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

Credits: 5

71-40-70

Real Estate Agent: Finance

Course Description:
This competency-based course is the third in a sequence of four designed for real estate. It meets statutory requirements for broker’s/salesperson’s license. It includes instruction in the financing of real estate, the different types of loans, and requirements to qualify both the property and the borrower for the loan. Topics include mortgage instruments, construction loans, financial math, and different types of lenders; secondary market financing, including conventional and Federal Home Loan Mortgage Corporation (FHLMC) and Federal National Mortgage Corporation (FNMC) purchases; Veteran’s Administration (VA) and Federal Housing Authority (FHA) underwriting and guarantees; and ethics of real estate. 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 concurrent high school students to be 18 years of age upon completion of the course.

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

Department of Real Estate (DRE) Approval No. 996-88.

This course cannot be repeated once a student receives a Certificate of Completion.
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; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**LOCATION**

Cover

**GOALS AND PURPOSES**

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**

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 COMPONENTS

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOCATED FOR EACH UNIT

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 that it ensures the student will learn at an optimum level.

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.

EVALUATION PROCEDURES

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.

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.

REPLICATION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

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.
ACKNOWLEDGMENTS

Thanks to KARL PORTER and MATTHEW OBERLANDER for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education
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.
# COMPETENCY-BASED COMPONENTS for the Real Estate: Finance Course

## A. INTRODUCTION AND SAFETY

Explain the importance of the history of finance to real estate.

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td>1. Define the meaning of escrow.</td>
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<td>2. Define pre-commercial banking.</td>
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<tr>
<td>3. Describe the importation of the English banking system to America.</td>
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<td>4. Name and describe early banking laws.</td>
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<td>5. Explain the formation of mutual savings and loan associations.</td>
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<tr>
<td>6. Describe the effect of the Great Depression on real estate investments.</td>
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<tr>
<td>7. Name and describe the government agencies created to counteract the effect of the Depression.</td>
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<tr>
<td>8. Describe safe office procedures in a real estate office.</td>
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<tr>
<td>9. Pass a test covering safe office procedures with a score of 100%.</td>
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</tbody>
</table>

(1 hour)

**Career Ready Practice:**
2, 4, 5, 11

**CTE Anchor:**
- Communications: 2.1, 2.3, 2.4, 2.5
- Technology: 4.3, 4.6
- Problem Solving and Critical Thinking: 5.2, 5.3, 5.4
- Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

**CTE Pathway:**
B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B3.6, B4.1, B4.2, B4.5, B5.1, B5.2, B5.3, B6.1, B7.1

## B. REAL ESTATE CYCLES AND THE SECONDARY MARKET

Define the real estate cycle and explain the effect of the national and international markets on the cycle.

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td>1. Define the response of the real estate market to the forces of supply and demand.</td>
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<tr>
<td>2. Describe international events which may affect real estate cycles.</td>
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<tr>
<td>3. Define the distinctions between the primary and the secondary (national) market.</td>
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<tr>
<td>4. Explain the process of buying and selling loans.</td>
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<tr>
<td>5. Explain the function of secondary (national) market.</td>
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<td>6. Identify the government-sponsored secondary market agencies.</td>
</tr>
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<td>7. Explain the effect of quality control on the secondary (national) market.</td>
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</tbody>
</table>

**Career Ready Practice:**
2, 11

**CTE Anchor:**
- Communications: 2.1, 2.3
- Technology: 4.3, 4.6
- Problem Solving and Critical Thinking: 5.2, 5.3, 5.4
- Leadership and Teamwork: 9.4
## COMPETENCY AREAS AND STATEMENTS

<table>
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<tr>
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<td>CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B5.1, B5.2, B5.3, B8.1</td>
</tr>
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</table>

### TYPES OF LENDERS

Describe the various types of lenders and explain the function of each.

1. Name the primary lenders.
2. Explain the function of savings and loan associations and their effect on real estate finance.
3. Explain the effects of changes and deregulations that occurred to savings and loans and the FIRREA due to the crisis faced by the latter.
4. Explain the function of commercial banks and their effect on real estate finance.
5. Explain the function of mortgage companies and their effect on real estate finance.
6. Explain the function of mutual savings banks and their effect on real estate finance.
7. Explain the function of life insurance companies and their effect on real estate finance.
8. Explain the function of credit unions and their effect on real estate finance.

### GOVERNMENT INFLUENCES ON REAL ESTATE

Describe the government monetary policies and programs which affect real estate.

1. Know the role of the United States Treasury in real estate.
2. Explain the effect of taxation on mortgage financing.
3. Describe the Federal Reserve System and its effect on real estate.
4. Explain the function of the Federal Home Loan Bank (FHLB).
5. Describe the effect of recent government monetary policies on mortgage financing.
6. Explain the effect of mortgage credit programs on real estate financing.
7. Explain the functions of the Federal Open Market Committees (FOMC).
### COMPETENCY AREAS AND STATEMENTS

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<tr>
<td><strong>E. INSTRUMENTS OF FINANCE</strong>&lt;br&gt;Define the various instruments used to finance real estate.</td>
<td>1. Explain the function of a promissory note in financing real estate.  &lt;br&gt;2. Explain the function and provisions of a security investment.  &lt;br&gt;3. Define mortgage and its use in financing real estate.  &lt;br&gt;4. Know advantages and disadvantages of the mortgage.  &lt;br&gt;5. Explain the deed of trust and its use in real estate financing.  &lt;br&gt;6. Describe the clauses found in financial instruments such as: acceleration, prepayments, subordination, partial release, and alienation.</td>
</tr>
</tbody>
</table>

<p>| <strong>F. REAL ESTATE FINANCE: MATH TABLES AND CLOSING COSTS</strong>&lt;br&gt;Understand real estate finance math tables, closing costs, and settlement statements. | 1. Describe the real estate contract.  &lt;br&gt;2. Explain advantages and disadvantages of the real estate contract.  &lt;br&gt;3. Describe typical clauses used in mortgages and trust deeds.  &lt;br&gt;4. Explain an amortization table and its uses.  &lt;br&gt;5. Explain an interest rate factors table.  &lt;br&gt;6. Explain a proration table and its use.  &lt;br&gt;7. Explain a remaining balance table and its use.  &lt;br&gt;8. Explain a loan progress chart and its use.  &lt;br&gt;9. Explain a mortgage yield table and its use.  &lt;br&gt;10. Explain discount and present use tables and their uses.  &lt;br&gt;11. Explain a balloon payment table and its use.  &lt;br&gt;12. Name the nine factors affecting buyer's costs.  &lt;br&gt;13. Define purchase price. | <strong>Career Ready Practice:</strong>&lt;br&gt;2, 10, 11, 12&lt;br&gt;<strong>CTE Anchor:</strong>&lt;br&gt;Communications: 2.1, 2.3, 2.5&lt;br&gt;Technology: 4.2, 4.3&lt;br&gt;Problem Solving and Critical Thinking: 5.1, 5.2, 5.4|</p>
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<tr>
<td>G. LOAN UNDERWRITING</td>
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</table>
| Describe criteria used in buyer qualification for a loan. | 1. Define loan underwriting.  
2. Name underwriting factors considered by the Federal Home Loan Mortgage Corporation/Federal National Mortgage Association (FHLM/FNMA).  
3. Explain the process of income evaluation for a loan.  
4. Explain the process of net worth evaluation for a loan.  
5. Explain the process of credit history evaluation for a loan.  
6. Describe the differences in loan qualification standards between Federal Home Authority (FHA) and FHLA/FNMA.  
7. Describe the differences in loan qualification standards between FHA and Veteran’s Administration (VA). | Career Ready Practice:  
2, 10, 11  
CTE Anchor:  
Communications: 2.1, 2.3  
Technology: 4.3, 4.6  
Problem Solving and Critical Thinking: 5.2, 5.3, 5.4  
CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.2, B4.5, B5.1, B5.2, B5.3, B8.1 |
| H. CONVENTIONAL FINANCING        | 1. Define conventional loan.  
2. Know historical perspective of the conventional loan.  
3. Describe the 15-, 20-, and 30-year mortgage.  
4. Explain the 80% conventional loan and the loan origination fee.  
5. Describe secondary financing and its effect on an 80% conventional loan.  
6. Explain the function of private mortgage insurance.  
7. Explain the 90% conventional loan.  
8. Explain the 95% conventional loan.  
9. Explain the process of assuming a conventional loan. | Career Ready Practice:  
2, 11  
CTE Anchor:  
Communications: 2.1, 2.3  
Technology: 4.3, 4.6 |
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<td><strong>I. CREATIVE FINANCING</strong></td>
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| Describe factors which relate to creative financing of real estate. | 1. Define discounts and discount points.  
2. Explain the effect of discount points in VA transactions.  
3. Explain the effect of discount points on conventional loans.  
4. Describe the process of setting point requirements.  
5. Define a buydown.  
6. Differentiate between permanent and temporary buydowns.  
7. Define adjustable-rate mortgage.  
8. Name elements which give form to an adjustable-rate mortgage.  
9. Explain discounts and subsidy buydowns on adjustable-rate mortgages.  
12. Explain adjustable-rate mortgage standardization and disclosure guidelines.  
13. Define, understand, and describe the advantages of two-step mortgages, balloon/reset mortgages, biweekly loans, and affordable housing programs.  
15. Describe advantages and disadvantages of the growth equity mortgage.  
16. Define mortgage insurer programs. | Problem Solving and Critical Thinking: 5.2, 5.3, 5.4  
Leadership and Teamwork: 9.4  
CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B8.1 |
| **(6 hours)**                    |                      |           |
| **J. FHA FINANCING**             |                      |           |
| Describe factors relating to FHA financing of real estate. | 1. Explain characteristics distinguishing FHA from conventional loans.  
2. Explain the process establishing interest rates and discount points on FHA loans.  
3. Explain the calculation of FHA loan payments and the importance of Mortgage Insurance Premiums (MIP).  
4. Describe advantages of FHA financing.  
5. Identify the various FHA loan programs of interest to home buyers.  
6. Explain conditions and advantages of secondary financing with an FHA mortgage. | Career Ready Practice: 2, 10, 11  
CTE Anchor: Communications: 2.1, 2.3  
Technology: 4.3, 4.6  
Problem Solving and Critical Thinking: 5.2, 5.3, 5.4  
Leadership and Teamwork: 9.4  
CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B8.1 |
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<tr>
<td>K. VA FINANCING</td>
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</table>
| Describe factors relating to VA financing of real estate. | 1. Describe characteristics of a VA loan.  
2. Define VA loan eligibility.  
3. Explain the determination of VA loan amount.  
4. Describe agents’ disclosure requirements on assumptions of VA loans. | Leadership and Teamwork: 9.4  
CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B8.1 |
| (6 hours)                        |                      |           |
| L. SELLER FINANCING             |                      |           |
| Describe factors relating to seller financing of real estate. | 1. Define purchase money mortgage/trust deed.  
2. Define unencumbered and encumbered property.  
3. Describe a purchase money second mortgage.  
4. Define seller sponsored wraparound financing.  
5. Describe differences between wraparound versus assumption plus seller second.  
6. Describe the process of resale of purchase money securities.  
7. Explain land contract.  
8. Describe contract subject to existing mortgage.  
10. Explain contract plus assumption plus institutionalized second.  
11. Explain lease option as another form of creative financing.  
12. Explain lease contract separate from option contract.  
13. Explain equity exchanges.  
14. Explain participation plans.  
15. Describe seller’s financing disclosure statement. | Career Ready Practice: 2, 10, 11  
CTE Anchor: Communications: 2.1, 2.3  
Technology: 4.3, 4.6  
Problem Solving and Critical Thinking: 5.2, 5.3, 5.4  
Leadership and Teamwork: 9.4 |
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<td><strong>M. APPRAISAL</strong></td>
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<td>Describe factors relating to appraisal of real estate.</td>
<td>1. Define lender’s perception of value.</td>
<td>CTE Pathway: B2.1, B2.2, B3.1, B3.2, B3.3, B3.5, B4.1, B4.2, B4.5, B8.1</td>
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<td>2. Explain the problem of over-valued properties as it relates to appraisal.</td>
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<td>3. Explain the importance of appraised value.</td>
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<td>4. Explain the market data approach to estimating market value.</td>
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<td>5. Explain the replacement cost approach to estimating market value.</td>
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<td>6. Explain the income method of estimating market value.</td>
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<td>7. Describe an alternative to low appraisals in the financing process.</td>
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<td>8. Describe requests for reconsideration of value.</td>
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<td>9. Summarize important property features affecting appraisal.</td>
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<td><strong>(6 hours)</strong></td>
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<tr>
<td><strong>N. DISCRIMINATION</strong></td>
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<tr>
<td>State various laws which apply to discrimination in the purchase of real estate.</td>
<td>1. Name Federal laws relating to discrimination in the purchase of real estate.</td>
<td>Career Ready Practice: 2, 5, 7, 8, 9, 12</td>
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<tr>
<td></td>
<td>2. Explain the Civil Rights Act of 1866.</td>
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<td>3. Explain Federal Fair Housing Act.</td>
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<td>5. Name state laws relating to discrimination in the purchase of real estate.</td>
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<td></td>
<td>6. Explain the Unruh Civil Rights Act.</td>
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<td>8. Explain the Fair Employment and Housing Act.</td>
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<td>9. Describe Real Estate Commissioner Regulations.</td>
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<td>CTE Anchor: Communications: 2.1, Problem Solving and Critical Thinking: 5.1, 5.4</td>
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<td></td>
<td>Responsibility and Flexibility: 7.2, Ethics and Legal Responsibilities: 8.1, 8.4, 8.5, 8.6</td>
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<td></td>
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<td>CTE Pathway: B2.2, B2.3, B2.4</td>
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<td>COMPETENCY AREAS AND STATEMENTS</td>
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<tr>
<td><strong>O. REAL ESTATE ETHICS</strong></td>
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</table>
| Apply accepted standards of ethics in all transactions. | 1. Define the responsibilities of one realtor to another realtor in a transaction.  
2. Explain the fee a broker can charge in real estate transactions.  
3. Explain the requirements in the presentation of an offer by the listing agent.  
4. Describe the licensee professional relationship when directly involved in a transaction.  
5. Explain when written offers must be submitted in a proposed transaction.  
6. Explain when purchase money deposit can be refunded.  
7. Explain when a real estate licensee may claim he is a specialist in a real estate field.  
8. Describe when a signed or initialed document can be modified or changed.  
9. Explain secret profit. | Career Ready Practice:  
2, 5, 7, 8, 9, 12  
CTE Anchor:  
Communications:  
2.1  
Problem Solving and Critical Thinking:  
5.1, 5.4  
Responsibility and Flexibility:  
7.2  
Ethics and Legal Responsibilities:  
8.1, 8.4, 8.5, 8.6  
CTE Pathway:  
B2.2, B2.3, B2.4 |
| **P. EMPLOYABILITY SKILLS**     |                      |           |
| Demonstrate competency in job search and acquisition skills. | 1. Describe the steps in a job search.  
2. Write a résumé and cover letter; describe the value of résumés and personal networking in obtaining employment.  
3. Complete a job application form legibly.  
4. Demonstrate work habits: punctuality and regular attendance.  
5. Describe job interview preparation: dress, references, résumé, transcripts, work permit, interview, and follow-up.  
6. Participate in a mock interview as an applicant and describe employee’s point of view.  
7. Participate in a mock interview as an employer and describe employer’s point of view.  
8. Describe civil, age and equal rights in employment and what constitutes discriminatory hiring practices.  
10. Describe statutory, compensatory and employer-sponsored benefits.  
11. Define gross/net pay; federal, state, FICA, SDI taxes and the W-4 form. | Career Ready Practice:  
2, 3, 5, 7, 8, 9, 10, 11, 12  
CTE Anchor:  
Communications:  
2.4, 2.5  
Career Planning and Management:  
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9  
Health and Safety:  
6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  
Responsibility and Flexibility:  
7.1, 7.2, 7.3, 7.4, 7.6, 7.7  
Ethics and Legal Responsibilities:  
8.2, 8.3, 8.4, 8.5, 8.6, 8.8  
Leadership and Teamwork:  
9.4 |
<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Knowledge and Skills:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2, 10.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration and Application:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.2, 11.5</td>
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<tr>
<td><strong>CTE Pathway:</strong></td>
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<td><strong>Q. EVALUATION</strong></td>
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<tr>
<td>Technology: 4.3</td>
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<td>Problem Solving and Critical Thinking: 5.4</td>
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<tr>
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<td>B3.3, B3.5, B4.1, B6.1, B7.1</td>
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SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


RESOURCE MATERIALS


RESOURCES

Employer Advisory Board members

Department of Real Estate

CTE Foundation Standards
http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc

COMPETENCY CHECKLIST
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lectures and discussions
B. Demonstrations and participation
C. Multimedia Presentations
D. Individualized Instruction
E. Peer teaching
F. Role-playing
G. Guest Lecturers
H. Field trips and field study experiences
I. Projects

EVALUATION

SECTION A – Introduction and Safety– Pass a safety test with a score of 100%.

SECTION B – Real Estate Cycles and the Secondary Market– Pass all assignments and exams on real estate cycles and the secondary market with a minimum score of 80% or higher.

SECTION C – Types of Lenders– Pass all assignments and exams on types of lenders with a minimum score of 80% or higher.

SECTION D– Government Influences on Real Estate– Pass all assignments and exams on government influences on real estate with a minimum score of 80% or higher.

SECTION E – Instruments of Finance– Pass all assignments and exams on instruments of finance with a minimum score of 80% or higher.

SECTION F – Real Estate Finance: Math Tables and Closing Costs– Pass all assignments and exams on real estate math tables and closing costs with a minimum score of 80% or higher.

SECTION G – Loan Underwriting – Pass all assignments and exams on loan underwriting with a minimum score of 80% or higher.

SECTION H – Conventional Financing – Pass all assignments and exams on conventional financing with a minimum score of 80% or higher.

SECTION I – Creative Financing – Pass all assignments and exams on creative financing with a minimum score of 80% or higher.
SECTION J – FHA Financing – Pass all assignments and exams on FHA financing with a minimum score of 80% or higher.

SECTION K – VA Financing – Pass all assignments and exams on VA financing with a minimum score of 80% or higher.

SECTION L – Seller Financing – Pass all assignments and exams on seller financing with a minimum score of 80% or higher.

SECTION M – Appraisal – Pass all assignments and exams on appraisal with a minimum score of 80% or higher.

SECTION N – Discrimination – Pass all assignments and exams on discrimination with a minimum score of 80% or higher.

SECTION O – Real Estate Ethics – Pass all assignments and exams on real estate ethics with a minimum score of 80% or higher.

SECTION P – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION Q – 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.
Statement for Civil Rights

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