



SAMPLE

Finance: Business Financial Management Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Business Financial Management Pathway of the Finance Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Business Financial Management Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> • Business Essentials • Business Technology Applications 	<ul style="list-style-type: none"> ▶ Accountant ▶ Auditor ▶ Bookkeeper ▶ Capital Budgeting Specialist ▶ Capital Expenditure Manager ▶ Cash Manager ▶ Chief Revenue Agent ▶ Collector ▶ Controller ▶ Cost Analyst ▶ Credit Analyst ▶ Economist ▶ Financial Analyst ▶ Financial Planner ▶ Foreign Exchange Manager ▶ Management Accountant ▶ Project Analyst ▶ Revenue Agent ▶ Tax Accountant ▶ Tax Examiner ▶ Tax Preparer ▶ Treasurer
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		<ul style="list-style-type: none"> • Business Finance 	
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		<ul style="list-style-type: none"> • Accounting 	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
12	English/ Language Arts IV	Pre-Calculus or Calculus or Trigonometry or Statistics	Physics or other science course	Government Economics	<ul style="list-style-type: none"> • Fundamentals of Financial Management and Investment Planning • Advanced Accounting 			
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Principles of Accounting • Tax Planning and Management 	
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		<ul style="list-style-type: none"> • Financial Records Management 	
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 	
	Year 16						<ul style="list-style-type: none"> • Complete Business Financial Management Major (4-year degree program) 	

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Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=87>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=27>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

Finance: Business Financial Management

SAMPLE Sequence of Courses for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

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Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=87>. These skills are reinforced through participation in student organization activities.

#1

Business Essentials: This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Business Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communication, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=27>. These skills are reinforced through participation in student organization activities.

#3

Business Finance: This course introduces principles of business and management. Topics include basic business principles, personal finance, management, systems thinking, quality management and the current environment for business in a multinational marketplace.

#4

Accounting: This course provides a comprehensive introduction to basic financial accounting including recording, summarizing and reporting, principles of income measurement and asset valuation, accounting systems and controls.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=27> and should include appropriate student organization activities. A work-based component may be included in each of the following courses.

#5

Fundamentals of Financial Management and Investment Planning: Students will interpret financial data to develop short- and long-term budgetary plans, produce accurate reports and make business decisions. Students will develop product knowledge related to financial and investment planning by examining characteristics to distinguish between stocks, bonds and commodities, and insurance and annuity products. Students will study differences between secured and unsecured credit and follow appropriate steps to develop an investment plan. Students will develop a financial plan to address client needs and use tax preparation procedures to determine tax liability.

#6

Advanced Accounting: This course includes partnership accounting, adjustments in inventory control systems, budgetary control systems and further enhancement of accounting skills.

#7

Principles of Accounting: This course includes the measurement and reporting of accounting information on published financial statements, study of current and non-current assets, current liabilities, intangibles and present value concepts.

#8

Tax Planning and Management: Students will analyze tax structures and consequences to assist in business decision making. Students will compare tax structures to differentiate types of business taxes and evaluate the impact of selected accounting methods and inventory systems used to determine tax effects. Students will establish a tax plan to incorporate the impact of tax consequences in business decisions.

#9

Financial Records Management: This course focuses on federal, state and local regulations used to determine financial records management. Students will gather federal, state and local procedures and regulations to apply to the storage and retention of financial records and files, and analyze and maintain knowledge of current financial laws, regulations and policies to assure compliance in financial practices.



Notes

A large rectangular area filled with horizontal lines, alternating between light green and light yellow, intended for writing notes.