



Finance: Financial and Investment Planning

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

This Career Pathway Plan of Study (based on the Financial and Investment Planning 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 Financial and Investment Planning 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"> ▶ Accountant ▶ Brokerage Clerk ▶ Commodities Representative ▶ Development Officer ▶ Financial Analyst ▶ Financial Planner ▶ Foundation Manager ▶ Fund Manager ▶ Fund Raiser ▶ Investment Advisor ▶ Mutual Fund Manager ▶ Non-Profit Manager ▶ Personal Financial Advisor ▶ Planned Giving Director ▶ Sales Agent ▶ Securities Representative ▶ Tax Preparer
	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, li- censes, 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 • Regulatory Requirements for Financial and Investment Planning • Customer Service in Financial and Investment Planning 	
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		<ul style="list-style-type: none"> • Financial Planning • Financial and Investment Planning Procedures 	
	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 Financial and Investment Planning 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=26>) 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=26>. 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=26> 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

Regulatory Requirements for Financial and Investment Planning: Students will review current state and federal regulations to apply the tax code professionally. Other course content requires students to research the regulatory requirements of financial and investment planning and security sales to assure compliance with codes. Students will be required to examine licensing and certification requirements and develop a plan to achieve career goals in financial and investment planning.

#9

Customer Service in Financial and Investment Planning: Students will use appropriate methods to communicate with clients, exercise appropriate techniques to interview clients, and use people skills to conduct client conferences. Students will review client financial information to develop a client's account statement, explain the purpose of a client's account statement to enhance client awareness, and employ people skills to respond to client complaints.

#10

Financial Planning: This course requires students to examine a client's money management patterns to determine a client's financial situation. Students will develop procedures to guide the client through effective planning to establish financial goals and describe procedures necessary to execute financial transactions.

#11

Financial and Investment Planning Procedures: Students will use financial information to manage client records. This includes using organizational skills to maintain accurate records and using invoicing and billing systems to organize records of company activities. Students will develop procedures to adhere to and maintain a compliance plan, and use databases and other computer management tools to manage office records to ensure accuracy and compliance with regulations.



Notes

A large rectangular area with horizontal stripes in alternating light green and light yellow colors, intended for writing notes.