ADMINISTRATIVE SERVICES CURRICULUM FRAMEWORK

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
ADMINISTRATIVE SERVICES

PROGRAM TITLE:	**ADMINISTRATIVE SERVICES**
STATE SKILL STANDARDS:	**ADMINISTRATIVE SERVICES**
STANDARDS REFERENCE CODE:	**ADMIN**
CAREER CLUSTER:	**BUSINESS MANAGEMENT & ADMINISTRATION**
CAREER PATHWAY:	**ADMINISTRATIVE SUPPORT**
PROGRAM LENGTH:	**3 LEVELS (L1, L2, L3C)**
PROGRAM ASSESSMENT	**ADMINISTRATIVE SERVICES WORKPLACE READINESS SKILLS**
CTSO:	**FBLA**
GRADE LEVEL:	**9-12**
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	**MICROSOFT OFFICE SPECIALIST; INTUIT QUICK BOOKS CERTIFIED USER**

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Administrative Services industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Administrative Services
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
    - Science (based on the Next Generation Science Standards)
    - English Language Arts (based on the Common Core State Standards)
    - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The recommended course sequencing provided in this section serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

ADMINISTRATIVE SERVICES Core Course Sequence	
COURSE NAME	LEVEL
Office Management I (old Business Software Applications)	L1
Office Management II (old Office Management I)	L2
Office Management III (old Office Management II)	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

ADMINISTRATIVE SERVICES Core Course Sequence with Complementary Course	
COURSE NAME	LEVEL
Office Management I (old Business Software Applications)	L1
Office Management II (old Office Management I)	L2
Office Management III (oldOffice Management II)	L3C
Office Management Advanced Studies*	AS

*Complementary Course

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills", have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C".
(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C)
(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSES:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Office Management I (old Business Software Applications 2021)**
ABBR. NAME:	**OFFICE MGMT I (old BUS SOFT APPS 2021)**
CREDITS:	**1**
LEVEL:	**L1**
CIP CODE:	**52.0204 (old 52.0407)**
PREREQUISITE:	**None**
CTSO:	**FBLA**

COURSE DESCRIPTION

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

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : UTILIZE STANDARD OFFICE SOFTWARE APPLICATIONS

Performance Standard 1.1 : Demonstrate proficiency in Word Processing

Performance Indicators : 1.1.1-1.1.3, 1.1.5

Performance Standard 1.2 : Demonstrate Proficiency in Spreadsheet Applications

Performance Indicators : 1.2.1-1.2.4

Performance Standard 1.3 : Demonstrate Proficiency in Database Applications

Performance Indicators : 1.3.1-1.3.4

Performance Standard 1.4 : Demonstrate Proficiency in Presentation Software

Performance Indicators : 1.4.1-1.4.6

Performance Standard 1.5 : Demonstrate Proficiency in Technology Media

Performance Indicators : 1.5.1-1.5.3

CONTENT STANDARD 2.0 : UNDERSTAND ACCOUNTING FUNCTIONS

Performance Standard 2.4 : Complete Payroll Procedures to Calculate, Record, and Distribute Payroll Earnings

Performance Indicators : 2.4.1-2.4.2

CONTENT STANDARD 3.0 : UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS

Performance Standard 3.2 : Understand Ethics in Business

Performance Indicators : 3.2.1-3.2.2, 3.2.4

CONTENT STANDARD 4.0 : UNDERSTAND THE IMPORTANCE OF POSITIVE CUSTOMER RELATIONS

Performance Standard 4.1 : Foster Positive Relationships With Customers to Enhance Company Image

Performance Indicators : 4.1.1-4.1.2

CONTENT STANDARD 6.0 : UNDERSTAND BUSINESS AND OFFICE OPERATIONS AND EXPLORE CAREERS

Performance Standard 6.3 : Understand Proper use of Office Tools and Equipment

Performance Indicators : 6.3.1-6.3.3

Performance Standard 6.4 : Investigate Careers in Administrative Services

Performance Indicators : 6.4.1-6.4.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills
Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills
Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills
Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

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

Mathematics: Mathematical Practices

* Refer to the Administrative Services Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Office Management II (old OFFICE MANAGEMENT I 2021)**
ABBR. NAME:	**OFFICE MGMT II (old OFFICE MGMT I 2021)**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**52.0204**
PREREQUISITE:	**Office Management I (old Business Software Applications 2021)**
CTSO:	**FBLA**

COURSE DESCRIPTION

This course is a continuation of the Administrative Services programs. Students will learn occupational skills in accounting such as recording business transactions, posting journal and ledger entries, and preparing financial statements. Students will be introduced to standard accounting software and expand their knowledge of standard office software. Additionally, an introduction to laws related to business practices, organizational structures and interpersonal office skills will be covered. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : UTILIZE STANDARD OFFICE SOFTWARE APPLICATIONS

Performance Standard 1.1 : Demonstrate Proficiency in Word Processing

Performance Indicators : 1.1.3-1.1.6

Performance Standard 1.2 : Demonstrate Proficiency in Spreadsheet Applications

Performance Indicators : 1.2.3-1.2.7

Performance Standard 1.3 : Demonstrate Proficiency in Database Applications

Performance Indicators : 1.3.5-1.3.6

Performance Standard 1.4 : Demonstrate Proficiency in Presentation Software

Performance Indicators : 1.4.5-1.4.6

Performance Standard 1.5 : Demonstrate Proficiency in Technology Media

Performance Indicators : 1.5.1, 1.5.4-1.5.6

CONTENT STANDARD 2.0 : UNDERSTAND ACCOUNTING FUNCTIONS

Performance Standard 2.1 : Perform Accounting Functions to Classify, Record, and Summarize Data to Produce Needed Financial Information

Performance Indicators : 2.1.1-2.1.11

Performance Standard 2.2 : Perform Accounts Payable and Accounts Receivable Functions to Record Payments and Disbursements

Performance Indicators : 2.2.1-2.2.3

Performance Standard 2.3 : Maintain Cash Controls to Track Cash Flow

Performance Indicators : 2.3.1-2.3.3

Performance Standard 2.4 : Complete Payroll Procedures to Calculate, Record, and Distribute Payroll Earnings

Performance Indicators : 2.4.3-2.4.6

Performance Standard 2.5 : Select, Utilize, and Maintain Appropriate Software

Performance Indicators : 2.5.1-2.5.4

CONTENT STANDARD 3.0 : UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS

Performance Standard 3.1 : Understand The Role of Law in Business

Performance Indicators : 3.1.1-3.1.2

Performance Standard 3.2 : Understand Ethics in Business

Performance Indicators : 3.2.3

CONTENT STANDARD 4.0 : UNDERSTAND THE IMPORTANCE OF POSITIVE CUSTOMER RELATIONS

Performance Standard 4.1 : Foster Positive Relationships With Customers to Enhance Company Image

Performance Indicators : 4.1.2

CONTENT STANDARD 5.0 : UNDERSTAND THE ROLE OF HUMAN RESOURCES

Performance Standard 5.2 : Understand the Hiring and Termination Process

Performance Indicators : 5.2.3

CONTENT STANDARD 6.0 : UNDERSTAND BUSINESS AND OFFICE OPERATIONS AND EXPLORE CAREERS

Performance Standard 6.1 : Manage Daily Office Functions for a Business

Performance Indicators : 6.1.1-6.1.2, 6.1.10

Performance Standard 6.2 : Understand how Businesses are Organized

Performance Indicators : 6.2.1

Performance Standard 6.3 : Understand Proper use of Office Tools and Equipment

Performance Indicators : 6.3.4

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

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

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Language

Reading for Information

Mathematics: Mathematical Practices

Algebra-Seeing Structure in Expressions

* Refer to the Administrative Services Standards for alignment by performance indicator

NEVADA DEPARTMENT OF EDUCATION
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Office Management III (old Office Management II 2021)**
ABBR. NAME:	**OFFICE MGMT III (old OFFICE MGMT II 2021)**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**52.0204**
PREREQUISITE:	**Office Management III (old Office Management II 2021)**
CTSO:	**FBLA**

COURSE DESCRIPTION

This course is a continuation of the Administrative Services program and prepares students for work in an office or business environment. Students will learn and apply advanced skills in office technology and software commonly used in today's work environment. This course also includes the understanding of employment law and supervision. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this program, students will have acquired entry-level skills for employment in this field.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : **UTILIZE STANDARD OFFICE SOFTWARE APPLICATIONS**

Performance Standard 1.1 : Demonstrate Proficiency in Word Processing
Performance Indicators : 1.1.5-1.1.6

CONTENT STANDARD 2.0 : **UNDERSTAND ACCOUNTING FUNCTIONS**

Performance Standard 2.1 : Perform Accounting Functions to Classify, Record, and Summarize Data to Produce Needed Financial Information
Performance Indicators : 2.1.12-2.1.15

Performance Standard 2.2 : Perform Accounts Payable and Accounts Receivable Functions to Record Payments and Disbursements
Performance Indicators : 2.2.3

Performance Standard 2.3 : Maintain Cash Controls to Track Cash Flow
Performance Indicators : 2.3.2-2.3.4

Performance Standard 2.4 : Complete Payroll Procedures to Calculate, Record, and Distribute Payroll Earnings
Performance Indicators : 2.4.6

Performance Standard 2.5 : Select, Utilize, and Maintain Appropriate Software
Performance Indicators : 2.5.1-2.5.2

CONTENT STANDARD 3.0 : **UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS**

Performance Standard 3.1 : Understand The Role of Law in Business
Performance Indicators : 3.1.3-3.1.5

Performance Standard 3.2 : Understand Ethics in Business
Performance Indicators : 3.2.3

CONTENT STANDARD 4.0 : **UNDERSTAND THE IMPORTANCE OF POSITIVE CUSTOMER RELATIONS**

Performance Standard 4.1 : Foster Positive Relationships With Customers to Enhance Company Image
Performance Indicators : 4.1.2-4.1.5

Performance Standard 4.2 : Resolve Conflicts With/for Customers to Encourage Repeat Business
Performance Indicators : 4.2.1-4.2.3

CONTENT STANDARD 5.0 : UNDERSTAND THE ROLE OF HUMAN RESOURCES

Performance Standard 5.1 : Explain the Role of Human Resources in Business Operations

Performance Indicators : 5.1.1-5.1.4

Performance Standard 5.2 : Understand the Hiring and Termination Process

Performance Indicators : 5.2.1-5.2.6

Performance Standard 5.3 : Evaluate Practices to Manage Staff and Resolve Employee Issues

Performance Indicators : 5.3.1-5.3.6

CONTENT STANDARD 6.0 : UNDERSTAND BUSINESS AND OFFICE OPERATIONS AND EXPLORE CAREERS

Performance Standard 6.1 : Manage Daily Office Functions for a Business

Performance Indicators : 6.1.1-6.1.9

Performance Standard 6.2 : Understand how Businesses are Organized

Performance Indicators : 6.2.2-6.2.3

Performance Standard 6.3 : Understand Proper use of Office Tools and Equipment

Performance Indicators : 6.3.6-6.3.7

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

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

Reading for Informational Text

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Administrative Services Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	**Office Management Advanced Studies**
ABBR. NAME:	**OFFICE MGMT AS**
CREDITS:	**1**
LEVEL:	**AS**
CIP CODE:	**52.0204**
PREREQUISITE:	**Office Management III (old Office Management II 2021)**
CTSO:	**FBLA**

COURSE DESCRIPTION

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

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- School-based work experience
- Special project manager
- Teaching assistant
- Internship