

**Public Comments
Finance Standards**

Finance Exhibit 1

Date Submitted: December 22, 2016

Dr. Lynette Molstad Gorder, Standards Workgroup Committee Member

I served as a member of the finance standards committee. Training was provided before the committee went to work in revising and rewriting the finance standards. The committee focused on current courses in the curriculum and then determined if new courses needed to be added. The committee made decisions for new courses and revised current standards based on the knowledge and skills that students should learn to be successful in college and a career. The standards have been aligned with the needs of the finance sector to prepare students for careers in businesses such as banks, investment firms, real estate, and insurance. The standards as displayed on the website determine 'what' is to be learned; teachers will determine 'how' to teach the standards.

Finance Exhibit 2

Date Submitted: December 26, 2016

Brenda Merkel, Educator

I have a MS in Banking & Financial Services. The following are areas that were not mentioned in the standards that should be considered to properly provide students a foundation of understanding core and industry content.

Intro to Financial Services: The role of money is an important aspect of financial services. Understanding money (i.e. functions, role, provisions, etc.) is critical to the financial services. The time value of money was also not mentioned. Regardless of the financial industry, individuals must understand the time value of money (i.e. present value, future value, etc.) in order to assess financial needs / goals. The structure of interest rates is also a important concept in the financial industry. Individuals who work in the industry, must understand various interest rate terms, applications, etc. Indicator 5.1 lists to identify between banks and credit unions, this should be updated to as there are many more financial institutions distinctions rather than just a bank or credit union (i.e. thrifts, investment banks, etc.).

Personal Finance: The course description is lacking in specifics to the related content. It is very generic. Does this course differ from the FACS personal finance because it should. Indicator 1 lacks relevance or rigor. For example, there is much more to consider than just take home pay. There are many factors related to pay (i.e. benefits, unions, industry, etc.) that students need to understand then, then take home pay can be fully understood.

Banking Services: Considering this is a course that I teach at the post-secondary level and is my MS, there is content that students need to have a foundation of understanding in to properly prepare them

for college and careers in banking services. Students should have a solid understanding in concepts that were not mentioned in the indicators: financial system & the economy; and structure of interest rates; time value of money. The most important concepts in banking services are regulation, which was covered. However, monetary and fiscal policy were not mentioned at all. These drive the banking industry as what changes impact cash flows in / out of financial institutions.

Business Economics: Aggregate supply / demand should be covered, as it directly impacts the financial services industry.

Finance Exhibit 3

Date Submitted: January 3, 2017

Mary S. Day, Educator

Accounting 1: The standards are clearly defined and promote higher level thinking, specifically in A 2.4 and A 3.2. The standards also provide integrated content that provides additional resources for educators. I believe that these standards are well defined and provides clear guidance for educators to follow when teaching Accounting 1.

Finance Exhibit 4

Date Submitted: January 8, 2017

Response to Exhibit 2: Finance Standards Workgroup Members

Intro to Financial Services:

Regarding the Understanding money (i.e. functions, role, provisions, etc.): The work group believes the standards already encompass this content. This is an introductory course and the work group felt the content was sufficient. Teachers are welcome to add additional depth to the content if they desire and if time allows.

Regarding the time value of money: The work group believes the standard(s) already encompass this content. This is an introductory course and the work group felt the content was sufficient. Teachers are welcome to add additional depth to the content if they desire and if time allows.

Regarding interest rate terms, applications: The work group believes the standard(s) already encompass this content. This is an introductory course and the work group felt the content was sufficient. Teachers are welcome to add additional depth to the content if they desire and if time allows.

Regarding Indicator 5.1: The work group limited the content to banks and credit unions as the course is an introductory course. Instructors would be free to include more in-depth content related to thrifts, investment banks and other financial institutions if they so choose. A note has been made to relay this suggestion to the standards unpacking work group this summer. Based on industry feedback, the work group believes the standard reflects the bulk of financial institution employers within the state.

Personal Finance:

Regarding Indicator 1: The work group suggests changing PF 1.2 to change from reading: PF 1.2 Analyze factors that affect take home pay. To PF 1.2 Analyze factors that affect take home pay, related benefits and pay factors. The clarified language will help teachers more easily recognize that benefits and pay factors are elements related to take home pay. This will also be an area that we'll be sure to emphasize in standards unpacking.

Banking Services:

Regarding financial system & the economy; and structure of interest rates; time value of money: The work group believes the standard(s) already encompass this content. Indicator #3 contains financial formulas.

Regarding monetary and fiscal policy topics: The work group believes the standard(s) already encompass this content. The work group felt that the level of content related to monetary and fiscal policy issues was applicable for the secondary level student. Standard BS 1.2 and 3.1 create opportunities for teachers to include this content.

Business Economics:

Regarding aggregate supply / demand: The work group believes the standard(s) already encompass this content. Indicator 1 includes concepts of basic economics. The work group feels that aggregate supply/demand is encompassed within that range of content.