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Career and Technical Education Programs

Curriculum Frameworks

The Division of Career and Adult Education publishes the curriculum frameworks aligned to the Career Clusters delineated by the U.S. Department of Education. The Career Cluster frameworks pages also contain links to Community College AS/AAS and CCC frameworks. To determine in which cluster a particular program is assigned, you may view an alphabetical list of all [Secondary/PSAV CTE programs](#) (RTF, 3MB) or [AS/AAS/CCC programs](#) (RTF, 3MB).

Academic Year 2014/2015 Curriculum Frameworks By Career Cluster

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
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- [Marketing, Sales & Service](#)
- [Science, Technology, Engineering & Mathematics \(STEM\)](#)
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 - Diversified Education
 - Instructional Support Services (Special Needs)
 - Other Vocational Programs
 - M/J Exploratory Career Education Wheel
 - Technical Systems and Applications

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Related Documents

- [Alphabetical List of 2014-15 Secondary/PSAV Programs](#) (RTF, 3MB)
- [Alphabetical List of 2014-15 AS/AAS/CCC/ATD Programs](#) (RTF, 3MB)
- [Apprenticeship Programs - 2014-2015](#) (RTF, 136KB)
- [Articulation Agreements - Statewide](#)
- [Basic Skills and Licensure Exemption List - 2014-2015](#) (RTF, 2MB)
- [Basic Skills Exemption Request Form](#) (RTF, 71KB)
- [CC and Tech Center MIS Reporting & Non-traditional Codes](#)
- [Change Document - CTE 2014-15](#) (RTF, 2MB)
- [Change Document - CTE 2013-14](#) (RTF, 2MB)

Papers**Veteran Diploma Program**

- [COE Matrix](#) (Excel, 1004KB)
- [COE Matrix Change Request Form](#) (RTF, 85KB)
- [Comprehensive Course Table \(CCT\)](#)
- [Cooperative Education Manual](#) (PDF, 1MB)
- [Course Code Directory](#)
- [CTE Essential Skills](#)
- [CTE Course Level 3 Rubric](#) (PDF, 21KB)
- [Curriculum Framework Statutory Reference](#)
- [Florida Standards & Benchmarks Design Guide](#) (RTF, 301KB)
- [New Program Request Form](#) (PDF, 55KB)
- [Practical Arts CTE Courses \(2014-15\)](#) (PDF, 206KB)
- [Program Length Document \(CC\) - 2014-15](#) (RTF, 3MB)
- [Program Length Document \(PSAV\) - 2014-15](#) (RTF, 6MB)
- [SCNS Matrix - 2014-15](#) (Excel, 242KB)
- [SCNS Matrix - 2013-14](#) (Excel, 35MB)
- [State CTE Plan for Youth in Juvenile Commitment](#)
- [Teacher CTE Certifications](#) (Excel, 1MB)
- Differentiated Accountability Intervene Process Tools
 - [Classroom Visitation Checklist](#) (PDF, 72KB)
 - [Classroom Behaviors Worksheet](#) (PDF, 25KB)
 - [CTE Program Evaluation](#) (PDF, 130KB)
 - [Program Evaluation Pre-Visit Resources](#) (PDF, 53KB)

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**Florida Department of Education
Curriculum Framework**

Program Title: Business Administration
Career Cluster: Business, Management, and Administration

AS	
CIP Number	1552020102
Program Type	College Credit
Standard Length	60 credit hours
CTSO	Phi Beta Lambda, BPA
SOC Codes (all applicable)	11-1021 – General and Operations 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 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 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 occupation-specific skills, and knowledge of all aspects of the Business, Management, and Administration career cluster.

The content includes but is not limited to 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. The Business Administration Associate in Science degree program should include the requirements specified in the statewide Articulation Manual.

Specializations: In addition to the professional learning outcomes, students are to complete the outcomes in one of the following specializations:

- Accounting/Budgeting Operations Management - SOC Code 11-3061 (Purchasing Managers)
- Banking - SOC Code 11-3031 (Financial Managers)
- Business Development and Entrepreneurship - SOC Code 11-1021 (General and Operations Manager)
- Healthcare Administration - SOC Code 31-9099 (Health Care Support Workers)
- Human Resources - SOC Code 11-3131 (Training and Development Manager)

- Insurance - SOC Code 11-3111 (Compensation and Benefits Managers)
- International Business - SOC Code 11-2011 (Advertising and Promotion Managers)
- Management - SOC Code 11-9199 (Managers, All other)
- Marketing - SOC Code 11-2021 (Marketing Managers)
- Real Estate - SOC Code 11-9141 (Property, Real Estate, and Community Association Managers)
- Small Business Management - SOC Code 11-3011 (Administrative Services Managers)

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:

Professional Skills:

- 01.0 Prepare and use financial information about business organizations to support decision making.
- 02.0 Manage business information using appropriate software.
- 03.0 Demonstrate effective business communication skills.
- 04.0 Describe the significance of legal and ethical issues in a business environment.
- 05.0 Develop human resources skills.
- 06.0 Demonstrate employability skills.
- 07.0 Prepare or develop strategic or organizational skills.
- 08.0 Identify, classify and demonstrate management activities.
- 09.0 Participate in a capstone project.

In addition to the professional learning outcomes, students are to complete outcomes in one of the following specializations:

- Accounting/Budgeting Operations Management
- Banking
- Business Development and Entrepreneurship
- Healthcare Administration
- Human Resources
- Insurance
- International Business
- Management
- Marketing
- Real Estate
- Small Business Management

Accounting/Budgeting Operations Specialization:

- 10.0 Demonstrate knowledge of accounting/budgeting operations.

Banking Specialization:

- 10.0 Understand terminology unique to the banking industry.
- 11.0 Demonstrate knowledge of basic functions of banking institutions.
- 12.0 Utilize effective cross selling techniques and procedures for financial services.
- 13.0 Demonstrate knowledge of the history, growth and structure of the banking industry.
- 14.0 Demonstrate basic skills for performing functions of entry level positions in banking institutions.

- 15.0 Demonstrate security procedures and detection of fraud.
- 16.0 Demonstrate proficiency in money and banking.
- 17.0 Demonstrate proficiency in banking management principles.
- 18.0 Demonstrate proficiency in economic principles.

Business Development and Entrepreneurship Specialization:

- 10.0 Demonstrate knowledge of basic marketing principles.
- 11.0 Demonstrate knowledge of small business management functions.
- 12.0 Plan the marketing strategy and promote the business.
- 13.0 Utilize effective selling techniques and procedures.
- 14.0 Demonstrate knowledge of effective business communication strategies.
- 15.0 Demonstrate an understanding of the foundational principles associated with business development.
- 16.0 Demonstrate knowledge of international/global business practices.

Healthcare Administration Specialization:

- 10.0 Demonstrate knowledge of health care administration functions.

Human Resources Specialization:

- 10.0 Demonstrate knowledge of principles of human resources.

Insurance Specialization:

- 10.0 Demonstrate knowledge and application of product and service technology.
- 11.0 Develop appropriate business records for an insurance agency.
- 12.0 Demonstrate knowledge of employee compensation and benefits plan.
- 13.0 Develop a successful promotion plan for an insurance agency

International Business Specialization:

- 10.0 Demonstrate knowledge of international marketing and distribution activities.
- 11.0 Demonstrate knowledge of international banking and finance activities.
- 12.0 Demonstrate knowledge of international social and cultural business practices.
- 13.0 Demonstrate knowledge of international law and economic activities.

Management Specialization:

- 10.0 Demonstrate knowledge of the principles and practices of management.
- 11.0 Demonstrate knowledge of essential human relations skills.

- 12.0 Demonstrate knowledge of the supervisory responsibilities of management.
- 13.0 Demonstrate knowledge of human resources management.

Marketing Specialization:

- 10.0 Examine effective selling techniques and procedures.
- 11.0 Recognize the importance of creativity, innovation, and new product development.
- 12.0 Summarize marketing mix design and marketing strategy development.

Real Estate Specialization:

- 10.0 Demonstrate knowledge of real estate principles.

Small Business Management Specialization:

- 10.0 Demonstrate knowledge of small business management functions.

**Florida Department of Education
Student Performance Standards**

Program Title: Business Administration
CIP Number: 1552020102
Program Length: 60 credit hours
SOC Code(s): 11-1021

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:

Professional Skills:

01.0	Prepare and use financial information about business organizations to support decision making – the student will be able to:
01.01	Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
01.02	Demonstrate proficiency in cash control procedures (including bank deposits, electronic fund transfers, all credit and debit transactions, bank reconciliations, petty cash, and journal entries related to all relating banking activities).
01.03	Use source documents to prepare and analyze transactions (including invoices, cash receipts, sales slips, credit memos, vendor statements, purchase orders, and packing slips).
01.04	Describe internal control methods and fraud controls.
01.05	Apply judgment in the application of accounting principles in a global marketplace.
01.06	Analyze financial information to make informed business decisions.
01.07	Maintain knowledge of ever-evolving accounting regulations and standards.
02.0	Manage business information using appropriate software – the student will be able to:
02.01	Identify and use the appropriate software in a business environment.
02.02	Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
02.03	Utilize technology to access, research, analyze, and interpret business information.
03.0	Demonstrate effective business communication skills – the student will be able to:
03.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.

03.02	Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
03.03	Exhibit public relations skills that aid in achieving customer satisfaction.
03.04	Demonstrate effective teamwork skills. Participate in a group discussion as a member and leader.
03.05	Develop the ability to withstand conflict and resolve it when dealing with difficult people.
03.06	Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.
03.07	Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.
03.08	Prepare, outline and deliver an effective oral presentation. Prepare and use visual material, including slide presentation software.
03.09	Research and interpret information retrieved from print and electronic resources.
03.10	Research and compose a document containing statistical information.
03.11	Demonstrate ability to communicate effectively with diverse populations.
04.0	Describe the significance of legal and ethical issues in a business environment – the student will be able to:
04.01	Describe the basic features of a contract.
04.02	Describe the features of negotiable instruments.
04.03	Define intellectual property rights.
04.04	Identify the appropriate use of employer property.
04.05	Describe the role of confidentiality in business.
04.06	Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.
04.07	Use ethical reasoning and judgment and act in accordance with legal responsibilities.
04.08	Demonstrate conflict resolution skills.
04.09	Recognize different personality styles and how to interact effectively with them in the workplace.
04.10	Discuss how values and attitudes influence behavior.
04.11	Demonstrate knowledge of legal and privacy issues regarding e-mail, voice mail, internet, telephone, and other communication methods.
05.0	Develop human resources skills – the student will be able to:

05.01	Identify the role and function of human resources in the business environment.
05.02	Describe and conduct a job analysis.
05.03	Identify the role, principles and functions of recruitment and staffing.
05.04	Describe the recruitment and staffing process.
05.05	Demonstrate effective interview methods.
05.06	Identify methods of new employee orientation and training.
05.07	Identify the components of compensation and benefits plans.
05.08	Describe the legal issues associated with compensation and benefits plans.
05.09	Describe the administration of employer compensation and benefits plans.
05.10	Describe the provisions of the Civil Rights Acts and Equal Employment Opportunity Commission (EEOC), as they apply human resources functions.
05.11	Identify methods to protect organizations from potential negative legal actions.
06.0	Demonstrate employability skills – the student will be able to:
06.01	Identify sources of employment opportunities.
06.02	Describe the job search process.
06.03	Complete a resume and a cover letter.
06.04	Complete an electronic job application form correctly.
06.05	Prepare a resume for electronic distribution.
06.06	Demonstrate effective job interview techniques and identify different types of interviews.
06.07	Prepare a thank you note for an interview.
06.08	Identify and demonstrate appropriate responses to feedback from supervisors.
06.09	Identify and demonstrate acceptable work habits.
06.10	Describe the importance of an employee's ability to be flexible in the workplace.
06.11	Demonstrate effective time management skills.

06.12	Identify methods for securing an employment reference.
07.0	Prepare or develop strategic or organizational skills – the student will be able to:
07.01	Define effective leadership and identify key leadership behaviors.
07.02	Compare different styles of leadership.
07.03	Examine ways effective leaders develop, coach, and motivate.
07.04	Define organization vision and mission.
07.05	Identify characteristics of effective goals.
07.06	Describe personal leadership style.
07.07	Explain how effective leaders identify problems and make decisions.
07.08	Compare different styles of managing conflict.
07.09	Choose appropriate action in situations requiring application of business ethics.
07.10	Identify ways to assign work to others.
07.11	Apply steps in effective decision making process to a business situation.
08.0	Identify, classify, and demonstrate management activities – the student will be able to:
08.01	Describe the components of management, including: human resources, operations, strategic, marketing, financial, information technology and their impact on an organization's ability to achieve their goals.
08.02	Identify how an organization's management policy is formulated in large and small organizations. Describe how an organization's mission and vision affect the formation of policy.
08.03	Describe management's primary function in a for-profit organization as the satisfaction of its shareholders in the achievement of a profit. Identify the goals of non-profit and public administration organizations in supporting the goals and mission of those organizations. Describe how an organization's policy impacts management's decisions.
08.04	Describe basic management roles, including interpersonal, informational and decision-making.
08.05	Discuss political, conceptual, interpersonal, and diagnostic skills required in management.
08.06	Identify how a business's strategy is formulated to achieve organizational objectives, including use by management in planning, organizing, staffing, and directing organizational goals.
08.07	Describe the value and application of data to management decision making.
08.08	Describe how marketing and innovation are significant contributions to successful management.

08.09	Identify a variety of organizational cultures and their impact on communication.
09.0	Participate in a capstone project – the student will be able to:
09.01	Demonstrate the ability to identify and solve problems.
09.02	Successfully work as a member of a team.
09.03	Research and develop a business or business unit.
09.04	Demonstrate adaptive self- management skills.
09.05	Prepare a project outline that includes a step-by-step series of procedures resulting in a strategic plan for operating a business or business unit.
09.06	Manage time according to a plan.
09.07	Plan, organize and carry out a project plan.
09.08	Demonstrate good time management skills.
09.09	Demonstrate appropriate technical content related to the project.
09.10	Research content related to the project and document the results.
09.11	Use presentation skills, and appropriate media to describe the progress, results and outcomes of the experience.
<u>Accounting/Budgeting Operations Specialization:</u>	
10.0	Demonstrate knowledge of accounting/budgeting operations – the student will be able to:
10.01	Demonstrate an understanding of profit vs. not-for-profit accounting.
10.02	Demonstrate an understanding of available and appropriate technology for accounting applications.
10.03	Interpret and analyze income statement, owner’s equity statement, and cash flow statement.
10.04	Understand significant and specific problems in the area of accounts receivable.
10.05	Prepare a profit analysis.
10.06	Interpret profit analysis and its impact on an organization.
10.07	Describe differences in planning for operating expenditures and capital expenditures.
10.08	Describe the principles related to pricing decisions.

10.09	Demonstrate the application of pricing decisions.
10.10	Demonstrate an understanding of tax implications.
<u>Banking Specialization:</u>	
10.0	Understand terminology unique to the banking industry – the student will be able to:
10.01	Understand and use terminology as it applies to the banking industry.
10.02	Know how to communicate with a customer in layman’s language.
11.0	Demonstrate knowledge of basic functions of banking institutions – the student will be able to:
11.01	Name the three basic functions of a financial institution.
11.02	Explain the most important function of the three and why they are co-dependent.
11.03	Discuss which departments and employees are responsible for the different functions.
12.0	Utilize effective cross selling techniques and procedures for financial services – the student will be able to:
12.01	Identify opportunities for cross selling.
12.02	Demonstrate how to sell other financial services.
12.03	Demonstrate knowledge of all services offered by financial institutions.
12.04	Explain the importance and demonstrate the procedures of cross selling.
13.0	Demonstrate knowledge of the history, growth and structure of the banking industry – the student will be able to:
13.01	Demonstrate knowledge of the evolution of American banking institutions.
13.02	Identify major acts and important regulations resulting from the growth and changes in banking institutions.
13.03	Explain the similarities and differences in the banking institutions and other businesses that offer banking services.
13.04	Explain the effects of deregulation.
14.0	Demonstrate basic skills for performing functions of entry level positions in banking institutions – the student will be able to:
14.01	Demonstrate counting and strapping of coin and currency.
14.02	Demonstrate use of a teller machine.

14.03	Explain the types of endorsements and why they are important.
14.04	Explain basic teller functions--cashing checks, accepting straight deposits and split deposits, and handling of cash.
14.05	Demonstrate knowledge of balancing a cash drawer.
14.06	Know how to detect counterfeit currency and the procedure for reporting it.
14.07	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.
14.08	Balance a customer's checkbook, detecting customer and/or bank errors.
14.09	Locate information on a customer's account and explain what information is to be given over the phone and to whom it can be given.
14.10	Explain the routing system for payment of a check.
14.11	Explain the functions and purpose of the Federal Reserve System.
14.12	Demonstrate how to place a stop payment and hold on customer's account.
14.13	Demonstrate procedure for opening new accounts.
14.14	Demonstrate procedure for closing accounts.
14.15	Perform the steps necessary for issuing a safe deposit box.
14.16	State bank policies and state regulations regarding safe deposit boxes.
14.17	Explain procedures for granting access to a safe deposit box.
14.18	Explain proof functions.
14.19	Identify and process documentation required on different types of loans.
14.20	Demonstrate how to properly complete a credit application and a financial statement.
14.21	Explain how to establish credit and the importance of having a good credit rating.
14.22	Demonstrate the types of interest and how they are computed.
14.23	Explain the importance of the lending function.
15.0	Demonstrate security procedures and detection of fraud – the student will be able to:
15.01	Demonstrate procedures bank employees would use during and after a robbery.

15.02	Demonstrate security procedures.
15.03	Explain the Currency Transaction Report (CTR).
15.04	Demonstrate security precautions and methods used to deter bank fraud.
16.0	Demonstrate proficiency in money and banking – the student will be able to:
16.01	Compare banks and thrifts.
16.02	Demonstrate knowledge of commercial banking.
16.03	Explain current trends in financial services deregulation and diversified financial services.
16.04	Differentiate among corporation and other forms of business.
16.05	Understand the details of a corporate charter and bylaws.
16.06	Comprehend the financial details of means of acquiring capital and subsequent equity and debt functions.
16.07	Exhibit knowledge of securities markets and SEC regulations.
16.08	Demonstrate knowledge about business failure, reorganization, dissolutions, and liquidation.
16.09	Explain the purpose of statement analysis.
16.10	Define and explain items in a financial statement.
16.11	Demonstrate the ability to analyze financial statement.
17.0	Demonstrate proficiency in banking management principles – the student will be able to:
17.01	Explain line of credit, compensating balance, interest rates.
17.02	Enumerate sources of credit information.
17.03	Demonstrate knowledge of different types of loans.
18.0	Demonstrate proficiency in economic principles – the student will be able to:
18.01	Demonstrate knowledge of how the Federal Reserve System operates.
18.02	Comprehend the documents and language of financial institutions.
18.03	Explain production, consumption, GNP and business cycles.

18.04 Understand the Federal Reserve System and commercial bank interrelationships.

Business Development and Entrepreneurship Specialization:

10.0 Demonstrate knowledge of basic marketing principles – the student will be able to:

10.01 Explain the role of marketing in the free enterprise system.

10.02 List and compare the three major types of economic systems.

10.03 Describe the channels of distribution and storage.

10.04 Identify and discuss economic resources.

10.05 Discuss the role of the consumer in the free enterprise system.

10.06 Define the concept "supply and demand."

10.07 Identify and define the functions of marketing.

10.08 Identify and define the four types of product utility.

10.09 Identify and explain the elements in the marketing mix (price, product, promotion, and place).

10.10 Differentiate between the basic categories of consumer goods (i.e. convenience goods, shopping goods, and specialty goods).

10.11 Name current trends that have developed in retailing and merchandising.

11.0 Demonstrate knowledge of small business management functions – the student will be able to:

11.01 Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.

11.02 Demonstrate an understanding of the principles and systems of accounting in a small business.

11.03 Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.

11.04 Demonstrate an understanding of principles of financing and cash management in the small business.

11.05 Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.

11.06 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.

11.07 Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.

11.08 Conduct basic market research and develop a marketing plan for a small business.

11.09	Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.
11.10	Demonstrate an understanding of fundamental legal and government regulation issues facing small business owners.
11.11	Identify issues and sources of assistance regarding risk management, insurance, taxation, and business law.
11.12	Demonstrate an understanding of the process of creating and managing a labor relations program in a small business.
11.13	Demonstrate an understanding of e-Business.
11.14	Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).
12.0	Plan the marketing strategy and promote the business – the student will be able to:
12.01	Create a promotional plan.
12.02	Describe the techniques for sales and promotion.
12.03	Analyze competitive promotional activities.
12.04	Evaluate promotional effectiveness.
12.05	Develop and modify marketing mixes for a business.
12.06	Identify target markets.
12.07	Evaluate marketing activities.
12.08	Demonstrate knowledge of push/pull strategies.
12.09	Demonstrate knowledge of direct marketing, including e-Business.
12.10	Demonstrate knowledge of advertising media and the advantages and disadvantages of each.
13.0	Utilize effective selling techniques and procedures – the student will be able to:
13.01	Understand your product and market.
13.02	Identify the steps of the selling process.
13.03	Recognize consumer buying motives and buying criteria.
13.04	Identify various types of customers: consumer and industrial.
13.05	Demonstrate an effective sales presentation.

13.06	Observe, evaluate, and critique a sales demonstration.
13.07	Create and maintain a client database.
13.08	Demonstrate an understanding of various types of prospecting tools.
13.09	Develop a written features/benefits analysis sheet for a product.
13.10	Demonstrate an understanding of closing techniques, including trial closes
14.0	Demonstrate knowledge of effective business communication strategies – the student will be able to:
14.01	Define communication and describe the main purposes of communications in business.
14.02	Discover and describe the various communications theories.
14.03	Distinguish between internal and external communications with an awareness of the importance and consequences for each audience.
14.04	Identify the organizational needs for each of the forms of communication.
14.05	Plan and prepare an oral presentation using technological enhancements.
14.06	Draft various written documents with an emphasis on spelling, organization, grammar, content, style, format, layout, and meaning.
14.07	Use successful career building skills such as collaborative teamwork, ethical conduct, business etiquette, and resolution of conflict in the work environment.
14.08	Effectively communicate by phone in different situations and under different stress factors.
14.09	Participate in a simulated employment interview using a prepared resume, cover letter, and the follow-up written documentation.
15.0	Demonstrate an understanding of the foundational principles associated with business development – the student will be able to:
15.01	Define entrepreneurship.
15.02	Describe the importance of entrepreneurship to the American economy.
15.03	Analyze the advantages and disadvantages of business ownership.
15.04	Identify the necessary personal characteristics of a successful entrepreneur.
15.05	Explain the nature of entrepreneurship as a method of business ownership.
15.06	Recognize the management, financial, marketing and legal skills necessary to successfully operate and grow an entrepreneurial venture.
15.07	Discuss the global aspects of an entrepreneurial business.

15.08	Explain the concept of, and applications for, social entrepreneurship.
15.09	Identify the forms of business ownership.
15.10	Identify and evaluate the methods of entering into an entrepreneurial venture to include starting a new business, buying an existing business, and operating a franchise.
15.11	Discuss the key elements of a business plan.
15.12	Explore the creative process and describe the protection of intellectual property.
15.13	Differentiate between a “good idea” and a viable business opportunity.
15.14	Analyze the current environment for potential business opportunities.
15.15	Conduct a preliminary market analysis of a business opportunity.
15.16	Discuss the challenges of strategic management and develop a strategic plan for a small business.
16.0	Demonstrate knowledge of international/global business practices – the student will be able to:
16.01	Understand U.S. and International Business practice theory in an interdisciplinary environment.
16.02	Evaluate and revise an existing business plan for adherence to international business practices.
16.03	Conduct business using state-of-the-art technology including business equipment, computers, and telecommunication devices.
16.04	Conduct business in a global environment including importing and exporting issues as well as foreign issues.
16.05	Develop the concept of teamwork in completing daily business tasks as well as team discussions relating to the overall operation and growth of the business.
16.06	Demonstrate critical thinking and problem solving skills within an international business environment.
16.07	Develop the skills necessary to effectively participate in four functions of business, including Marketing/Sales, Purchasing, Human Resources, and Accounting.
<u>Healthcare Administration Specialization:</u>	
10.0	Demonstrate knowledge of health care administration functions – the student will be able to:
10.01	Use terminology unique to the healthcare industry correctly.
10.02	Explain the role of local, state, and federal government in healthcare delivery.
10.03	Examine the role of accreditation standards and payment systems on healthcare delivery.
10.04	Explain the importance of data analysis, quality assurance processes, and assessment methodologies in healthcare administration.

10.05	Recognize administrative and business functions in a healthcare setting.
10.06	Discuss legal and ethical issues in healthcare administration.
<u>Human Resources Specialization:</u>	
10.0	Demonstrate knowledge of principles of human resources – the student will be able to:
10.01	Demonstrate knowledge of the functions of human resources.
10.02	Demonstrate knowledge of the employer's relationship with the Human Resources Department.
10.03	Demonstrate knowledge of the business concepts used in Human Resources.
10.04	Demonstrate knowledge of recruitment of employees.
10.05	Describe recruitment process.
10.06	Analyze job descriptions and position requirements.
10.07	Identify potential employees as candidates in reviewing applicant materials.
10.08	Demonstrate knowledge of interviewing skills.
10.09	Describe methods of orientation for new employees.
10.10	Describe methods to train new employees.
10.11	Demonstrate ability to interview candidates.
10.12	Describe process for hiring new employees.
10.13	Describe compensation and benefit plans.
10.14	Develop compensation and benefit plans.
10.15	Describe the legal issues associated with compensation and benefit plans.
10.16	Apply legal concepts to compensation and benefit plans.
10.17	Identify the components of the administration of compensation and benefit plans.
10.18	Describe the functions of the administration of compensation and benefit plans.
10.19	Describe principles, concepts and legal considerations for realistic decision situations and confrontations between employees and management.

10.20	Apply principles, concepts and legal considerations to realistic decision situations and confrontations between employees and management.
10.21	Recognize a company with potential human resource problems.
10.22	Take the necessary actions to prevent a potential employee problem from developing.
10.23	Be familiar with laws as they relate to human resource functions.
10.24	Demonstrate knowledge of the provisions of the Civil Rights Acts, EEOC legislation, OSHA, Rights of Women, Elderly, and the Handicapped, as they apply to human resource functions.
10.25	Demonstrate an awareness of Federal and State administrative agencies, their duties and how they affect human resource managers.
10.26	Identify methods to protect the human resource department and company from potential lawsuits.
10.27	Explain how perceptions of compensation differ among society, stockholders, managers and employees.
10.28	Formulate and implement a compensation strategy.
10.29	Examine pay relationships within a single organization.
10.30	Examine external competitiveness.
10.31	Examine amount of pay for each employee, how much and how often should pay be increased and on what basis.
10.32	Demonstrate an understanding of employee benefits and services.
10.33	Demonstrate an understanding of systems that may be tailored for special groups, sales representatives, executives, contract workers, and unions.
10.34	Demonstrate an understanding of global compensation systems.
10.35	Demonstrate an understanding of the government's role in compensation.
10.36	Examine and analyze case studies in Human Resources.
10.37	Examine the effect of current events on Human Resources.
10.38	Recommend resolutions to Human Resource challenges.
10.39	Demonstrate an understanding of the interface between Human Resource managers and their support staff.
10.40	Demonstrate an understanding of the nature of a Human Resource manager's job.
10.41	Demonstrate an understanding of the legal implications of the challenges facing Human Resources.
10.42	Demonstrate knowledge of the legal environment including equal employment opportunity and safety.

10.43 Demonstrate knowledge of the human resource planning process including acquisition and training of human resources.

10.44 Identify criteria for effective performance management systems.

Insurance Specialization:

10.0 Demonstrate knowledge and application of product and service technology – the student will be able to:

10.01 Explain the terms, conditions, and coverage found in the standard fire policy.

10.02 List and explain the purposes of the forms that can be added to the standard fire policy.

10.03 Understand and discuss the standard clauses found in various fire and allied forms.

10.04 List and explain the various dwelling coverage forms available.

10.05 List and explain the various commercial coverage forms available.

10.06 Understand and discuss the different types of insurance contracts available to cover consequential and contingent losses.

10.07 Understand the procedure followed in the rating of fire and allied lines insurance contracts, and demonstrate this understanding.

10.08 Explain the purpose and scope of the special flood and windstorm programs.

10.09 Understand and discuss the basic inland marine policy.

10.10 List the major personal inland marine coverage and explain the uses and differences.

10.11 List the major commercial inland marine coverage and explain the use and purpose.

10.12 Understand the procedure followed in the rating of inland marine insurance contracts and demonstrate this understanding.

10.13 List and discuss the divisions of ocean marine insurance.

10.14 List and define the implied warranties in ocean marine insurance.

10.15 Explain the liability of an ocean carrier for the property of others.

10.16 List and explain the nature of the insurable interests in an ocean marine venture.

10.17 Define the common ocean marine terms associated with the settlement of losses.

10.18 List and understand the ocean marine perils.

10.19 Explain the purpose of the basic ocean marine clauses.

10.20	Discuss the coverage afforded by the ocean marine policies.
10.21	Understand the procedure followed in the rating of ocean marine contracts and demonstrate this understanding.
10.22	Discuss the principles and application of the law of negligence.
10.23	List and discuss the broad division of general liability insurance.
10.24	Discuss the different personal liability coverage and explain the differences among them.
10.25	Discuss the different commercial liability coverage and explain the application to practical situations.
10.26	Understand the procedure followed in the rating of general liability insurance and demonstrate this understanding.
10.27	Discuss the negligence liability of automobile owners and operators.
10.28	Explain the various automobile liability insurance plans.
10.29	Discuss the different automobile insurance policies and explain the differences among them.
10.30	List and explain the different types of automobile coverage.
10.31	Understand the procedure followed in the rating of automobile insurance and demonstrate this understanding.
10.32	Discuss the purpose and operation of the Florida Joint Underwriters Association (FJUA).
10.33	Explain the Florida Automobile Reparation Reform Act (Personal Injury Protection-PIP).
10.34	Discuss the negligence liability of employers.
10.35	Discuss the coverage, endorsements, conditions and exclusions found in Worker's Compensation policies.
10.36	Understand the workings of the various Worker's Compensation retrospective rating plans and demonstrate this understanding.
10.37	Understand the procedure followed in the rating of Worker's Compensation insurance and demonstrate this understanding.
10.38	Discuss the purpose and operation of the assigned risk plan.
10.39	Discuss the nature of the boiler and machinery hazard.
10.40	List and explain the basic coverage found in boiler and machinery policies.
10.41	Explain the use and purpose of the various boiler and machinery endorsements.
10.42	Discuss the various policy provisions found in boiler and machinery policies.

10.43	Understand the procedure followed in the rating of boiler and machinery insurance and demonstrate this understanding.
10.44	Define the basic crime terms.
10.45	Discuss the different personal crime policies.
10.46	List and discuss the basic and miscellaneous commercial crime coverage forms.
10.47	Explain the purposes, advantages and disadvantages of crime deductibles.
10.48	Demonstrate an understanding of the procedure followed in the rating of crime insurance.
10.49	Discuss the comprehensive glass policy.
10.50	Demonstrate an understanding of the procedure followed in the rating of plate glass insurance.
10.51	Explain the purposes of fidelity bonds.
10.52	Define certain basic terms used in the fidelity field.
10.53	List and discuss the different types of fidelity bonds.
10.54	Demonstrate an understanding of the procedure followed in the rating of fidelity bonds.
10.55	Explain the differences between suretyship and insurance.
10.56	List and identify the parties to a surety bond.
10.57	List and discuss the different types of surety bonds.
10.58	Demonstrate an understanding of the procedure followed in the rating of surety bonds.
10.59	Discuss the development of the Homeowners policy.
10.60	Determine the types of risks that are eligible for the Homeowners program.
10.61	State the limits of liability required under the various Homeowners forms.
10.62	List and discuss the basic Homeowners coverage forms.
10.63	Discuss the various optional Homeowners coverage forms.
10.64	Explain the application of the mandatory Homeowners deductibles and discuss the optional deductibles available.
10.65	Demonstrate an understanding of the procedure followed in the rating of Homeowners contracts.

10.66	Discuss the history and concept of commercial multiple line insurance.
10.67	Define the above coverage risk and explain how this is reflected in the rate.
10.68	List and discuss the advantages of packaging.
10.69	List and discuss the various commercial multiple line programs.
10.70	Understand the procedure followed in the rating of commercial multiple line programs and demonstrate this understanding.
10.71	Explain the requirements necessary to underwrite and sell aviation insurance.
10.72	Explain why life insurance is needed by our society.
10.73	Define the terms used in life insurance.
10.74	Identify and explain the various types of life insurance.
10.75	Explain the basic life insurance policy and its provisions.
10.76	Identify and explain the payment procedures and options for life insurance.
10.77	Explain Florida's rules and regulations relative to life insurance.
10.78	Define health insurance.
10.79	Explain the importance of the health insurance application form.
10.80	Identify and explain the difference between individual and group health insurance.
10.81	Discuss the importance of uniform provisions in a health insurance policy.
11.0	Appropriate business records for an insurance agency – the student will be able to:
11.01	Discuss why business firms need good record systems.
11.02	Identify appropriate business records for an insurance agency.
11.03	List reasons why business records should be protected.
11.04	Describe how budgets are used to run business firms efficiently.
11.05	Complete identified business records accurately.
12.0	Demonstrate knowledge of employee compensation and benefits plan – the student will be able to:

12.01	Distinguish between the various types of wage and salary plans.
12.02	Identify reasons why different wages and salaries are paid for different jobs.
12.03	Describe the most common kinds of fringe benefits.
12.04	Explain major provisions of both the Occupational Safety and Health Act and the Social Security Act.
13.0	Develop a successful promotion plan for an insurance agency – the student will be able to:
13.01	Identify the major methods of promotion.
13.02	List the sources of advertising.
13.03	Identify information sources for planning an advertising program.
13.04	Discuss factors involved in managing promotion including cost, timeliness, and legality.
13.05	Explain how understanding the customer can improve personal selling.
13.06	Show how a salesperson can use product knowledge.
13.07	Instruct employees in effective sales techniques.
<u>International Business Specialization:</u>	
10.0	Demonstrate knowledge of international marketing and distribution activities – the student will be able to:
10.01	Explain the international business relationships among countries and regions.
10.02	Identify international resources.
10.03	Prepare international sales and purchase agreements.
10.04	Demonstrate decision making abilities that generate marketing strategies using products, prices, places, and promotions related to international business.
10.05	Determine appropriate means of transportation.
10.06	Determine the cost of transportation.
10.07	Develop procedures for the processing of international documentation.
10.08	Identify the types of international business organizations and their structures.
10.09	Describe the appropriate use of international promotional tools.

10.10	Identify potential customers.
10.11	Identify international business opportunities.
10.12	Demonstrate an understanding of Free Trade Zones as a distribution option.
11.0	Demonstrate knowledge of international banking and finance activities – the student will be able to:
11.01	Determine the appropriate method of payment.
11.02	Describe the process of preparing instruments of international payment.
11.03	Identify sources of financing.
11.04	Prepare a financial application.
11.05	Convert current rates of exchange.
11.06	Describe the nature of barter and counter trade in international transactions.
12.0	Demonstrate knowledge of international social and cultural business practices – the student will be able to:
12.01	Describe international business customs and practices.
12.02	Compare cultural differences.
12.03	Demonstrate an understanding of global geography.
13.0	Demonstrate knowledge of international law and economic activities – the student will be able to:
13.01	Identify requirements necessary to comply with international contracts.
13.02	Identify requirements necessary to comply with international laws and treaties.
13.03	Debate the reasons for and against free trade.
13.04	State the types of trade barriers.
13.05	Explain the trend toward greater mobility of world resources.
13.06	Describe the role of the International Monetary Fund in the International Monetary System.
13.07	Describe the role of United States government agencies in international business.
13.08	Explain the functions of the WTO.

<u>Management Specialization:</u>	
10.0	Demonstrate knowledge of principles and practices of management – the student will be able to:
10.01	Understand the need for management skills in all kinds of organizations.
10.02	Describe the three basic levels of management and types of positions associated with each.
10.03	Discuss management as both an art and a science.
10.04	Discuss different views and examples of the social responsibilities of business.
10.05	Define business ethics, distinguish between ethical and legal problems, and describe common types of ethical issues managers may confront.
10.06	Describe the four basic management functions of planning, organizing, leading, and controlling.
10.07	Identify and distinguish among different types of plans: strategic, operational, and tactical.
10.08	Define an organization's vision and mission.
10.09	Identify and describe various planning activities, including goal setting, budgeting, establishing policies and procedures, etc.
10.10	Describe and give applications of the process of rational decision making.
10.11	Define the organizing function of management and identify various activities associated with this function.
10.12	Define and give examples of coordination, authority, power, responsibility, and accountability, and span of management.
10.13	Describe different types of organizational departmentation.
10.14	Define leadership and distinguish between leadership and management.
10.15	Describe different theories of leadership and key findings from research on leadership styles.
10.16	Discuss different theories of motivation, including Maslow, McClelland, Herzberg, and others.
10.17	Define the process of managerial control.
10.18	Describe various types of control techniques used in the workplace.
11.0	Demonstrate knowledge of essential human relations skills – the student will be able to:
11.01	Discuss the importance of effective human relations skills in organizations.
11.02	Relate concepts including self-esteem, perception, values to job performance.

11.03	Identify and discuss various barriers to communication and specific ways to improve interpersonal and organizational communication.
11.04	Define group dynamics and demonstrate understanding of group issues that affect employee performance.
11.05	Discuss the effects of stress on employees and the organization and ways to effectively manage stress.
12.0	Demonstrate knowledge of the supervisory responsibilities of management – the student will be able to:
12.01	Identify and discuss the unique responsibilities of the first-level supervisor.
12.02	Discuss the issues involved in making the transition from employee to supervisor.
12.03	Identify key supervisory responsibilities, including communicating, leading, motivating, counseling and disciplinary action, budgeting, managing time, union relations, performance evaluation, safety, EEO compliance, etc.
13.0	Demonstrate knowledge of human resources management – the student will be able to:
13.01	Identify typical responsibilities of an organization's human resources department.
13.02	Explain how managers and the human resources function share responsibility.
13.03	Identify important laws regarding discrimination, safety, etc. that are critical to organizations.
<u>Marketing Specialization</u>	
10.0	Examine effective selling techniques and procedures – the student will be able to:
10.01	Utilize essential knowledge and means for acquiring customer, competitor and product/service information.
10.02	Demonstrate selling techniques and procedures for improving customer satisfaction.
10.03	Review selling techniques and procedures for establishing customer relationships.
10.04	Utilize ethical guidelines in the selling process.
10.05	Prepare an effective sales presentation.
11.0	Recognize the importance of creativity, innovation, and new product development – the student will be able to:
11.01	Examine how research and development lead to new products and services.
11.02	Review how businesses implement and expand product lines.
11.03	Recognize how technology affects consumer and business markets.
12.0	Summarize marketing mix design and marketing strategy development – the student will be able to:

12.01	Evaluate each component of the marketing mix for purposes of creating customer value.
12.02	Recognize how the external environment affects the marketing mix.
12.03	Examine the buying decisions of consumers and business markets.
12.04	Explain the major components of the marketing plan.
12.05	Examine trends in international marketing.
<u>Real Estate Specialization</u>	
10.0	Demonstrate knowledge of real estate principles – the student will be able to:
10.01	Describe a real estate market under the price system.
10.02	Explain the major submarkets of real estate.
10.03	Explain the principles of highest and best use of land.
10.04	List and explain at least three factors that influence demand in the real estate market.
10.05	Describe sales associate, broker associate and broker.
10.06	Describe how real estate market indicators assist in interpreting the current trends and conditions of the local market.
10.07	Demonstrate understanding of real estate deeds, taxes and legal descriptions.
10.08	Demonstrate understanding of local zoning and planning.
10.09	Demonstrate understanding of real estate investment analysis.
10.10	Understand different types of loans and financial resources.
10.11	Demonstrate understanding of how land and real estate are appraised.
10.12	Demonstrate understanding of different types of insurance.
10.13	Demonstrate understanding of legal issues in real estate.
10.14	Demonstrate understanding of importance of self-marketing.
10.15	Describe composition and member qualifications of FL Real Estate Commission.
10.16	Distinguish between general and special agent terms.

10.17 Identify broker requirements.

Small Business Management Specialization:

10.0 Demonstrate knowledge of small business management functions – the student will be able to:

10.01 Demonstrate an understanding of principles of small business management concerning business entities, planning, and ethics.

10.02 Demonstrate an understanding of the principles and systems of accounting in a small business.

10.03 Demonstrate an understanding of the principles of budgeting and break-even analysis as they apply to the financial management of the small business.

10.04 Demonstrate an understanding of principles of financing and cash management in the small business.

10.05 Demonstrate an understanding of the fundamentals of advertising and marketing products and services in the small business.

10.06 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.

10.07 Demonstrate an understanding of trends in business communications and electronic technology.

10.08 Demonstrate an understanding of basic management functions of leadership, organizing, staffing, and motivating the small business work team.

10.09 Demonstrate an understanding of the decision-making, evaluation, importance and mechanics of writing a business plan.

10.10 Demonstrate an understanding of the components of monitoring costs, job order cost cycle, purchasing materials, inventory, and payroll in job order cost accounting.

10.11 Demonstrate an understanding of fundamental legal and government regulation issues facing small business owners.

10.12 Demonstrate an understanding of the process of creating and managing a labor relations program in a small business.

10.13 Demonstrate an understanding of e-Business.

10.14 Demonstrate an understanding of productivity management.

10.15 Evaluate the advantages and disadvantages of the three major forms of business ownership (sole proprietorship, partnership, and corporation).

10.16 Understand the issues of family or home-based businesses.

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, including computers and appropriate software are required.

Career and Technical Student Organization (CTSO)

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.

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:

Business Development and Entrepreneurship (0552070306) – 25 credit hours

Business Management (0552070101) – 24 credit hours

Business Operations (0552020104) – 18 credit hours

Business Specialist (0552020103) – 12 credit hours

Human Resources Administrator (0552020105) – 21 credit hours

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

**Florida Department of Education
Curriculum Framework**

Program Title: Early Childhood Education Associate Degree
Career Cluster: Education and Training

AS

CIP Number	1413121003
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
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 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 Education and Training 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 Education and Training career cluster.

The purpose of this program is to prepare students for employment as child development center teachers, early intervention associates, child development center curriculum coordinators, infant/toddler teachers, preschool teachers, providers of care in school age programs, providers of care for children with disabling conditions, family day care providers, home visitors, child development center managers, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development; early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major caregiving and educational and/or managerial responsibilities in programs for infants, toddlers, and children.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Standards

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

Core

- 01.0 Demonstrate knowledge of child growth and development.
- 02.0 Demonstrate knowledge of early childhood education: infants/toddlers.
- 03.0 Demonstrate knowledge of early childhood education: preschool.
- 04.0 Demonstrate an awareness of the importance of positive interactions with the family.
- 05.0 Demonstrate knowledge of state and local rules and regulations.
- 06.0 Demonstrate knowledge of child abuse and neglect.
- 07.0 Demonstrate knowledge of safety, health, and nutrition.
- 08.0 Demonstrate knowledge of the early childhood education profession
- 09.0 Demonstrate knowledge of community needs and resources.
- 10.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 11.0 Demonstrate various observations and recording methods.
- 12.0 Demonstrate knowledge of disabling conditions.

Specializations***Child Development Early Intervention***

- 13.0 Demonstrate knowledge of early childhood education.
- 14.0 Guide physical development.
- 15.0 Guide cognitive language and literacy development.
- 16.0 Guide creative development.
- 17.0 Guide social, self-help and affective development.
- 18.0 Initiate and facilitate positive interaction with the child's family.
- 19.0 Identify and report child abuse and neglect in accordance with state regulations.
- 20.0 Demonstrate professionalism.
- 21.0 Demonstrate use of classroom media.

Child Care Center Management Specialization

- 22.0 Demonstrate knowledge of early childhood education programming and management.
- 23.0 Demonstrate skills in managing the financial aspects of a child care facility.
- 24.0 Demonstrate leadership and organizational skills.
- 25.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 26.0 Develop and maintain systems for monitoring practices related to health, safety, and nutrition.
- 27.0 Develop and implement policies that promote alliances with families and collaboration among programs, families, and community resources.

High-Scope Preschool Approach Curriculum Specialization

- 28.0 Demonstrate knowledge of the High/Scope approach to early childhood education.
- 29.0 Demonstrate knowledge and skill of the High/Scope key developmental indicators in language, literacy and communication.
- 30.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time.
- 31.0 Use the elements of adult support and interaction skills to scaffold child learning, support social and emotional development and problem solving skills.
- 32.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five-year-old preschool children.
- 33.0 Guide the physical development of three, four, and five-year-old preschool children
- 34.0 Guide the cognitive, language, and literacy development of three-, four-, and five-year-old preschool children.
- 35.0 Guide the creative development of three, four, and five-year-old preschool children.
- 36.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 37.0 Initiate and facilitate positive interaction with the child's family.

Infant/Toddler Specialization

- 38.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for infants/toddlers.
- 39.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 40.0 Demonstrate knowledge of developmental profiles and characteristics of infants/toddlers.
- 41.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.
- 42.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Montessori Preschool Curriculum Specialization

- 43.0 Demonstrate knowledge of the Montessori philosophy and human development.
- 44.0 Demonstrate knowledge of classroom leadership.
- 45.0 Demonstrate knowledge of curriculum implementation.
- 46.0 Demonstrate knowledge of community involvement and partnership with families.
- 47.0 Guide the physical development of three, four, and five year old preschool children.
- 48.0 Guide the cognitive, language, and literacy development of three, four, and five year-old preschool children.
- 49.0 Guide the creative development of three, four, and five-year-old preschool children.
- 50.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 51.0 Initiate and facilitate positive interaction with the child's family.

Preschool Specialization

- 52.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 53.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
- 54.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

School Age Specialization

- 55.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for school age children.
- 56.0 Demonstrate knowledge of school age care, philosophy, purpose and social/cultural context of after-school and other programs for school age youth.
- 57.0 Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.
- 58.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.
- 59.0 Demonstrate an awareness and understanding of the growth and development of formal education in the United States.
- 60.0 Demonstrate knowledge of the various educational technologies available to child care providers for use in school age programs.

Family Day Care Specialization

- 61.0 Guide physical development.
- 62.0 Guide cognitive, language, and literacy development.
- 63.0 Guide creative development.
- 64.0 Guide social and affective development.
- 65.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 66.0 Initiate and facilitate positive interaction the family.
- 67.0 Demonstrate knowledge of early childhood education Family Day Care.

Home Visitor Specialization

- 68.0 Help family members provide a safe environment to prevent and reduce injuries.
- 69.0 Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness.
- 70.0 Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
- 71.0 Help family members promote the physical development of children.
- 72.0 Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
- 73.0 Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings.
- 74.0 Help family members to encourage and guide exploratory activities.
- 75.0 Support family members in providing emotional security for each child.
- 76.0 To assist family members to provide an environment that encourages pro-social behavior.
- 77.0 To initiate and maintain an open, friendly, and cooperative relationship with each family.

Florida Department of Education
Student Performance Standards

Program Title: Early Childhood Education Associate Degree
 CIP Number: 1413121003
 Program Length: 63 credit hours
 SOC Code: 25-2011

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:

<u>Core</u>	
01.0	<u>Demonstrate knowledge of child growth and development.</u> – The student will be able to:
01.01	Describe the principles of growth and development.
01.02	Describe physical, emotional, intellectual, creative, social, and language development.
01.03	Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence development.
01.04	Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.
01.05	Demonstrate the ability to identify and discuss developmental milestones.
02.0	<u>Demonstrate knowledge of early childhood education: infants/toddlers.</u> – The student will be able to:
02.01	Identify and evaluate contemporary models of infant/toddler education.
02.02	Develop plans to meet short and long term goals.
02.03	Identify appropriate teaching techniques to meet various learning styles and/or disability conditions.
02.04	Identify developmentally appropriate supplies and teaching materials.
02.05	Arrange learning centers for a variety of activities.
02.06	Maintain records.
02.07	Discuss the importance of play in development.
03.0	<u>Demonstrate knowledge of early childhood education: preschool.</u> – The student will be able to:

03.01	Identify and evaluate contemporary models of preschool education.
03.02	Develop plans to meet long and short-term goals.
03.03	Implement plans to meet short and long-term goals.
03.04	Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
03.05	Identify developmentally appropriate supplies and teaching materials.
03.06	Arrange learning centers for a variety of activities.
03.07	Implement developmentally appropriate special events.
03.08	Maintain children's records.
03.09	Discuss the importance of play in children's development.
04.0	<u>Demonstrate an awareness of the importance of positive interactions with the family.</u> – The student will be able to:
04.01	Recognize the family as primarily responsible for the care and development of the child, and support family members in this endeavor.
04.02	Recognize varying family structures.
04.03	Describe the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and families.
04.04	Describe family involvement activities.
04.05	Recognize and use interpersonal skills.
04.06	Describe positive and productive staff and family interactions.
05.0	<u>Demonstrate knowledge of state and local rules and regulations.</u> – The student will be able to:
05.01	Identify the major areas of child care standards in Florida.
05.02	Identify child care facilities that require licensing.
05.03	Identify the local licensing agency and list responsibilities of that agency.
05.04	Identify local day care standards that govern child care.
05.05	Identify state minimal standards for screening of owners, operators, staff, volunteers, and others.
06.0	<u>Demonstrate knowledge of child abuse and neglect.</u> – The student will be able to:

06.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
06.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
06.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
06.04	Identify the impact and effects of child abuse and neglect on children, families, and society.
06.05	Identify current legislation that deals with child abuse and neglect.
06.06	Identify the requirements and protection of child care personnel in reporting suspected child abuse or neglect as described in Florida law.
06.07	Identify state and local guidelines and procedures for reporting child abuse and neglect.
06.08	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
06.09	Identify local community resources that provide help for the abused and the abuser.
07.0	<u>Demonstrate knowledge of safety, health, and nutrition.</u> – The student will be able to:
07.01	Identify good health and safety habits and potential hazards in a child development facility.
07.02	Identify sources of certification in First Aid and CPR.
07.03	Identify accidents common to children and appropriate first aid techniques.
07.04	Outline the steps to be taken in case of seizures, accidents, or injury to a child.
07.05	Identify regulations and procedures for fire and other disasters.
07.06	Identify evacuation procedures.
07.07	Construct a list of emergency phone numbers such as poison control, fire, police, and medical assistance.
07.08	Identify specialized health care and environmental requirements.
07.09	Identify developmentally appropriate positioning and handling strategies.
07.10	Identify developmentally appropriate safety activities.
07.11	Identify developmentally appropriate food preparation and nutrition education activities.
07.12	Identify drug reactions and appropriate follow up action.
08.0	<u>Demonstrate knowledge of the early childhood education profession.</u> – The student will be able to:

08.01	Identify developmentally appropriate philosophies of early childhood education.
08.02	Identify professional behavior.
08.03	Recognize the value of self-evaluation.
08.04	Construct a professional development plan.
08.05	Identify professional organizations in the field and their purposes.
08.06	Discuss the rationale for services to children and families.
08.07	List the characteristics of a quality child development program.
08.08	Identify the types of programs for children.
08.09	Describe custodial, developmental, and comprehensive child care programs.
08.10	Identify features of family education programs.
08.11	Identify strategies for child advocacy.
08.12	Discuss the historical, philosophical, psychological, and sociological foundations of early childhood education.
08.13	Identify legislation which may provide funding for children.
08.14	Participate as a positive and productive team member.
09.0	<u>Demonstrate knowledge of community needs and resources.</u> – The student will be able to:
09.01	Identify state organizations and agencies that serve children and families.
09.02	Identify local community resources that serve children and families.
09.03	Identify purposes and functions of local community resources.
09.04	Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
09.05	Discuss ways to access community resources.
10.0	<u>Demonstrate knowledge of appropriate methods of guidance and classroom management.</u> – The student will be able to:
10.01	Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.

10.02	Foster a child-centered environment based on nurturing guidance.
10.03	List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
10.04	Identify and demonstrate positive guidance techniques that foster the development of self- control.
10.05	Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
11.0	<u>Demonstrate various observation and recording methods.</u> – The student will be able to:
11.01	Identify and use appropriate methods for collecting information.
11.02	Complete an observational record.
11.03	Distinguish between collection and interpretation of data.
11.04	Apply observational information.
12.0	<u>Demonstrate knowledge of disabling conditions.</u> – The student will be able to:
12.01	Discuss factors that put a child at risk for developing disabling conditions.
12.02	Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional development, and self-help skills.
12.03	Discuss behavioral characteristics of children who display mild, moderate, and profound disabling conditions.
12.04	Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.
12.05	Identify specific conditions that require referral.
<i>Child Development Early Intervention</i>	
13.0	<u>Demonstrate knowledge of early childhood education.</u> – The student will be able to:
13.01	Describe the relationship of child development center philosophy and policy to program implementation.
13.02	Identify contemporary models of early childhood programs.
13.03	Demonstrate knowledge of appropriate scheduling and program planning.
13.04	Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.
13.05	Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
13.06	Arrange learning centers for a variety of activities.

13.07	Implement developmentally appropriate special events.
13.08	Maintain children's records.
13.09	Demonstrate knowledge of the importance of play in children's development.
13.10	Support and implement positive child/adult interaction.
14.0	<u>Guide physical development.</u> – The student will be able to:
14.01	Demonstrate knowledge of physical development.
14.02	Implement developmentally appropriate gross motor activities.
14.03	Implement developmentally appropriate fine motor activities.
14.04	Identify appropriate equipment, materials, and space for physical development.
14.05	Under direction, utilize appropriate adaptive equipment and positioning techniques.
14.06	Demonstrate observation techniques and collect data on physical development.
15.0	<u>Guide cognitive language and literacy development.</u> – The student will be able to:
15.01	Demonstrate knowledge of cognitive, language, and literacy development.
15.02	Implement developmentally appropriate language, literacy, and sensory activities.
15.03	Implement developmentally appropriate math activities.
15.04	Implement developmentally appropriate science activities.
15.05	Implement developmentally appropriate social science activities.
15.06	Implement problem solving activities which foster critical thinking skills.
15.07	Recognize and utilize alternative forms of communication when necessary.
15.08	Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.
16.0	<u>Guide creative development.</u> – The student will be able to:
16.01	Demonstrate knowledge of creative development.
16.02	Implement developmentally appropriate music activities.

16.03	Implement developmentally appropriate art activities.
16.04	Implement developmentally appropriate creative movement activities.
16.05	Demonstrate observation techniques and collect data on creative development.
17.0	<u>Guide social, self-help and affective development.</u> – The student will be able to:
17.01	Demonstrate knowledge of social and affective development.
17.02	Implement activities which help children to develop interpersonal skills.
17.03	Implement developmentally appropriate self-concept activities.
17.04	Implement developmentally appropriate activities which promote multicultural understanding.
17.05	Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
17.06	Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
17.07	Implement developmentally appropriate dramatic play activities.
17.08	Implement developmentally appropriate group and individual activities.
17.09	Demonstrate observation techniques and collect data on social and affective development.
18.0	<u>Initiate and facilitate positive interaction with the child's family.</u> – The student will be able to:
18.01	Recognize the family as the primary provider for the child, having the ultimate approval of and primary responsibility for the care and development of the child, and support family members in the endeavor.
18.02	Recognize and be sensitive to varying family structures and families in transition.
18.03	Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
18.04	Implement family involvement activities.
18.05	Demonstrate interpersonal skills.
18.06	Demonstrate positive and productive staff and family interactions.
19.0	<u>Identify and report child abuse and neglect in accordance with state regulations.</u> – The student will be able to:
19.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
19.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.

19.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
19.04	Identify the impact and effects of child abuse and neglect on children, families and society.
19.05	Identify current legislation that deals with child abuse and neglect.
19.06	Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
19.07	Identify state and local guidelines and procedures for reporting child abuse and neglect.
19.08	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
19.09	Identify local community resources that provide help for the abused and the abuser.
19.10	Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.
20.0	<u>Demonstrate professionalism.</u> – The student will be able to:
20.01	Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
20.02	Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
20.03	Participate as a positive and productive team member and role model.
20.04	Complete a self-evaluation.
20.05	Plan and implement a self-improvement plan related to professional development.
20.06	Identify the professional organizations in the field and the goals and responsibilities of their members.
20.07	Maintain personal physical and mental health.
20.08	Participate as an advocate for issues related to children and families.
21.0	<u>Demonstrate use of classroom media equipment.</u> – The student will be able to:
21.01	Demonstrate successful operation of copy machines, a DVD/Blu-ray disc player, a computer/printer, a LCD projector.
21.02	Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.
<i>Child Care Center Management Specialization</i>	
22.0	<u>Demonstrate knowledge of early childhood education programming and management.</u> – The student will be able to:
22.01	Define and describe the philosophy and policies of a child development center.

22.02	Identify and evaluate contemporary models of early childhood programs.
22.03	Develop plans to meet long and short-term goals.
22.04	Apply child growth and development theories and principles to quality programming for children.
22.05	Identify developmentally appropriate supplies and teaching materials.
22.06	Plan and implement developmentally appropriate special events such as field trips, holiday programs and use of resource people.
22.07	Maintain individual children's records; use developmentally appropriate observation and assessment instruments to observe, record and assess children's behavior and respond to individual needs and strengths.
22.08	Design/select and implement a culturally sensitive, non-discriminatory, unbiased and inclusive curriculum based on principles of child development and responsive to individual differences.
22.09	Demonstrate knowledge of professional ethics and standards, nationally recognized accreditation criteria and evaluation tools for the design and implementation of developmentally appropriate quality programs for children and families.
22.10	Demonstrate knowledge of principles and practices in evaluating all aspects of children's programs, including social emotional, culturally appropriate environment, curriculum and staff.
23.0	<u>Demonstrate skills in managing the financial and legal aspects of a child care center.</u> – The student will be able to:
23.01	Identify and understand the costs to consider in establishing a childcare center.
23.02	Identify income resources for a childcare center.
23.03	Identify operating expenses for a childcare center.
23.04	Develop and implement a marketing plan and effective publicity.
23.05	Discuss the purpose of a budget and develop a sample budget suitable for a childcare center, with long and short term financial goals.
23.06	Identify the expenses a childcare center owner might have that would reduce profits.
23.07	Identify necessary financial records to be kept by the manager of a child care center.
23.08	Define and understand relevant financial terminology.
23.09	Develop and maintain sound practices related to legal obligations and responsibilities in child care management (to include Tax law, insurance and licensure compliance).
23.10	Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA).
23.11	Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA).
23.12	Display knowledge of legal requirements and professional standards in reporting child abuse and other domestic violence.

23.13	Display knowledge of legal issues regarding personnel administration and supervision including: fair labor practices, equal opportunity guidelines and progressive discipline.
23.14	Knowledge of social media and technology protocol.
24.0	<u>Demonstrate leadership and organizational skills.</u> – The student will be able to:
24.01	Identify procedures for obtaining and retaining state and local licenses.
24.02	Demonstrate knowledge of factors that determine the composition of the childcare center.
24.03	Identify the duties of childcare center personnel and construct and implement job descriptions.
24.04	Display knowledge of ethical conduct governing the childcare and education field by all center personnel including volunteers.
24.05	Display knowledge of strategies that encourage and support involvement of staff in decision-making.
24.06	Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff.
24.07	Plan and implement career paths and professional development for the staff.
24.08	Describe procedures for the recruitment, selection, performance appraisal, evaluation, retention and/or termination of staff.
24.09	Demonstrate knowledge of various types of performance appraisal evaluation procedures including self-evaluation, performance planning, observation and recording and narratives.
24.10	Display knowledge of career development issues in the field of early childhood.
24.11	Develop short and long term planning for the childcare center.
24.12	Identify and implement developmentally appropriate program activities.
25.0	<u>Demonstrate knowledge of appropriate methods of guidance and program management.</u> – The student will be able to:
25.01	Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions and room arrangement.
25.02	Implement and foster a child-centered program based on nurturing guidance.
25.03	Demonstrate knowledge of important background information, which may influence behavior.
25.04	Demonstrate positive guidance techniques.
26.0	<u>Develop and maintain systems for monitoring practices related to health, safety, and nutrition.</u> – The student will be able to:
26.01	Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children.
26.02	Develop and implement health and safety policies and procedures for children’s health.

26.03	Plan for family/staff partnerships and professional development related to protecting children's health.
26.04	Identify recommended daily nutritional requirements for children in the program.
26.05	Plan nutrition education for staff, children and families.
26.06	Plan for the preparation and serving of nutritious snacks and meals.
26.07	Identify ways to encourage positive food choices and good eating habits.
26.08	Demonstrate knowledge of laws and regulations regarding safety in buildings, grounds and equipment.
26.09	Demonstrate knowledge of building and grounds maintenance to insure health and safety of children and staff.
27.0	<u>Develop and implement policies that promote alliances with families and collaboration among programs, families and community resources.</u> – The student will be able to:
27.01	Recognize the importance of family involvement in all aspects of child care and education programs.
27.02	Demonstrate awareness of the diverse roles of family members, staff and Administrators in the organization, planning and management of child care and education programs.
27.03	Plan, organize and implement family-center communication.
27.04	Develop and implement plans for supporting parents by keeping them informed about program activities, child development and good childrearing practices.
27.05	Describe ways that childcare personnel can be supportive of the family's efforts with the child.
27.06	Demonstrate an understanding of the effects of enrollment policies and procedures on relationships with families.
27.07	Design a program that supports families with children with disabilities who are included in the classroom.
27.08	Plan, organize and implement parent involvement activities.
27.09	Demonstrate knowledge of community support systems, including public and private resources for families and how to access them.
<i>High-Scope Preschool Approach Curriculum Specialization</i>	
28.0	<u>Demonstrate knowledge of the high/scope approach to early childhood education.</u> – The student will be able to:
28.01	Identify the fundamentals of the High/Scope preschool approach, including the principles of effective learning environments.
28.02	Demonstrate the fundamentals of adult/child interaction.
28.03	Demonstrate the methodology of observation and anecdotal recordkeeping.
28.04	Identify the various components of the High/Scope daily routines.

28.05	Demonstrate the basic principles of the plan-do-review process.
28.06	Demonstrate the basic principles of small and large group times.
28.07	Identify and apply the basic principles of program assessment.
28.08	Identify the key developmental indicators in early childhood as defined in the High/Scope framework as well as the National Educational Goals Panel for school readiness
28.09	Identify and apply the components of the problem-solving approach to conflict resolution.
28.10	Identify and apply strategies for supporting children such as encouragement versus praise.
28.11	Implement the High/Scope Child Observation Record (COR).
28.12	Implement daily team planning.
28.13	Demonstrate an understanding of how to work effectively with parents.
29.0	<u>Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication.</u> – The student will be able to:
29.01	Identify the integrated approach of language and literacy in the High/Scope approach.
29.02	Demonstrate an understanding of the research that promotes the acquisition of reading and writing and the complementary skills of speaking and listening.
29.03	Use the language and literacy key experiences to set up the classroom environment, plan activities, and support children’s learning with a variety of pre-reading and prewriting instructional methods.
29.04	Assess young children in the areas of listening, speaking, writing and pre–reading skills.
30.0	<u>Examine mathematical and science key developmental indicators in number classification, seriation, space and time.</u> – The student will be able to:
30.01	Demonstrate an understanding of how children begin to construct a working concept of numbers and plan appropriate experiences for the preschool level.
30.02	Develop an understanding through observation of classification through the child’s play of organizing the materials, people and events involved in their play.
30.03	Develop an understanding of how children experience the process of seriation, ordering objects based on differences and gradual variation in their qualities within purposeful play experiences.
30.04	Demonstrate an understanding of how young children experience space in the physical world of objects.
30.05	Understand the fundamental capacities for developing the concept of time in young children.
30.06	Use math and science key developmental indicators to set up the classroom environment, plan related activities and support children’s learning with a variety of active participatory methods.
30.07	Assess young children in the areas of math and science skills.

31.0	<u>Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills.</u> – The student will be able to:
31.01	Demonstrate an understanding of the building blocks of human relationships according to the research and be able to integrate theory into adult/child interaction to support the healthy development of children.
31.02	Understand the guidelines adults use to establish and maintain supportive climates in which children generate and construct their own understanding and learning.
31.03	Use key experience and interaction strategies to extend higher level thinking and learning for children.
31.04	Identify and implement teaching practices to support adult teamwork to meet individual developmental levels and interest of children.
31.05	Assess the characteristics of preschoolers' actions and interest in the context of initiative and social relations key developmental indicators.
31.06	Identify support strategies to encourage a child's self help and awareness skills, as well as, social relations and understanding of others.
31.07	Utilize an observation-based assessment tool (COR) with a high degree of inter-reliability.
32.0	<u>Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five year old preschool children.</u> – The student will be able to:
32.01	Demonstrate good health and safety habits and identify potential hazards in a child development facility.
32.02	Demonstrate developmentally appropriate positioning and handling strategies for children.
32.03	Demonstrate developmentally appropriate safety activities.
32.04	Demonstrate developmentally appropriate food preparation and nutrition education activities.
32.05	Demonstrate developmentally appropriate health activities.
32.06	Observe and collect data on safety, health, and nutrition.
33.0	<u>Guide the physical development of three, four, and five year -old preschool children.</u> – The student will be able to:
33.01	Demonstrate knowledge of physical development.
33.02	Plan developmentally appropriate gross motor activities.
33.03	Implement developmentally appropriate gross motor activities
33.04	Plan developmentally appropriate fine motor activities.
33.05	Implement developmentally appropriate fine motor activities.
33.06	Select appropriate equipment and materials for physical development.

33.07	Observe and collect data on physical development.
34.0	<u>Guide the cognitive, language and literacy development of</u>
34.01	Demonstrate knowledge of cognitive, language, and literacy development.
34.02	Implement developmentally appropriate language and literacy activities.
34.03	Implement developmentally appropriate math activities.
34.04	Implement developmentally appropriate science activities.
34.05	Implement developmentally appropriate social science activities.
34.06	Implement problem solving activities which foster critical thinking skills.
34.07	Recognize and use alternative forms of communication.
34.08	Observe and collect data on cognitive, language, and literacy development.
35.0	<u>Guide the creative development of three, four, and five year-old preschool children.</u> – The student will be able to:
35.01	Demonstrate knowledge of creative development.
35.02	Implement developmentally appropriate music activities.
35.03	Implement developmentally appropriate art activities.
35.04	Implement developmentally appropriate creative movement activities.
35.05	Observe and collect data on creative development.
36.0	<u>Guide the social and affective development of three, four, and five- year old preschool children.</u> – The student will be able to:
36.01	Demonstrate knowledge of social and affective development.
36.02	Implement activities that help children to develop interpersonal skills.
36.03	Implement developmentally appropriate self-concept activities.
36.04	Implement developmentally appropriate activities that promote multicultural understanding.
36.05	Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
36.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.

36.07	Implement developmentally appropriate dramatic play activities.
36.08	Implement developmentally appropriate group activities.
36.09	Observe and collect data on social and affective development.
37.0	<u>Initiate and facilitate positive interaction with the child's family.</u> – The student will be able to:
37.01	Implement parent involvement activities.
37.02	Demonstrate positive and productive staff and parent interactions.
37.03	Share information about child development and developmentally appropriate practices.
<i>Infant/Toddler Specialization</i>	
38.0	<u>Plan for, establish and maintain a safe, clean and healthy learning environment for infants/toddlers.</u> – The student will be able to:
38.01	Identify good health and safety habits and potential hazards in a child care facility.
38.02	Identify accidents common to children and appropriate first aid Techniques.
38.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
38.04	Outline the steps to be taken in case of a fire or other disaster and Identify evacuation procedures.
38.05	Demonstrate developmentally appropriate health activities.
38.06	Demonstrate developmentally appropriate safety activities.
38.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
38.08	Observe and collect data on safety, health and nutrition.
39.0	<u>Demonstrate knowledge of a developmentally appropriate infant/toddler environment.</u> – The student will be able to:
39.01	Demonstrate knowledge and awareness of environmental considerations specific to infants and toddlers.
39.02	Identify key concepts for creating environments for infants and toddlers.
39.03	Plan an environment that meets the needs of different age groups through the division and definition of space.
39.04	Demonstrate knowledge of room arrangement and play yard arrangement for setting up specific areas in the indoor and outdoor environment using developmentally appropriate materials.

40.0	<u>Demonstrate knowledge of developmental profiles and characteristics of Infants/toddlers.</u> – The student will be able to:
40.01	Identify and record sequences of change in the physical, emotional, social, cognitive and language development of infants and toddlers from birth to three years of age.
40.02	Select materials age appropriate to that age-level child's development.
40.03	Plan and implement strategies appropriate to that age-level child's development to enhance development in the area of physical development, cognitive, learning skills/language development, literacy and sensory development.
40.04	Guide the creative development of infants and toddlers by planning and implementing developmentally appropriate activities in the area of music, art and creative movement.
40.05	Recognize the importance of spontaneity, flexibility and unstructured materials.
40.06	Recognize the importance of representational play.
40.07	Select developmentally appropriate equipment and materials that will promote child growth and development.
40.08	Observe and collect data on physical, cognitive, creative and social/emotional development.
41.0	<u>Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.</u> – The student will be able to:
41.01	Demonstrate knowledge and temperaments of infants and toddlers by implementing activities that match the pace and temperament.
41.02	Demonstrate knowledge of emotional development in infants and toddlers.
41.03	Demonstrate knowledge of and collect data on the caregiver's role in the child's development of self, imagination, creativity and curiosity.
41.04	Demonstrate knowledge of and collect data on the caregiver's role in helping children distinguish between reality and fantasy.
41.05	Demonstrate knowledge of and collect data on the caregiver's role in the child's development of impulse control.
41.06	Implement developmentally appropriate activities that help children to develop interpersonal skills and learn to communicate.
41.07	Implement developmentally appropriate activities that promote multicultural understanding and encourage feelings of empathy and mutual respect.
41.08	Guide infants/toddlers through periods of stress, separation, transition and other crises through the use of appropriate comforting techniques.
41.09	Demonstrate knowledge of bonding and attachment and its importance in social development.
42.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:
42.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.

42.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
42.03	Implement parent involvement activities.
42.04	Share information about child development and developmentally appropriate practices.
42.05	Demonstrate interpersonal skills.
42.06	Demonstrate positive and productive staff and parent interactions.
42.07	Identify methods for empowering families in their roles as advocates for their children.
<i>Montessori Preschool Curriculum Specialization</i>	
43.0	<u>Demonstrate knowledge of the Montessori philosophy and human development.</u> – The student will be able to:
43.01	Demonstrate an understanding of and implements Montessori philosophy with a focus on the early childhood years;
43.02	Comprehend and utilize an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age;
43.03	Demonstrate evidence of personal growth through self-evaluation and introspection;
43.04	Demonstrate knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.
44.0	<u>Demonstrate knowledge of classroom leadership.</u> – The student will be able to:
44.01	Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children.
44.02	Utilize cultural sensitivity in support of the development of individual children;
44.03	Demonstrate an ability to implement effective classroom strategies;
44.04	Demonstrate leadership skills and an understanding of professional standards;
44.05	Incorporate an understanding of administrative functions.
45.0	<u>Demonstrate knowledge of curriculum implementation.</u> – The student will be able to:
45.01	Demonstrate the principles of Montessori environmental and material design;
45.02	Articulate the rationale and sequence of the Montessori curriculum;
45.03	Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
45.04	Design and maintain a developmentally appropriate Montessori environment in response to the needs of students;

45.05	Utilize a variety of instructional strategies and assessment methods;
45.06	Demonstrate an awareness and understanding of governmental regulations.
46.0	<u>Demonstrate knowledge of community involvement and partnership with families.</u> – The student will be able to:
46.01	Demonstrate cultural sensitivity in communications and work with families and children.
46.02	Demonstrate an awareness of community resources for additional support of children and families.
46.03	Identify and have an awareness of available professional associations.
47.0	<u>Guide the physical development of three, four, and five year old preschool children.</u> – The student will be able to:
47.01	Demonstrate knowledge of physical development.
47.02	Plan developmentally appropriate gross motor activities.
47.03	Implement developmentally appropriate gross motor activities
47.04	Plan developmentally appropriate fine motor activities.
47.05	Implement developmentally appropriate fine motor activities.
47.06	Select appropriate equipment and materials for physical development.
47.07	Observe and collect data on physical development.
48.0	<u>Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children.</u> – The student will be able to:
48.01	Demonstrate knowledge of cognitive, language, and literacy development.
48.02	Implement developmentally appropriate language and literacy activities.
48.03	Implement developmentally appropriate math activities.
48.04	Implement developmentally appropriate science activities.
48.05	Implement developmentally appropriate social science activities.
48.06	Implement problem solving activities which foster critical thinking skills.
48.07	Recognize and use alternative forms of communication.
48.08	Observe and collect data on cognitive, language, and literacy development.

49.0	<u>Guide the creative development of three, four, and five-year-old preschool children.</u> – The student will be able to:
49.01	Demonstrate knowledge of creative development.
49.02	Implement developmentally appropriate music activities.
49.03	Implement developmentally appropriate art activities.
49.04	Implement developmentally appropriate creative movement activities.
49.05	Observe and collect data on creative development.
50.0	<u>Guide the social and affective development of three, four, and five-year-old preschool children.</u> – The student will be able to:
50.01	Demonstrate knowledge of social and affective development.
50.02	Implement activities that help children to develop interpersonal skills.
50.03	Implement developmentally appropriate self-concept activities.
50.04	Implement developmentally appropriate activities that promote multicultural understanding.
50.05	Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
50.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
50.07	Implement developmentally appropriate dramatic play activities.
50.08	Implement developmentally appropriate group activities.
50.09	Observe and collect data on social and affective development.
51.0	<u>Initiate and facilitate positive interaction with the child’s family.</u> – The student will be able to:
51.01	Implement parent involvement activities.
51.02	Demonstrate interpersonal skills.
51.03	Demonstrate positive and productive staff and parent interactions.
<i>Preschool Specialization</i>	
52.0	<u>Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children.</u> – The student will be able to:

52.01	Identify good health and safety habits and potential hazards in a child care facility.
52.02	Identify accidents common to children and appropriate first aid techniques.
52.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
52.04	Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
52.05	Demonstrate developmentally appropriate health activities.
52.06	Demonstrate developmentally appropriate safety activities.
52.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
52.08	Observe and collect data on safety, health and nutrition.
52.09	Identify and outline procedures to deal with allergies.
53.0	<u>Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child.</u> – The student will be able to:
53.01	Demonstrate knowledge of the basic principles related to child growth and development.
53.02	Identify various influences on the development of a child from three to five years.
53.03	Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
53.04	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
53.05	Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.
53.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
53.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
53.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
53.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
53.10	Demonstrate knowledge of an inclusive environment.
53.11	Demonstrate knowledge of unbiased practices.
54.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:

54.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
54.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
54.03	Implement parent involvement activities.
54.04	Demonstrate interpersonal skills.
54.05	Share information about child development and developmentally appropriate practices.
54.06	Demonstrate positive and productive staff and parent interactions.
54.07	Identify methods for empowering families in their roles as advocates for their children.
<i>School Age Specialization</i>	
55.0	<u>Plan for, establish, and maintain a safe, clean, and healthy learning environment for school age children.</u> – The student will be able to:
55.01	Demonstrate good health and safety practices and identify potential hazards in a school age program.
55.02	Create a safe environment which includes traffic patterns, quiet and active play areas, and arrival and dismissal procedures.
55.03	Develop lesson plans that teach children safety rules for indoor and outdoor activities including field trips.
55.04	Create and carry out an emergency plan for accidents, injuries, illness, fire or other disaster.
55.05	Demonstrate knowledge of Florida child care regulations that address health, sanitation and food handling practices.
55.06	Provide and promote an environment that contributes to good health and nutrition.
55.07	Create a list of resources on health, hygiene and nutrition.
56.0	<u>Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth.</u> – The student will be able to:
56.01	Create a systematic and responsive approach to developing a school age program.
56.02	Create an enriching environment for school age children through the use of space, relationships, materials, and routines.
56.03	Provide a rich and varied environment through the use of a variety of materials.
56.04	Provide school age children with hands-on experiences and opportunities that encourage curiosity, exploration and problem solving.
56.05	Provide communication opportunities and support for school age children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
56.06	Provide opportunities that stimulate school age children to play with sound.

56.07	Guide social and affective development of school age children.
56.08	Identify opportunities for continuing education in the area of school age care.
57.0	<u>Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.</u> – The student will be able to:
57.01	Identify developmentally appropriate child guidance techniques through the use of various guidance models: behavior modification, including conflict resolution, human relations and social learning.
57.02	Implement a child-centered environment based on nurturing guidance.
57.03	Demonstrate knowledge of important background variables which may influence behavior.
57.04	Provide opportunities for positive social interaction which helps children learn to communicate and get along with others through empathy and mutual respect.
57.05	Provide opportunities and support for children to acquire, practice and receive feedback on communication and positive behaviors.
57.06	Provide a support environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
57.07	Implement appropriate rules, routines and procedures for school age children.
57.08	Encourage children to accept responsibility for their actions.
57.09	Observe and collect data on physical, cognitive, language, literacy, creative and social/emotional development.
58.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:
58.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
58.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
58.03	Identify and implement parent involvement activities.
58.04	Support and reinforce assignments from the child's primary classroom.
58.05	Develop a system of regular communication with parents and families that uses positive staff and parent interactions.
58.06	Work constructively with parents/guardians to resolve behavior issues.
58.07	Identify and provide families with program information, community resources and activities.
59.0	<u>Demonstrate an awareness and understanding of the growth and development of formal education in the United States.</u> – The student will be able to:
59.01	Understand the nature of a society and the concepts of education it might support.

59.02	Demonstrate knowledge of the historical development of formal education in America.
59.03	Demonstrate knowledge of the philosophical influences related to the development of formal education.
59.04	Understand the organizational and administrative procedures in American schools.
59.05	Demonstrate knowledge of the financial support of education in America.
59.06	Identify the various programs of teacher preparation, certification and accreditation.
59.07	Analyze the Florida school system in relationship to philosophical influences.
60.0	<u>Demonstrate knowledge of the various educational technologies available to use in school age programs.</u> – The student will be able to:
60.01	Understand the basis for the use of technology in education.
60.02	Demonstrate knowledge of the early use of technology in education.
60.03	Understand how to use technology and integrate it into the development of a school age program.
60.04	Develop a plan for future use of technology in the school age program.
60.05	Develop a personal plan of future courses on technology in education to take.
<i>Family Day Care Specialization</i>	
61.0	<u>Guide physical development.</u> – The student will be able to:
61.01	Demonstrate knowledge of physical development.
61.02	Plan developmentally appropriate gross motor activities.
61.03	Implement developmentally appropriate gross motor activities.
61.04	Plan developmentally appropriate fine motor activities.
61.05	Implement developmentally appropriate fine motor activities.
61.06	Select appropriate equipment and materials for physical development.
61.07	Observe and collect data on physical development.
62.0	<u>Guide cognitive, language, and literacy development.</u> – The student will be able to:

62.01	Demonstrate knowledge of cognitive, language, and literacy development.
62.02	Implement developmentally appropriate language and literacy activities.
62.03	Implement developmentally appropriate math activities.
62.04	Implement developmentally appropriate science activities.
62.05	Implement developmentally appropriate social science activities.
62.06	Implement problem solving activities which foster critical thinking skills.
62.07	Recognize and use alternative forms of communication.
62.08	Observe and collect data on cognitive, language, and literacy development.
63.0	<u>Guide creative development.</u> – The student will be able to:
63.01	Demonstrate knowledge of creative development.
63.02	Implement developmentally appropriate music activities.
63.03	Implement developmentally appropriate art activities.
63.04	Implement developmentally appropriate creative movement activities.
63.05	Observe and collect data on creative development.
64.0	<u>Guide social and affective development.</u> – The student will be able to:
64.01	Demonstrate knowledge of social and affective development.
64.02	Implement activities that help children to develop interpersonal skills.
64.03	Implement developmentally appropriate self-concept activities.
64.04	Implement developmentally appropriate activities which promote multicultural understanding.
64.05	Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
64.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
64.07	Implement developmentally appropriate dramatic play activities.
64.08	Implement developmentally appropriate group activities.

64.09	Observe and collect data on social and affective development.
65.0	<u>Demonstrate knowledge of appropriate methods of guidance and classroom management.</u> – The student will be able to:
65.01	Identify developmentally appropriate child guidance techniques.
65.02	Use various guidance models: behavior modification, human relations, social learning.
65.03	Implement a child-centered environment based on nurturing guidance.
65.04	Demonstrate knowledge of important background variables that may influence behavior.
66.0	<u>Initiate and facilitate positive interaction with the family.</u> – The student will be able to:
66.01	Practice positive and productive interactions between the provider and the: (a) child and child's family, (b) staff on call, (c) provider's family
67.0	<u>Demonstrate knowledge of early childhood education: family day care.</u> – The student will be able to:
67.01	Identify contemporary models of family day care programs.
67.02	Develop plans to meet long and short-term goals.
67.03	Implement plans to meet short and long-term goals.
67.04	Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
67.05	Identify developmentally appropriate supplies and teaching materials.
67.06	Arrange learning centers for a variety of activities.
67.07	Implement developmentally appropriate special events.
67.08	Maintain children's records.
67.09	Discuss the importance of play in children's development.
<i>Home Visitor Specialization</i>	
68.0	<u>Help family members provide a safe environment to prevent and reduce injuries.</u> – The student will be able to assist the family by:
68.01	Identifying good safety habits and identifying potential hazards in the home.
68.02	Identifying accidents common to children and sources of help
68.03	Outlining the steps to be taken in case of accident and injury to a child.

69.0	<u>Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness.</u> – The student will be able to assist the family by:
69.01	Demonstrating good health habits.
69.02	Sharing knowledge of basic nutritional needs with the family.
70.0	<u>Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.</u> – The student will be able to assist the family by:
70.01	Sharing information about the ways that children learn at different ages.
70.02	Identifying spontaneous opportunities for learning throughout the day.
70.03	Creating a protected place that promotes uninterrupted play.
70.04	Providing the family with information about community resources.
71.0	<u>Help family members promote the physical development of children.</u> – The student will be able to assist the family by:
71.01	Sharing knowledge of physical development.
71.02	Demonstrating developmentally appropriate gross motor activities.
71.03	Demonstrating developmentally appropriate fine motor activities.
71.04	Identifying appropriate equipment, materials, and space for physical development.
71.05	Demonstrating the use of adaptive equipment and positioning techniques.
72.0	<u>Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.</u> – The student will be able to assist the family by:
72.01	Presenting problem solving activities that foster critical thinking skills.
72.02	Helping them to understand their crucial role in their children's learning.
72.03	Demonstrating the use of observation of children's play to assess readiness for new experiences.
73.0	<u>Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings.</u> – The student will be able to assist the family by:
73.01	Sharing knowledge of cognitive, language, and literacy development.
73.02	Implementing developmentally appropriate language and literacy activities.
74.0	<u>Help family members to encourage and guide exploratory activities.</u> – The student will be able to assist the family by:
74.01	Sharing knowledge of creative development.

74.02	Demonstrating developmentally appropriate music activities.
74.03	Demonstrating developmentally appropriate art activities.
74.04	Demonstrating developmentally appropriate creative movement activities.
75.0	<u>Support family members in providing emotional security for each child.</u> – The student will be able to assist the family by:
75.01	Sharing knowledge of social and affective development.
75.02	Demonstrating activities that help children to develop interpersonal skills.
75.03	Demonstrating developmentally appropriate self-concept activities.
75.04	Demonstrating developmentally appropriate activities that promote multicultural understanding.
75.05	Demonstrating activities that help children to gain developmentally appropriate awareness of, and understanding of oppressive beliefs and behaviors.
75.06	Demonstrating activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
76.0	<u>To assist family members to provide an environment that encourages pro-social behavior.</u> – The student will be able to assist the family by:
76.01	Sharing information about a variety of positive guidance methods.
76.02	Demonstrating developmentally appropriate guidance methods.
76.03	Teaching them how to anticipate confrontations between children.
76.04	Helping them to address problem behavior rather than labeling the child.
76.05	Helping them relate guidance methods to the personality and developmental level of each child.
77.0	<u>To initiate and maintain an open, friendly, and cooperative relationship with each family.</u> – The student will be able to assist the family by:
77.01	Implementing parent involvement activities.
77.02	Using good interpersonal skills.

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 program includes Core Outcomes and Outcomes in nine Areas of Specialization. The Areas of Specialization are: Early Intervention; Management; High Scope Curriculum, Montessori Curriculum; Infant/Toddler; Preschool; School Age; Family Day Care; Home Visitor, and Child Care Center Manager. The student must successfully complete required courses in the Core and in one Area of Specialization. Field placements will reflect a student's Area of Specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC), and Council for Exceptional Children (CEC).

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.

The following PSAV programs have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Early Childhood Education (PSAV #V200210; CIP #0419070910) 9 credits

The following industry certifications have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Child Development Associate (CPREC001) – 9 credits

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 63 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:

- Child Development Early Intervention (0419070904) – 36 credits
- Child Care Center Management Specialization (0419070906) – 12 credits
- High/Scope Preschool Approach Curriculum Specialization (0413030111) – 12 credits
- Infant/Toddler Specialization (0419070907) – 12 credits
- Montessori Preschool Curriculum Specialization (0413030112) – 12 credits
- Preschool Specialization (0419070908) – 12 credits
- School Age Specialization (0419070909) – 12 credits

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