

Business, Management and Administration: Entrepreneurship and Management

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

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 Management Pathway	SAMPLE Occupations Relating to This Pathway			
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>											
SECONDARY	Mid	8					• Computer Applications	<ul style="list-style-type: none"> ► Accounting Manager ► Accounts Payable Manager ► Administrative Services Manager ► Assistant Credit Manager ► Association Manager ► Billing Manager ► Business Development Manager ► Chief Executive ► Compensation and Benefits Manager ► Credit and Collections Manager ► Entrepreneur ► Facilities Manager ► First Line Supervisor ► General Manager ► Government Manager ► Hospital Manager ► Human Resource Manager ► Management Analyst ► Management Trainee ► Manufacturing Manager ► Meeting and Convention Planner ► Operations Manager ► Payroll Manager ► Public Organization Manager ► Public Relations Manager ► Purchasing Manager ► Risk Manager ► Secondary Business Educator ► Sports and Entertainment Manager 			
	9	English/ Language Arts I	<u>Algebra I</u> 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 computer applications, public speaking, and record keeping.	• Business Essentials				
	10	English/ Language Arts II	<u>Algebra II</u>	Biology or Chemistry	U.S. History		• Entrepreneurship • Business Economics				
	11	English/ Language Arts III	<u>Pre-Calculus</u>	Chemistry or Physics	World History Psychology		• Business Management				
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>										
	12	English/ Language Arts IV	<u>Calculus or Statistics</u>	Physics or other science course	Government or Sociology		• Applied Business Development				
<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	<u>College Algebra</u> <u>Statistics</u>	Lab Science	History <u>Psychology</u>	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.	• Intro to Business • Intro to Economics				
	Year 14	<u>Speech</u> Business & Technical Writing	<u>Applied Calculus</u> or <u>Business</u> <u>Calculus</u>		<u>Sociology</u> or <u>Anthropology</u>		• Microeconomics & Macroeconomics • Economic Statistics • Financial & Managerial Accounting				
	Year 15	Continue courses in the area of specialization.					• Continue Courses in the Area of Specialization				
	Year 16						• Complete Management Major (4-year degree program)				

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Tips for Creating a Career Pathway Plan of Study for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

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,

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=85>) 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=17>) 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
- 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.

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

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=85>. These skills are reinforced through participation in student organization activities.



Notes

A series of 15 horizontal purple bars spanning the width of the page, intended for writing notes.