

Course Outline

Marketing, Sales, and Service

REVISED: May/2024

Job Title

Real Estate Agent

Career Pathway:

Professional Sales

Industry Sector:

Marketing, Sales, and Service

O*NET-SOC CODE:

41-9022.00

CBEDS Title:

Professional Sales I

CBEDS No.:

4130

71-40-80

Real Estate Practice

Credit: 5 hours

Hours: 60

Course Description:

This competency-based course is the first in a sequence of four designed for real estate. It satisfies the statutory requirements for the broker's and salesperson's license. It includes instruction in real estate agency laws, California association of realtors' listing form, advertising, real estate disclosure statement, employment contracts, competitive market analysis, purchase agreement, finance, finance programs, qualifying standards, finance documents, deposit receipt: overview, standard provisions, third-party financing, seller financing, escrow, tax aspects of real estate practice, investing in other broker-related fields, property management, real estate ethics, fair housing act, implicit/explicit bias, entrepreneurial skills, and evaluation. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires successful completion of Real Estate Principles or possession of a real estate salesperson's or broker's license.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

Department of Real Estate (DRE) Approval No. **4983-24 effective 6/20/2023**. DRE Statutory/Pre-License Course Completion Certificate provides maximum of 45 credit hours.

This course **cannot** be repeated once a student receives a Certificate of Completion.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-21

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 23
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be so that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	pp. 23-24
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

Thanks to EDWIN TORRES for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Marketing, Sales, and Services Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Marketing, Sales, and Services academic alignment matrix for identification of standards

2.0 Communications

Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.

7.0 Responsibility and Flexibility

Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the DECA career technical student organization.

Marketing, Sales, and Services Pathway Standards

B. Professional Sales Pathway

Develop knowledge and skills in the theory and practice of sales designed to provide a professional foundation to those involved in personal selling careers, including the fundamentals of personal selling with an emphasis on customer behavior, persuasive presentation of ideas, products, and services, and developing sales goals.

Sample occupations associated with this pathway:

- ◆ Customer Service Representative
- ◆ Retail Salesperson
- ◆ Sales Manager
- ◆ Real Estate Broker
- ◆ Fashion buyer

- B1.0 Understand the interrelationships between economic and marketing concepts and selling.
- B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.
- B3.0 Analyze customer/client behavior in the selling process.
- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
- B5.0 Examine different types of sales pathways.
- B6.0 Analyze the support activities of sales staff and management.
- B7.0 Complete a strategic plan that includes establishing individual and company sales goals to guide the activities of the sales staff.
- B8.0 Access and use marketing information to enhance sales opportunities and activities.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Real Estate Practice Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION TO REAL ESTATE AGENCY LAWS</p> <p>Know the importance of agency laws as they relate to the fields of real estate.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Discuss the broker principal relationship and define the following terms: <ol style="list-style-type: none"> a. rules of agency b. contract law 2. Describe the consequences of breach of fiduciary duties. 3. Describe fiduciary duties regarding the exercising of reasonable care and skill. 4. Describe how fiduciary duties require the disclosure of all “material facts.” 5. Describe that “material facts” include: <ol style="list-style-type: none"> a. all offers, value, and marketability of the property b. any self-dealing, secret profit, or dual agency of the agent/agency. 6. List the agent’s duties to the buyer. 7. State the disclosure requirements to the buyer. 8. Describe the liability of the agent. 9. Explain when a real estate licensee may claim he is a specialist in a real estate field. 10. State the California License Law (state law). 11. Describe safe office practices and procedures. 12. Pass a test covering safe office practices and procedures with a score of 100%. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.1 Health & Safety: 6.2, 6.5, 6.6 Technical Knowledge & Skills: 10.1</p> <p>CTE Pathway: B3.1, B4.5</p>
<p>B. CALIFORNIA ASSOCIATION OF REALTORS’ LISTING FORM</p> <p>Describe the California Association of Realtors listing form.</p>	<ol style="list-style-type: none"> 1. Describe and interpret information regarding the exclusive and nonexclusive type of authorization to make informed decisions. 2. Describe the right to “sell” provisions including showing property and presenting offers to seller. 3. Define and describe the following terms: <ol style="list-style-type: none"> a. terms of sale b. Multiple Listing Service c. title insurance provision 4. Describe the negotiable commission during listing and after the listing term. 5. Explain the requirements to take advantage of protection period after the listing term. 6. State the limitations to right of commission after the listing term. 7. Explain the deposit provisions. 8. Describe the home protection plan, key box, and sign provisions. 9. State the pest control requirements. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hours)	<ol style="list-style-type: none"> 10. Describe seller’s disclosure obligations. 11. Describe the agreement to provide listing information. 12. Understand the disclosure statement. 13. Explain the “hold harmless” clause. 14. Be aware of the tax withholding provisions. 15. Describe the equal housing provisions. 16. Describe the attorney fees provisions. 17. Explain the “entire agreement” paragraph of the California Association of Realtors’ (CAR) listing form. 	<p>Technical Knowledge & Skills: 10.1</p> <p>CTE Pathway: B2.1</p>
<p>C. ADVERTISING</p> <p>Describe various forms of advertising and their importance to real estate.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define advertising. 2. State factors to consider and interpret when advertising and draw conclusions. 3. Explain how to budget for advertising. 4. Describe the importance of the advertising process by determining the: <ol style="list-style-type: none"> a. objectives b. target audience c. media selection d. design of the ad 5. Describe the desired elements and effects of an ad such as: attention, interest, desire, action, rational and emotional appeal. 6. Describe image advertising. 7. Describe rules of classified advertising. 8. Describe the importance of headlines, visualization, photos/drawings, flow, layout, graphic, and copy in display advertising. 9. Describe how advertising is subject to review and revision. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.4 Technical Knowledge & Skills: 10.1, 10.2, 10.8</p> <p>CTE Pathway: B2.3, B8.1</p>
<p>D. REAL ESTATE DISCLOSURE STATEMENT</p> <p>Describe the real estate transfer disclosure statement of the California Association of Realtors listing form.</p>	<ol style="list-style-type: none"> 1. Explain Section I — other disclosure forms. 2. Explain Section II — seller’s information. 3. Explain Section III — agent’s inspection disclosure—listing agent. 4. Explain Section IV — agent’s inspection disclosure—selling agent. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Problem Solving & Critical Thinking: 5.2 Technical Knowledge & Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		CTE Pathway: B2.3
<p>E. EMPLOYMENT CONTRACTS</p> <p>Describe the various types of employment contracts of real estate and their functions.</p>	<ol style="list-style-type: none"> 1. Describe the difference between an independent contractor and an employee in the Broker-Salesperson Contract. 2. Describe the Broker-Salesperson Contract as it relates to: <ol style="list-style-type: none"> a. handling of listings b. the right to use office space c. working in a diligent manner d. payment of professional dues and license fees 3. Restate the Broker-Salesperson Contract as it relates to payment of professional dues and license fee. 4. Describe the Broker-Salesperson Contract as it relates to disputes. 5. Explain the “hold harmless” agreements of a Broker-Salesperson Contract. 6. Explain the integration clauses of a Broker-Salesperson Contract. 7. List the prerequisites in the Broker-Salesperson Contract. 8. Describe and interpret the types of listing of the Broker-Client Contract: open listings and exclusive right to sell listings to make informed decisions. 9. Define the seller’s agreement to pay commission as it relates to an able buyer. 10. Describe the seller’s agreement to withdraw from sale. 11. Explain the safety clauses and conditions in the Broker-Client Contract. 12. Explain multiple listings as they relate to the Broker-Client Contract. 13. Explain the fee the broker can charge in real estate transactions. 14. Explain secret profit. 15. Describe how net listings relate to the Broker-Client Contract. 16. Describe the buyer-broker agreements and the payment of commission. 	<p>Career Ready Practice: 1, 2, 4, 5, 7</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Problem Solving & Critical Thinking: 5.4 Responsibility & Flexibility: 7.3 Technical Knowledge & Skills: 10.1, 10.2, 10.11</p> <p>CTE Pathway: B2.1</p>
<p>F. COMPETITIVE MARKET ANALYSIS</p> <p>Describe the competitive market analysis and its usage in a listing presentation.</p>	<ol style="list-style-type: none"> 1. Describe the importance of determining fair market value in a listing presentation. 2. Define the “eyeball” approach to establishing value. 3. Define, explain, and compare the following terms to establish value: <ol style="list-style-type: none"> a. the cost approach b. the income approach c. the competitive market analysis approach 4. Describe and list types of value. 5. Explain and describe how the listed terms influences value: <ol style="list-style-type: none"> a. scarcity b. demand c. utility d. transferability 6. Describe how the competitive market analysis is used in determining value. 	<p>Career Ready Practice: 1, 2, 4, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Technical Knowledge & Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> 7. List the sources of market analysis. 8. Describe and research how to analyze subject property by: <ol style="list-style-type: none"> a. a site analysis b. an improvement analysis 9. Demonstrate how to select comparables by: <ol style="list-style-type: none"> a. date of comparables b. location of comparables c. physical characteristics of comparables 10. Explain how to select comparables by terms of sale and by arm's length transaction. 11. Describe how to: <ol style="list-style-type: none"> a. compare subject property to comparables b. estimate market value of subject property 12. Explain how to use the California Association of Realtors (CAR) comparative market analysis form. 13. Describe how the request for reconsideration of value is used when: <ol style="list-style-type: none"> a. appraisal is too low b. you present a lender with your own comparables 	<p>Demonstration & Application: 11.1</p> <p>CTE Pathway: B4.2</p>
<p>G. PURCHASE AGREEMENT</p> <p>Discuss preparing and presenting an offer to purchase, negotiating terms and conditions.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define and demonstrate how to fill out the following: <ol style="list-style-type: none"> a. California Purchase Agreement and Joint Escrow b. Disclosure Regarding Real Estate Agency Relationship c. Fair Housing and Discrimination Advisory d. Possible Representation of More than One Buyer or Seller e. Wire Fraud and Electronic Funds Transfer Advisory f. Buyer's Investigation Advisory g. Fair Appraisal Addendum Act h. California Consumer Privacy Act Advisory, Disclosure and Notice i. Transfer Disclosure Statement 2. Explain the tax implications of the Foreign Investment in Real Property Tax Act (FIRPTA) 3. Explain the importance of following forms: <ol style="list-style-type: none"> a. Notice to Buyer to Perform b. Notice to Seller to Perform c. Contingency Removal 	<p>Career Ready Practice: 1, 2, 4, 5, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.3 Ethics & Legal Responsibilities: 8.3, 8.8 Technical Knowledge & Skills: 10.1, 10.2, 10.4, 10.6, 10.13 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1, B2.4, B3.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. INTRODUCTION TO FINANCE</p> <p>Describe the loan process and types of real estate finance disclosure laws.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe the loan application process. 2. List data necessary for a loan application. 3. Demonstrate and practice use of a loan application checklist. 4. State the agent's: <ol style="list-style-type: none"> a. duty of full disclosure b. California License Law requirements c. fiduciary duties 5. Define the Federal disclosure requirements of Regulation "Z" of the Truth-in-Lending Act. 6. State the Federal disclosure requirements of the Real Estate Settlement Procedures Act. 7. Explain the seller financing disclosures of the California Statutes. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.3</p>
<p>I. FINANCE PROGRAMS</p> <p>Describe various types of loans available to a buyer.</p>	<ol style="list-style-type: none"> 1. Describe and interpret the 80%, 90%, and 95% conventional loans to make informed decisions. 2. Define secondary financing. 3. Explain the reason for Private Mortgage Insurance (PMI). 4. Describe and demonstrate how PMI works. 5. Understand the Buy Down plan for alternate financing. 6. List several types of Buy Downs. 7. List the advantages of a Buy Down plan. 8. Describe Adjustable-Rate Mortgages (ARMs). 9. Explain the advantages of ARMs. 10. Describe how ARMs work. 11. List elements of an ARM. 12. Describe Growth Equity Mortgages (GEMs). 13. Explain and demonstrate how GEMs work. 14. List advantages and disadvantages of GEMs. 15. Describe Federal Housing Authority (FHA)-insured loans. 16. Describe the process for obtaining FHA-insured loans. 17. State benefits to borrowers for obtaining an FHA-insured loan. 18. State eligibility requirements for an FHA-insured loan. 19. List the fees for an FHA-insured loan. 20. State the allowable sources of down payments for an FHA-insured loan. 21. Explain the requirements of secondary financing for an FHA-insured loan. 22. Describe and demonstrate how to calculate the Mortgage Insurance Payment (MIP). 23. Describe the FHA standard program for loans (Sec. 203b). 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Problem Solving & Critical Thinking: 5.3, 5.4 Responsibility & Flexibility: 7.6 Technical Knowledge & Skills: 10.1, 10.2, 10.6 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	24. Describe various FHA programs for Armed Service, low/moderate income, apartment tenants. 25. Describe FHA graduated payment and ARMS. 26. Explain the standard FHA loan regarding the: <ol style="list-style-type: none"> loan-to value ratios maximum loan amounts 27. Describe the Veterans' Administration (VA) loan. 28. State the requirements and advantages of a VA loan. 29. Describe eligibility requirements for a VA loan. 30. Describe the loan guarantee and amount for VA loans. 31. Describe how to apply for a VA loan. 32. State provisions for the transfer of property with a VA loan. 33. Describe the California Veterans (Cal Vet) loan. 34. Identify the source of funding for a Cal Vet loan. 35. State eligibility requirements and loan fees of a Cal Vet loan. 36. Describe the loan terms for a Cal Vet loan.	
J. QUALIFYING STANDARDS Explain the underwriting guidelines of the various loan programs in real estate finance.	<ol style="list-style-type: none"> Describe the loan application process. Describe the function of the secondary market. List the three major agencies of the secondary market: <ol style="list-style-type: none"> Federal National Mortgage Association - Fannie Mae (FNMA) Government National Mortgage Association - Ginnie Mae (GNMA) Federal Home Loan Mortgage Corp – Freddie Mac (FHLMC) Describe conventional underwriting guidelines regarding income. List acceptable sources of stable income. State unacceptable sources of income. Describe the importance of an employment history. State the housing expense-to-income ratio. State the total monthly obligations-to-income ratio. Define net worth. Explain the need for verification of net worth. Describe the use of gift letters. Explain the importance of credit history/credit report. Define derogatory credit. Explain the FHA and VA underwriting guidelines regarding income standards. 	Career Ready Practice: 1, 2, 4 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Technical Knowledge & Skills: 10.1 CTE Pathway: B2.1
K. FINANCE DOCUMENTS Describe various documents used to finance real estate.	<ol style="list-style-type: none"> Define and describe the promissory note. Explain the importance of negotiability of a promissory note. Describe types of endorsements of a promissory note. List types of promissory notes. Define and describe a Deed of Trust. Describe the lien theory versus title theory. Explain and demonstrate how a Deed of Trust works. State the necessary and special provisions of a valid Deed of Trust. Describe the process for a Trust Deed foreclosure. Define junior lienholder. 	Career Ready Practice: 1, 2, 4, 5, 10 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> 11. State the rights of a junior lienholder. 12. List the disadvantages of a junior lienholder. 	<p>Technology: 4.2, 4.3 Problem Solving & Critical Thinking: 5.3 Technical Knowledge & Skills: 10.1, 10. Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1</p>
<p>L. DEPOSIT RECEIPT: OVERVIEW</p> <p>Describe various parts of the deposit receipt and their usage.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. State the purpose and the necessary elements of a deposit receipt. 2. Describe the role of the agent as it relates to the importance of proper preparation of a deposit receipt. 3. Demonstrate understanding that the real estate purchase contract and the deposit receipt are composed of pre-printed clauses and provisions. 4. Demonstrate understanding that the signature of the person against whom the contract should be enforced must appear on the document. 5. Explain the need for a seller and a buyer to disclose their marital status. 6. Describe the need to include all names (multiple sellers or buyers) and their signatures on the CAR forms. 7. Demonstrate understanding that contracts for the purchase and sale of real estate must describe the property to be sold. 8. Define full and legal description of property and where the legal description should be attached. 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.3 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1</p>
<p>M. DEPOSIT RECEIPT: STANDARD PROVISIONS</p> <p>Describe standard provisions of deposit receipt.</p>	<ol style="list-style-type: none"> 1. Define a Deed of Trust. 2. Describe standard provisions relating to occupancy. 3. State standard provisions relating to title. 4. Define prorations. 5. State standard provisions relating to possession and vesting. 6. Describe standard provisions relating to: <ol style="list-style-type: none"> a. Multiple Listing Service b. liquidated damages c. arbitration and attorney's fees d. personal property 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> e. structural modifications f. transfer disclosure statement g. tax withholding h. additional terms, conditions, and amendments i. offer, acceptance, and counteroffer j. licensee and a party to contract 	<p>Technology: 4.2</p> <p>Technical Knowledge & Skills: 10.1, 10.6</p> <p>CTE Pathway: B2.1</p>
<p>N. DEPOSIT RECEIPT: THIRD-PARTY FINANCING</p> <p>Describe third-party financing and methods of payment.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. State the requirements for the deposit receipt concerning total price and liens. 2. Describe different versions of payment clauses. 3. State the procedures when payment can be “all cash” and by a conventional loan. 4. Identify loan expenses normally paid by the buyer. 5. Describe and demonstrate the payment of points/discounts. 6. Identify procedures and analyze how the following loans interact with each other: <ul style="list-style-type: none"> a. FHA b. VA c. CalVet 7. Define and describe FHA/VA Amendment. 8. Use a checklist when completing a practice deposit receipt. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 10</p> <p>CTE Anchor:</p> <p>Academics: 1.0</p> <p>Communications: 2.1, 2.3, 2.5</p> <p>Technology: 4.2, 4.3</p> <p>Problem Solving & Critical Thinking: 5.3</p> <p>Responsibility & Flexibility: 7.6</p> <p>Technical Knowledge & Skills: 10.1, 10.2</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1</p>
<p>O. DEPOSIT RECEIPT: SELLER FINANCING</p> <p>Describe seller-financed conditions and contingency clause.</p>	<ol style="list-style-type: none"> 1. Define seller-financing. 2. State the advantages and disadvantages of seller-financing. 3. Identify pre-printed forms for seller-financing transactions. 4. Describe the requirements for seller having clear title. 5. Define and describe an all-inclusive trust deed. 6. Define and describe “zero-down” seller-financing. 7. Describe how contingencies work and why contingencies are used. 8. List conditions within the control of one party. 9. State the elements of a contingency clause. 10. Describe pre-printed clauses for financing contingencies. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 10</p> <p>CTE Anchor:</p> <p>Academics: 1.0</p> <p>Communications: 2.1, 2.3, 2.5</p> <p>Technology: 4.2, 4.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> 11. State the purpose, demonstrate, and clarify various points of view to solve financing contingencies. 12. Define bump clause. 13. State when and how to use a contingency release clause. 	<p>Problem Solving & Critical Thinking: 5.1 Responsibility & Flexibility 7.6 Technical Knowledge & Skills: 10.1, 10.6 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1</p>
<p>P. ESCROW</p> <p>Describe the escrow procedure and its usage in real estate.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Define and describe the use of escrow. 2. Describe requirements of a valid escrow. 3. Define escrowees. 4. Identify the parties involved in an escrow. 5. Demonstrate and list the essential steps of the escrow process. 6. Describe closing costs and settlement statements for both buyer and seller to clarify and solve problems. 7. Explain the need to use an escrow progress chart. 8. Describe the provisions of the Real Estate Settlement Procedures Act (RESPA). 9. Pass a test covering the basic procedures in opening an escrow. 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.1 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1</p>
<p>Q. TAX ASPECTS OF REAL ESTATE PRACTICE</p> <p>Describe Federal tax system as it relates to real estate practices.</p>	<ol style="list-style-type: none"> 1. Define the following tax terms: <ol style="list-style-type: none"> a. progressive b. proportional c. regressive 2. Understand that the Federal Income Tax is progressive. 3. Define income, realization, and recognition. 4. Explain what is meant by a/an: <ol style="list-style-type: none"> a. “installment sale” 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 10</p> <p>CTE Anchor: Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> b. "principal residence sale" c. "principal residence property" d. "unimproved investment property" e. "property held for the production of income" f. "property used in a trade or business" g. "dealer property" <ol style="list-style-type: none"> 5. Explain how the sale or exchange of an asset normally results in a gain or loss. 6. Demonstrate how to figure the gain/loss and the adjusted basis on the sale or disposition of property. 7. Describe the Tax Reform Act of 1896 as it relates to the gain on disposition of real estate. 8. Describe how the Internal Revenue Code (IRS) allows a gain to be deferred for installment sales. 9. Explain how the IRS allows a gain to be deferred on the sale of a principal residence. 10. Explain the provision that the IRS allows on the sale of principal residence by a taxpayer over age fifty-five. 11. State the IRS conditions for deferral of tax in the sale of low-income housing. 12. State what the IRS allows in a tax-free exchange. 13. State the formula that is used for calculating the new basis for property in a tax-free exchange. 14. Define and calculate depreciation. 15. Describe the depreciation method: <ul style="list-style-type: none"> a. straight line b. 200% declining balance c. 150% declining balance d. 125% declining balance e. Sum of the year's digits 16. Define cost recovery deductions. 17. Demonstrate understanding that repairs are deductible for most properties (excluding personal residence) to analyze how various components interact with each other. 18. Identify improvements and alterations as capital expenditures. 19. Describe how capital expenditures are not deductible but add to cost basis of property to make informed decisions. 20. Describe what taxes on the property are deductible. 21. State what mortgage interest is deductible for most properties. 22. Define the term "passive losses" under the Tax Reform Act 1986. 23. State limitations on deductibility of passive losses. 	<p>Communications: 2.1, 2.3, 2.5</p> <p>Technology: 4.2</p> <p>Problem Solving & Critical Thinking: 5.3, 5.4</p> <p>Responsibility & Flexibility: 7.6</p> <p>Technical Knowledge & Skills: 10.1, 10.2, 10.6</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway: B4.6</p>
<p>R. INVESTING IN OTHER BROKER-RELATED FIELDS</p> <p>Describe the benefits from real property investments as well as other broker-related field and businesses.</p>	<ol style="list-style-type: none"> 1. Explain the benefits of the following real estate investments: <ul style="list-style-type: none"> a. tax sheltering b. appreciation c. hedge against inflation 2. Define the methods to real estate investment: <ul style="list-style-type: none"> a. cash flow b. appreciation 	<p>Career Ready Practice: 1, 2, 4, 7</p> <p>CTE Anchor: Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> c. depreciation d. equity <p>3. Explain other broker-related services:</p> <ul style="list-style-type: none"> a. Syndication b. Real Estate Investment Trust (REIT) c. Business Opportunity (BO) d. Property Management e. Escrow Services 	<p>Communications: 2.1, 2.3, 2.5</p> <p>Technology: 4.2, 4.3</p> <p>Responsibility & Flexibility: 7.6</p> <p>Technical Knowledge & Skills: 10.1, 10.2, 10.7</p> <p>CTE Pathway: B2.1</p>
<p>S. PROPERTY MANAGEMENT</p> <p>Know history and techniques of real estate management.</p> <p>(2 hours)</p>	<ul style="list-style-type: none"> 1. Describe and demonstrate how a check sheet is used. 2. Briefly describe the history of property management. 3. Explain how the supply and value of money affect the real estate market. 4. Describe how the factors of occupancy, rent levels, employment, family size and demographics affect the real estate market. 5. Describe management techniques used with: <ul style="list-style-type: none"> a. apartment buildings b. cooperatives and condominiums c. office buildings d. retail property e. industrial property 6. Describe the contents of a management agreement. 7. Explain management plan strategy. 8. Describe the importance of in-depth analyses, management proposal, recordkeeping, and statements in a management plan. 9. Describe good manager/owner relations. 10. Describe benefits of various types of advertising when leasing property. 11. Describe techniques of showing property to a prospective leasee. 12. Explain how to qualify a prospective leasee. 13. List different types of leases and their uses. 14. List characteristics of a valid lease. 15. State reasons for security deposits. 16. State the manager's role in lease renewals. 17. Describe the manager's role, responsibilities, and supervision: <ul style="list-style-type: none"> a. in rental collections b. maintenance activities of property 18. Describe four basic categories of maintenance activities. 	<p>Career Ready Practice: 1, 2, 4, 7, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.1, 2.3, 2.5</p> <p>Technology: 4.2, 4.3</p> <p>Responsibility & Flexibility: 7.6</p> <p>Technical Knowledge & Skills: 10.1, 10.7</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1, B8.1</p>
<p>T. REAL ESTATE ETHICS</p> <p>Apply accepted standards of ethics in all transactions.</p>	<ul style="list-style-type: none"> 1. Define the ethical responsibilities of one realtor to another realtor in a transaction. 2. Explain the requirements in the presentation of an offer by the listing agent and the ethical duties. 	<p>Career Ready Practice: 1, 2, 4, 7, 8, 10</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<ol style="list-style-type: none"> 3. Describe the licensee/professional relationship when directly involved in a transaction. 4. Explain when written offers must be submitted in a proposed transaction. 5. Explain when purchase money deposit can be refunded. 6. Describe and demonstrate when a signed or initialed document can be modified or changed. 	<p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Responsibility & Flexibility: 7.2 Ethics & Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.8 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.4</p>
<p>U. FAIR HOUSING ACT</p> <p>Explain how the Fair Housing laws affect real estate.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define and explain the Federal and State Fair Housing Act. 2. Define and explain the Civil Rights Act of 1866 (federal law) as it relates to real estate. 3. List the basic provisions of the Home Mortgage Disclosure Act of 1975 (federal law). 4. State how the Unruh Civil Rights Act (state law) is related to real estate. 5. Demonstrate and discuss fair housing role-playing scenarios to make fair housing decisions. (60 minutes) 6. Describe the Housing Financial Discrimination Act (state law). 7. Summarize the Fair Employment and Housing Act (state law). 8. Define and explain the following terms: <ol style="list-style-type: none"> a. steering b. block busting c. red lining 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility & Flexibility: 7.2 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>V. IMPLICIT/EXPLICIT BIAS</p> <p>Explain the importance of how implicit and explicit bias plays a role in real estate.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define the following terms to include why it matters and what can be done about it: <ol style="list-style-type: none"> a. implicit bias b. explicit c. systemic or institutional bias d. cognitive bias e. racism 2. Discuss and demonstrate Safe Haven scenarios that includes (60 minutes): <ol style="list-style-type: none"> a. racism b. fair appraisals c. bias 3. Explain personal and workplace ethical responsibilities. 4. Explain the importance of reducing bias in home appraisals. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Problem Solving & Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility & Flexibility: 7.2, 7.3, 7.7 Ethics & Legal Responsibilities: 8.3, 8.4, 8.5, 8.6 Technical Knowledge & Skills: 10.1 Demonstration & Application: 11.1</p> <p>CTE Pathway: B2.4</p>
<p>W. ENTREPRENEURIAL SKILLS</p> <p>Understand, apply, and evaluate the process involved in becoming an entrepreneur in the automotive industry.</p>	<ol style="list-style-type: none"> 1. Define entrepreneurship. 2. Identify and research the necessary characteristics of successful entrepreneurs. 3. Examine personal goals prior to starting a business. 4. Evaluate sources of monetary investment in a business opportunity. 5. Explain licensing/permit requirements for a business. 6. Explain how community agencies assist entrepreneurs with lenders and funding to help them plan, start and grow a business. 7. Demonstrate a budget to identify start-up expenses. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2,4.5 Problem Solving & Critical Thinking: 5.4 Responsibility & Flexibility: 7.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Technical Knowledge & Skills: 10.1, 10.2, 10.3, 10.5, 10.6, 10.7, 10.12 Demonstration & Application: 11.1, 11.2, 11.3, 11.4 CTE Pathway: B1.2, B2.1, B2.3, B4.1, B4.3,
X. EVALUATION Demonstrate knowledge acquired by passing, with a minimum grade of 70%, a final examination covering the complete course under conditions as prescribed by the California Department of Real Estate. (2 hours)	1. Demonstrate knowledge acquired by passing, with a minimum grade of 70%, a final examination covering the complete course under conditions as prescribed by the California Department of Real Estate.	Career Ready Practice: 1, 2, 4, 5, 7, 10 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.4 Responsibility & Flexibility: 7.4 Technical Knowledge & Skills: 10.2, 10.12 Demonstration & Application: 11.1 CTE Pathway: B2.1

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOK

Walt Huber, California Real Estate Practice, 10th Edition, Educational Textbook Company, Inc. 2023

RESOURCES

Employer Advisory Board members

Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2010-11 Edition*.

CDE Model Curriculum Standards for Marketing, Sales, and Services

<http://www.cde.ca.gov/ci/ct/sf/documents/mktsaleservices.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lectures and discussions
- B. Demonstrations
- C. Multimedia presentations
- D. Individualized instruction
- E. Small group work
- F. Write practice contracts and forms

EVALUATION

SECTION A – Introduction to Real Estate Agency Laws – Pass a safety test with a score of 100%.

SECTION B – California Association of Realtors’ Listing Form – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Advertising– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D– Real Estate Disclosure Statement– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Employment Contracts– Pass all assignments and exams s with a minimum score of 80% or higher.

SECTION F – Competitive Market Analysis – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Purchase Agreement – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Introduction to Finance– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Finance Programs – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Qualifying Standards– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Finance Documents – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Deposit Receipt: Overview – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION M – Deposit Receipt: Standard Provisions – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION N – Deposit Receipt: Third-Party Financing – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION O – Deposit Receipt: Seller Financing – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION P – Escrow– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION Q – Tax Aspects of Real Estate Practice – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION R – Investing in Other Broker-Related Fields – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION S – Property Management – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION T – Real Estate Ethics – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION U – Fair Housing Act – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION V – Implicit/Explicit Bias – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION W – Entrepreneurial Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION X – Evaluation – Pass a final examination covering the complete course under conditions as prescribed by the California Department of Real Estate with a minimum score of 70% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



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