework.

Failure to progress at this rate will require the student to meet with the program instructor, a Center counselor and an administrator in order to identify an appropriate completion point or to assist the student in selecting a more appropriate training program.

### **Requirements for a Certificate**

All competencies specified in the State of Florida Curriculum Framework for the program must be successfully completed. Successful completion is at least an 80 percent average in the areas of skills, knowledge, and work habits.

Proficiency in the competency standards listed in the Master Plan of Instruction must be demonstrated.

Students must meet minimum skill requirements prior to graduation. Minimum TABE levels are specified elsewhere in this document.

In addition to the requirements above, the recommendation of the instructor for certification includes: consideration of personal appearance, willingness to learn and to work, punctuality, cooperative attitude, and appropriate work habits.

### **Work Habits**

Effective work habits are the cornerstone to successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Students will learn to evaluate their own work habits by completing the Center-wide work habits assessment form. Instructors will work with students who need assistance in this area to improve the overall possibility for successful employment.

## **STUDENT DRESS**

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. Please refer to the Master Plans of Instruction for individual program dress code policies.

The director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. When it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

On certain designated days, students will be required to dress in normal business attire. This is defined to be clothing that would be acceptable on most business days in most business offices in which customers may be present. On other designated days, students will be required to dress in business attire suitable for a job interview. This is defined to be clothing that would be acceptable for most job candidates to wear to a standard job interview. If a student is absent on a designated day, they will dress in normal business attire or business attire suitable for a job interview on their next day of attendance. Designated days will be announced at least five class days in advance.

**NOTE** - Remember that you are preparing for employment in a position in which public relations may be a factor in your success. Individual desires cannot always take precedence.

Attire which is not appropriate for program attendance includes:

1. Tank tops, less than sleeveless attire, midriff, revealing or low-cut tops
2. Flip-flops
3. Clothing with inappropriate slogans

Shoes must be appropriate to safety/industry standards as determined by program instructor.

## GENERAL SCHOOL INFORMATION

### **Campus Safety**

Basic safety standards, which will include fire drills, weather drills, lockdowns, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment. Students should immediately report any safety concerns to an instructor or administrator. Please refer to the school catalog for more campus safety information.

### **Competency-based Instruction**

Any student who enters a LTC program with previous experience or educational background that would enable the student to successfully complete a test of competence in any area may, with the permission of the instructor, complete a test to measure that competence.

### **Food and Drink**

Food and drinks other than water are not allowed in classroom and laboratory areas. Water is permitted in these areas provided it is in a closed, covered container that will not spill if the container is tipped. This is to protect the equipment and furnishings in the classroom and laboratory areas.

### **Lunch**

Food services are provided on the main campus by the Culinary Institute and are available during breaks and lunch.

Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time. High school students may not leave the LTC campus during the lunch break.

### **Parking Regulations**

Students may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not allowed and a 10 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited.

### **Smoking**

Smoking is only allowed in the designated smoking area.

## FINANCIAL AID

Policies and guidelines for the administration of all financial aid are established according to federal and state law by a financial aid committee and published in the Financial Aid Policies and Procedures Manual. Applicants complete an information form, Free Application for Federal Student Aid, and furnish documentation needed to verify eligibility.

The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education – Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships).

Financial Aid personnel are available daily to assist students with financial aid needs and requests. The Financial Aid Coordinator is also the liaison for all local agencies.

## PROGRAM PURPOSE

This 900-hour program is designed to prepare a student for employment as an Information Technology Assistant, Accounting Clerk, Accounting Associate and an Accounting Assistant and also to provide supplemental training for persons previously or currently employed in any of these occupations.

This program offers a broad foundation of knowledge and skills, expanding the traditional role of the Bookkeeper. The content includes double-entry accounting principles, methods of recording business transactions, preparation and analysis of various documents and financial statements, payroll records and tax forms, accounting control systems, account and transaction analysis, inventory methods, the aging process, depreciation, and the application of accounting principles to various entities. The accounting software taught in the program includes Microsoft Office 2007 (additional emphasis on Excel), Peachtree, and QuickBooks.

The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the accounting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

## **JOB DESCRIPTIONS**

### **Information Technology Assistant (OCP A)**

A general office clerk performs all general office tasks. Duties include keyboarding, information systems, using technology to enhance communication skills, keeping business records, answering the telephone, initiating and preparing correspondence and routine clerical tasks.

### **Accounting Clerk (OCP B)**

An Accounting Clerk performs the following duties: calculates, posts, and verifies financial data for use in maintaining accounting records; complies and sorts documents such as checks and invoices; and verifies and posts details of business transactions using a computer or calculator.

### **Accounting Associate (OCP C)**

A bookkeeper performs the following duties: keeps records of financial transactions for business using a calculator and computer; verifies, allocates, and posts details of business transactions to ledgers; prepares financial statements; and completes payroll and income tax transactions.

### **Accounting Assistant (OCP D)**

An accounting assistant performs accounting functions necessary in a small business, becomes proficient in accounting procedures in a larger firm and provides skills necessary for operational management of a business using microcomputer accounting software systems.

## **TEXTBOOKS**

Please see the program instructor or Admissions Office for the most current list and prices.

The textbooks for Accounting Operations are:

1. College Accounting SG and Chapters 1-24
2. Microsoft Excel 2007, Complete Concepts
3. Personal Finance

## **MATERIALS**

Some instructional materials are audio/visual computerized tutorials. For hygienic reasons, students must furnish their own standard computer headphones to use in listening to the instructional programs.

## **PROGRAM OBJECTIVES**

See the attached Florida State Department of Education frameworks for program objectives and desired competencies.

2011-2012  
 Florida Department of Education  
 Curriculum Framework

**Program Title:** Accounting Operations  
**Program Type:** Career Preparatory  
**Career Cluster:** Business, Management, and Administration

11.		12. Secondary		13. PSAV	
14. Program Number	15. 8203400	16. B070110			
17. CIP Number	18. 0507.010102	19. 0507.010102			
20. Grade Level	21. 9-12, 30, 31	22. 30, 31			
23. Standard Length	24. 6 credit hours	25. 900 hours			
26. Teacher Certification	27. BUS ED 1 @2 28. VOE @7 29. TEACH CBE @7 30. ACCTING @7 G 31. BOOKKEEPIN @4 @7 G 32.	33. BUS ED 1 @2 34. VOE @7 35. TEACH CBE@7 36. CCTING @7 G 37. BOOKKEEPIN @4 @7 G			
38. Additional Teacher Certification	39. MKTG 1 @2 is acceptable for Accounting Applications 1 only.	40.			
41. CTSO	42. FBLA 43. BPA	44. Phi Beta Lambda 45. BPA			
46. SOC Codes (all applicable)	47. 15-1041; 43-3031	48. 15-1041; 43-3031			
49. Facility Code	50. [212], <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)				
51. Targeted Occupation List	52. <a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>				
53. Perkins Technical Skill Attainment Inventory	54. <a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>				
55. Industry Certifications	56. <a href="http://www.fldoe.org/workforce/icpea/default.asp">http://www.fldoe.org/workforce/icpea/default.asp</a>				
57. Basic Skills Level	58. N/A	59. Mathematics: 9.0 60. Language: 9.0 61. Reading: 9.0			

**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 such as an Information Technology Assistant, Accounting Clerk, Accounting Associate, and Accounting Assistant in the Business, Management, and Administration 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 occupationally-specific skills, and knowledge of all aspects of the Business, Management, and Administration career cluster.

The content includes but is not limited to double-entry accounting principles; methods of recording business transactions; preparation and analysis of various documents and financial statements; payroll records and tax forms; accounting control systems; account and transaction analysis; inventory methods; the aging process; depreciation; and the application of accounting principles to various entities.

### Program Structure

This program is a planned sequence of instruction consisting of the Business Technology Education Core and three additional occupational completion points. Secondary or postsecondary students who have previously completed the Business Technology Education Core will not have to repeat the core. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

When offered at the post secondary level, 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 **PSAV** program structure:

67.	A	68.	OTA0040	69.	Information Technology Assistant*	70.	150	71.	15-1041
72.	B	73.	ACO0040	74.	Accounting Clerk	75.	300	76.	43-3031
77.	C	78.	ACO0041	79.	Accounting Associate	80.	300	81.	43-3031
82.	D	83.	ACO0042	84.	Accounting Assistant	85.	150	86.	43-3031

\* Note: OTA0040 is a core program.

The following table illustrates the **Secondary** program structure:

A	8200320 8200330  8209020 8207310	Keyboarding and Business Skills <b>and</b> Computer and Business Skills <b>Or</b> Computing for College and Careers <b>or</b> Introduction to Information Technology	.5 credit .5 credit  1 credit 1 credit	15-1061	2 2  2 2
93. B	94. 8203310 95. 8203320	96. Accounting Applications 1 97. Accounting Applications 2	98. 1 credit 99. 1 credit	100. 43-3031	101. 2 102. 2
103. C	104. 8203330 105. 8203340	106. Accounting Applications 3 (Level 3) 107. Accounting Applications 4 (Level 3)	108. 1 credit 109. 1 credit	110. 43-3031	111. 3 112. 3
113. D	114. 8203350	115. Accounting Applications 5 (Level 3)	116. 1 credit	117. 43-3031	118. 3

## **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**

### **Career and Technical Student Organization (CTSO)**

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 for secondary students. For postsecondary students, Phi Beta Lambda and BPA are the appropriate student organizations. 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 program-specific OJT framework apply.

There is a **Cooperative Education Manual** available on-line 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/programs/doc/coopm.doc>.

### **Basic Skills**

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 9.0, Language 9.0, and Reading 9.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination. Students may be exempt from meeting the Basic Skills requirements by earning an eligible industry certification. See the Basic Skills Exemption List document for a list of eligible industry certifications (<http://www.fldoe.org/workforce/dwdframe/rf/basic-skills.rtf>).

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 pursuant to Section 1008.29, F.S.; 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.)

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's 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 (ESE) will need modifications to meet their special 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 (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(s)/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**

The PSAV component of this program (B070110) has a statewide articulation agreement approved by the Articulation Coordinating Committee:

1. Office Administration AS/AAS (0507060300/0507060300) – 6 credits

Additional credit for the following course work with evidence for each additional course in the PSAV program which are offered in the articulated program at the community college awarding the credit: 1 credit PowerPoint; 1 credit Windows Operating System; 1 credit workplace readiness/professional development; and 3 credits accounting applications in "Basic Accounting" similar to APA (prefix) course

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](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](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. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

## **Standards**

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

### **Keyboarding and Business Skills competencies:**

- 01.0 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.
- 02.0 Demonstrate comprehension and communication skills.
- 03.0 Use technology to apply and enhance communication skills in technical reading, writing.
- 04.0 Develop an 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.
- 05.0 Practice quality performance in the learning environment and the workplace.

- 06.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 07.0 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.
- 08.0 Demonstrate personal and interpersonal skills appropriate for the workplace.
- 09.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.

**AND**

**Computer and Business Skills competencies:**

- 01.0 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.
- 02.0 Demonstrate comprehension and communication skills.
- 03.0 Use Technology to apply and enhance communications skills in technical reading, writing.
- 04.0 Practice quality performance in the learning environment and the workplace.
- 05.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 06.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 07.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 08.0 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.
- 09.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 10.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 11.0 Perform e-mail activities.
- 12.0 Demonstrate operating systems.
- 13.0 Develop an awareness of emerging technologies.

**OR**

**Computing for College and Careers Competencies:**

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance and enhance personal performance in relation to the workplace. Apply ergonomic principles applicable to the configuration of computer workstations.
- 02.0 Demonstrate comprehension and communication skills.
- 03.0 Use technology to apply and enhance communication skills in technical reading, writing.
- 04.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 05.0 Practice quality performance in the learning environment and the workplace.
- 06.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal and professional ethics to accomplish job objectives and enhance workplace performance.
- 07.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 08.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 09.0 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.
- 10.0 Demonstrate personal and interpersonal skills and attributes appropriate for the workplace.
- 11.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 12.0 Perform e-mail activities.
- 13.0 Demonstrate operating systems.
- 14.0 Develop an awareness of emerging technologies.

## OR

### Introduction to IT Competencies:

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
- 02.0 Demonstrate Comprehension and communication skills.
- 03.0 Use technology to enhance the effectiveness of communication skills.
- 04.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 05.0 Practice quality performance in the learning environment and the workplace.
- 06.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 07.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 08.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 09.0 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.
- 10.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 11.0 Participate in work-based learning experiences.
- 12.0 Perform e-mail activities.
- 13.0 Demonstrate knowledge of different operating systems.
- 14.0 Demonstrate proficiency navigating the Internet, intranet, and the WWW.
- 15.0 Demonstrate proficiency using HTML commands.
- 16.0 Demonstrate proficiency in page design applicable to the WWW.
- 17.0 Demonstrate proficiency using specialized web design software.
- 18.0 Develop an awareness of the information technology industry.
- 19.0 Develop an awareness of microprocessors and digital computers.
- 20.0 Develop an awareness of programming languages.
- 21.0 Develop an awareness of emerging technologies.
- 22.0 Demonstrate an understanding of the seven layers of the Open Systems Interface (OSI) model.
- 23.0 Demonstrate proficiency using common software applications.
- 24.0 Demonstrate proficiency using specialized software applications.

### Technical Competencies

- 25.0 Demonstrate language arts knowledge and skills.
- 26.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
- 27.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives, increase productivity and enhance workplace performance.
- 28.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 29.0 Practice quality performance in the learning environment and the workplace.
- 30.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 31.0 Demonstrate mathematics knowledge and skills.
- 32.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 33.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring personal and business situations.
- 34.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 35.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 36.0 Develop an awareness for accounting work-based learning experiences.
- 37.0 Apply accounting principles and concepts to the performance of accounting activities.
- 38.0 Apply accounting principles and concepts using appropriate technology.
- 39.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

- 40.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
- 41.0 Solve problems using critical thinking skills, creativity and innovation.
- 42.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives, increase productivity and enhance workplace performance.
- 43.0 Use information technology tools.
- 44.0 Demonstrate science knowledge and skills.
- 45.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 46.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 47.0 Practice quality performance in the learning environment and the workplace.
- 48.0 Describe the importance of professional ethics and legal responsibilities.
- 49.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 50.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 51.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 52.0 Participate in work-based learning experiences.
- 53.0 Apply accounting principles and concepts to the performance of accounting activities.
- 54.0 Apply accounting principles and concepts using appropriate technology.
- 55.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
- 56.0 Practice quality performance in the learning environment and the workplace.
- 57.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 58.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 59.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 60.0 Explain the importance of employability skill and entrepreneurial skills.
- 61.0 Develop office functions and responsibilities to accomplish job objectives and enhance workplace performance.
- 62.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 63.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 64.0 Participate in work-based learning experiences.
- 65.0 Apply accounting principles and concepts to the performance of accounting activities.
- 66.0 Apply accounting principles and concepts using appropriate technology.
- 67.0 Demonstrate personal money-management concepts, procedures and strategies.
- 68.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives, increase productivity and enhance workplace performance.