



Finance: Banking and Related Services

Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Banking and Related Services 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 Banking and Related Services 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 require- ments and college entrance requirements. Certain local student organization activi- ties are also important including public speak- ing, record keeping and work-based experi- ences. | <ul style="list-style-type: none"> • Business Essentials • Business Technology Applications | <ul style="list-style-type: none"> ▶ Abstractor ▶ Accountant ▶ Acquisitions Specialist ▶ Bill and Account Collector ▶ Branch Manager ▶ Compliance Officer ▶ Credit Analyst ▶ Credit Report Provider ▶ Customer Service Representative ▶ Data Processor ▶ Debt Counselor ▶ Financial Manager ▶ Financial Planner ▶ Internal Auditor ▶ Loan Officer ▶ Loan Processor ▶ Mortgage Broker ▶ Network Services Technician ▶ Operations Manager ▶ Relationship Manager ▶ Repossession Agent ▶ Teller ▶ Title Researcher and Examiner ▶ Trust Officer |
| | 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 Banking and Financial Services • 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, li- censes, certifications or journey worker status. Certain local student organization activities may also be important to include. | <ul style="list-style-type: none"> • Operations and Management • Principles of Banking | |
| | Year 14 | Speech/ Oral Communication Technical Writing | | | Sociology Public Policy | | <ul style="list-style-type: none"> • Human Resources Management • Regulatory Compliance in Banking and Financial Services | |
| | 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 Banking and Related Services Major (4-year degree program) | |

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=28>) 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** The SAMPLE on page 4 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.

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=28>. 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=28> and should include appropriate student activities. A work-based component may be included in each of the following courses.

#5

Fundamentals of Banking and Financial Services: Students will develop skills related to banking and related services as they perform teller functions to process customer transactions, maintain cash drawer to reflect teller activity, process documents to facilitate the check collection processes, and respond to requests to provide other customer services. Students will employ technical skills to perform data processing functions as well as to perform new account functions. Technical and people skills will be practiced as students perform lending functions including aiding the customer to determine the best loan alternative, processing the customer's application to include appropriate information, and processing the loan to complete transactions.

#6

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

#7

Operations and Management: Students will use technical skills to perform operations and management duties of financial institutions. Specific course requirements include developing skills to manage cash needs to maintain cash reserves, track financial ratios to monitor a financial Institution's operations, oversee the information system to manage financial records, and maintain policy and procedure manuals to ensure consistent operations.

#8

Principles of Banking: This course is designed to teach the structure and function of the banking system and the role of monetary policy in determining economic activity. Topics include the nature of money, the term structure of interest rates, the regulation of commercial bank activity, and the macro-monetary models used to predict future economic conditions.

#9

Human Resources Management: This course is designed to help students manage personnel to maximize operations in banking and related services. Students will learn how to maintain adequate staff to meet workload demands, manage the personnel budget to provide benefit packages, and prepare employee reviews to facilitate professional growth. Concepts of managing diversity, working with multi-generations and different work styles are emphasized.

#10

Regulatory Compliance in Banking and Financial Services: Students will develop skills to operate a bank to meet regulatory guidelines. Students will learn how banks are examined to determine regulatory compliance through implementing internal audit procedures to reflect compliance and reviewing bank records to prepare for external examinations. Students will compare legal interpretations to clarify regulations.



Notes

A large rectangular area with a repeating pattern of light green and light yellow horizontal stripes, intended for taking notes.