

# Build a responsible credit policy

## Capital-use decision framework

### Premium lesson companion

Teaching brief • applied vocabulary • guided workbook • knowledge check • answer guide

Name \_\_\_\_\_

Date \_\_\_\_\_

# Build a responsible credit policy

A written policy governs who may apply, approve, use, monitor, reconcile, and close accounts. It should also define limits, documentation, and escalation.

## The deeper idea

A policy should define purpose, authority, limits, permitted transactions, documentation, review, payment ownership, exception approval, and closure.

## Learning objectives

- Explain credit policy using the lesson's governing facts.
- Distinguish approval authority from an assumption or promotional summary.
- Show how account review changes cost, timing, control, responsibility, or risk.
- Complete the capital-use decision framework using traceable source information.

## Vocabulary in action

|                    |                                                                                        |
|--------------------|----------------------------------------------------------------------------------------|
| credit policy      | Locate it in source material and state what it measures or governs.                    |
| approval authority | Use it to make the comparison concrete instead of relying on a label.                  |
| account review     | Name who carries responsibility, what triggers it, and which control makes it visible. |

# Move from information to a responsible next step.

## 1. Define the exact question

State the purpose, deadline, and consequence of delay. Connect the question to this lesson and its governing evidence.

## 2. Gather governing evidence

Collect current agreements, statements, official disclosures, operating records, or program instructions. Record the source and date.

## 3. Apply the vocabulary

Locate credit policy, approval authority, and account review in the real document or process. Translate each into a dollar, date, action, control, or responsibility.

## 4. Test a difficult case

Change one important assumption - timing, volume, cost, income, access, or support - and explain whether the plan still works.

## 5. Record the decision

Choose proceed, revise, compare, seek qualified review, or stop. Name the next action, its owner, and the review date.

### Applied scenario

A learner must make this decision this month. The learner gathers governing records, locates credit policy, approval authority, and account review, and completes the assignment. The decision pauses if the difficult-case test exposes an obligation or operating risk that cannot be managed.

# Capital-use decision framework

Draft a one-page business credit policy and schedule quarterly review.

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|--------------------------------------------------------|
| Purpose: What exact decision does this lesson support? |
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| Evidence: Which source documents prove the facts? Include dates. |
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|----------------------------------------------------------------------------------------------------------|
| Terms: Where do credit policy, approval authority, and account review appear, and what does each change? |
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# Stress-test and decision record

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| Stress test: Which assumption is most fragile, and what happens if it fails? |
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|--------------------------------------------------------------------------------------|
| Decision record: What is the next action, who owns it, and when will it be reviewed? |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>My recorded status</b>                                                                                                                                                      |
| <input type="checkbox"/> Proceed <input type="checkbox"/> Revise <input type="checkbox"/> Compare <input type="checkbox"/> Seek qualified review <input type="checkbox"/> Stop |

## KNOWLEDGE CHECK

# Confirm your understanding.

1. State the central teaching in your own words.

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2. How do credit policy and approval authority work together?

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3. What evidence is strong enough to use?

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4. What would make the plan pause?

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5. What belongs in the finished assignment?

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# Compare reasoning, not just wording.

## 1. State the central teaching in your own words.

A policy should define purpose, authority, limits, permitted transactions, documentation, review, payment ownership, exception approval, and closure.

## 2. How do credit policy and approval authority work together?

Define each, locate both in source material, and explain their combined effect on the decision.

## 3. What evidence is strong enough to use?

Current, relevant, traceable information from an agreement, statement, official source, operating record, or qualified professional.

## 4. What would make the plan pause?

A missing governing fact, unsupported claim, unmanageable stress case, or inability to explain the responsibility attached to account review.

## 5. What belongs in the finished assignment?

Purpose, sources, term definitions, comparison or calculation, difficult-case result, unanswered questions, responsible owner, and review date.

### Education-only boundary

This resource provides general education. It does not submit applications, negotiate with providers, handle customer funds, promise outcomes, or replace individualized guidance from an appropriately qualified professional.