

## Finance Systems Career Program



This career program is focused on planning, services for financial and investment planning, banking, insurance, and business financial management. All career and technical education programs provide students opportunities for practical application of academic concepts. The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) emphasizes student achievement in science, English language arts, and mathematics. To assist local education agencies in selecting courses best suited for this purpose, specific CTE courses with emphasis on these subjects are highlighted below. Courses best suited for science applications are shown in yellow, mathematics are shown in blue, and English language arts are shown in orange. Local boards of education may allow CTE courses to be substituted for graduation requirements. Refer to [105 Illinois Compiled Statutes 5/27-22](#) and [105 ILCS 5/27-22.05](#) for more information.

### Science Applications

### Math Applications

### ELA Applications

| CAREER CLUSTER   | Finance   | Finance   |
|--|---|---|
| CIP  | 52.0801   | 52.0301   |
| TEACHER LICENSURE ENDORSEMENT  | <a href="#">PEL with BMC</a><br><a href="#">PEL with BMCP</a><br><a href="#">ELS with FGA</a> | <a href="#">PEL with BMC</a><br><a href="#">PEL with BMCP</a><br><a href="#">ELS with FGA</a> |
| PATHWAY  | Finance   | Accounting  |
| GROUP 1: ORIENTATION COURSES (Minimum Selection: One course from Group 1 or 2) |   |   |
| ORIENTATION COURSES  | Career Exploration 22151A001  | Career Exploration 22151A001  |
|  | Business & Technology Concepts 12001A001  | Business & Technology Concepts 12001A001  |
|  | Recordkeeping 12007A001   | Recordkeeping 12007A001   |
| GROUP 2: INTRODUCTORY COURSES  |   |   |
| INTRODUCTORY COURSES   | Introductory Business 12051A001   | Introductory Business 12051A001   |
|  | Computer Concepts and Software Applications 10004A001   | Computer Concepts and Software Applications 10004A001   |
|  | Banking and Finance 12101A001   | Banking and Finance 12101A001   |
|  | Business Communications 12009A001   | Business Communications 12009A001   |
| GROUP 3: SKILLS COURSE   |   |   |
| SKILLS COURSE  | Finance 12103A001   | Accounting I 12104A001  |

# Finance Systems Career Program (2024-2025)

| CAREER CLUSTER  | Finance  | Finance  |
|---|--|--|
| CIP   | 52.0801  | 52.0301  |
|   | GROUP 4: ADVANCED COURSES                                    |  |
| ADVANCED COURSES  | Banking<br>12102A001   | Accounting II<br>12104A002                                   |
|   | Business Economics<br>12105A001                              | Income Tax Accounting<br>12109A001                           |
|   | Business Law<br>12054A001                                    | Cost Accounting<br>12108A001                                 |
|   | Business Ethics<br>12060A001                                 | Payroll Accounting<br>12110A001                              |
|   | Financial Accounting<br>12111A001                            | Financial Accounting<br>12111A001                            |
|   | Business Math<br>02154A001                                   | Business Math<br>02154A001                                   |
| WORKPLACE EXPERIENCE  | Finance Cluster Workplace Experience<br>12148A003            |  |
|   | General Finance Workplace Experience<br>12148A001            | Accounting Workplace Experience<br>12148A002                 |
|   | Secondary Transitional Experience Program (CTE)<br>22151A003 | Secondary Transitional Experience Program (CTE)<br>22151A003 |
| <p>A quality CTE program delivers all required elements of Illinois' definition of Size, Scope, Quality. CTE program elements include: a sequence of courses, each educational entity offering approved courses provides assurance that the course content includes at a minimum the State course description, meets the State's minimum requirements for course offerings by program, curriculum aligned to state recognized learning standards &amp; industry standards, career pathway guidance, resources to support program/course delivery (licensed &amp; qualified staff, appropriate facilities, adequate equipment, instructional materials, work-based learning experiences, special populations support services, an active affiliated CTSO chapter), articulation/dual credit agreements, documentation of state agency certification or licensing requirements for occupations regulated by law or licensure, &amp; content which prepare students for reflective of current labor &amp; opportunity for workplace experience or a structured capstone course. Orientation courses are suggested to be taught at the prior-to-secondary or 9th grade levels. Introductory level courses are suggested to be taught at the 9th-11th grade level. Skill level courses are suggested to be taught at the 10th – 12th grade levels. Workplace Experiences Courses are suggested to be taught at the 12th grade level.</p> |  |  |

### Finance Systems Career Program (2024-2025)

| Group   | State Course Code | State Course Title                          | State Course Description   |
|---------|-------------------|---|--|
| Group 1 | 22151A001         | Career Exploration                          | Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.  |
| Group 1 | 12001A001         | Business and Technology Concepts            | This orientation-level course will provide an overview of all aspects of business marketing and management, including the concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership, including entrepreneurship, as well as the basic functional areas of business (finance, management, marketing, administration and production). Students will be introduced to a wide range of careers in fields such as accounting, financial services, information technology, marketing, and management. Emphasis will be placed on using the computer while studying applications in these careers along with communication skills (thinking, listening, composing, revising, editing, and speaking), math and problem solving. Business ethics as well as other workplace skills will be taught and integrated within this course. This course is not intended to meet the consumer education requirement, but rather to provide preparation for the skill level courses that make up the Business, Marketing and Management occupations programs. |
| Group 1 | 12007A001         | Recordkeeping                               | Develops understanding of and skill in maintaining accurate records; includes skills used in everyday business activities both for personal and professional use; provides an opportunity to develop skills related to personal financial management as well as budgeting, financial planning, cashier's records, handling of money, and tasks common to simple office practices.  |
| Group 2 | 12051A001         | Introductory Business                       | Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields.  |
| Group 2 | 10004A001         | Computer Concepts and Software Applications | Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing, and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications, and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.   |
| Group 2 | 12101A001         | Banking and Finance                         | Banking and Finance courses provide students with an overview of the United States' monetary and banking systems, as well as types of financial institutions and the services and products that they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments; and negotiable instruments.   |
| Group 2 | 12009A001         | Business Communications                     | Business Communications courses help students to develop an understanding and appreciation for effective communication in business situations and environments. Emphasis is placed on all phases of communication: speaking, listening, thinking, responding, reading, writing, communicating nonverbally, and using technology for communication. Business communication functions, processes, and applications in the context of business may be practiced through problem-based projects and real-world application.  |
| Group 3 | 12103A001         | Finance                                     | Finance courses are similar to Banking and Finance courses, but they focus specifically on finance, addressing how businesses raise, distribute, and use financial resources while managing risk. Course content typically   |

### Finance Systems Career Program (2024-2025)

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|         |           |                       | involves modeling financial decisions (such as borrowing, selling equity or stock, lending or investing) typically undertaken by businesses.  |
| Group 3 | 12104A001 | Accounting I          | Accounting I is a course that assists students pursuing a career in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision making. Accounting computer applications should be integrated throughout the course where applicable. In addition to stressing basic fundamentals and terminology of accounting, instruction should provide initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field. Processing employee benefits may also be included. |
| Group 4 | 12102A001 | Banking               | Banking courses expose students to the United States' monetary and banking systems. These courses may also examine and apply the methods used for measuring the financial performance of banks in addition to examining specialized brokerage products, current issues, and future trends in banking.   |
| Group 4 | 12105A001 | Business Economics    | Business Economics courses integrate economic principles (such as free market economy, consumerism, and the role of the U.S. government within the economic system) with entrepreneurship/business concepts (such as marketing principles, business law, and risk).   |
| Group 4 | 12054A001 | Business Law          | Introduces law and the origins and necessity of the legal system; provides insight into the evolution and development of laws that govern business in our society; develops an understanding of how organization and operation of the legal system impact business; develops an understanding of rights and duties within the business environment; and includes contractual responsibility, protection of individual rights in legal relationships relative to warranties, product liability, secured and unsecured debts, negotiable instruments, agencies, employer-employee relations, property ownership and transfer, landlord and tenant, wills and estates, community property, social security, and taxation.  |
| Group 4 | 12060A001 | Business Ethics       | Business Ethics courses focus on the study of ethical principles and the application of those principles to situations relevant to decision-making in the professional and business worlds.   |
| Group 4 | 12111A001 | Financial Accounting  | Financial Accounting courses introduce students to the principles and concepts of financial accounting that produces summary financial statements primarily for users external to a business. Topics include preparation, interpretation, and analyses of financial records and statements; the accounting cycle; current and long-term liabilities and owners' equity; and the accounting of assets.   |
| Group 4 | 12104A002 | Accounting II         | Accounting II is a course that builds upon the foundation established in Accounting I. This course is planned to help students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Some students may choose to do specialized accounting computer applications, and others may elect payroll clerk, data processing computer applications. Simulated business conditions may be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.   |
| Group 4 | 12109A001 | Income Tax Accounting | Income Tax Accounting courses introduce students to and expand their knowledge of the fundamental accounting principles and procedures used in businesses through integrating and using accounting-related software and information systems. These courses focus on federal, state, and local business tax laws; business tax accounting methods; and the preparation of business tax forms.  |

### Finance Systems Career Program (2024-2025)

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| Group 4 | 12108A001 | Cost Accounting  | Cost Accounting courses introduce students to the accounting concepts of manufacturing systems. In addition to job order and process costing systems, these courses emphasize profit planning and control programs.   |
| Group 4 | 12110A001 | Payroll Accounting   | Payroll Accounting courses introduce students to and expand their knowledge of the fundamental accounting principles and procedures related to payroll transactions for businesses. These courses typically emphasize computing wages, social security taxes, income tax withholding, unemployment taxes, and recording payroll transactions while providing students with experience in preparing all the necessary monthly, quarterly, and annual reports.  |
| Group 4 | 02154A001 | Business Math  | Business Mathematics courses provide students with mathematical competencies in business applications and intended for those studying business, finance, or other related business careers. Topics include mathematical competencies such as arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and equations that are applied to business problems and situations. Applications might include wages, hourly rates, payroll deductions, sales, margins, receipts, accounts payable and receivable, financial reports, discounts, interest, business analysis and decision making, and debt decisions and implications.   |
| Group 5 | 12198A002 | Marketing Workplace Experience                             | <b>Marketing Workplace Experience</b> courses provide work experience in fields related to the Marketing cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.  |
| Group 5 | 12098A002 | Business, Management & Administration Workplace Experience | Business, Management & Administration Workplace Experience courses provide work experience in fields related to the Business, Management & Administration cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 12148A003 | Finance Cluster Workplace Experience                       | Finance Cluster Workplace Experience courses provide work experience in fields related to the Finance cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.   |
| Group 5 | 12198A001 | Marketing Workplace Experience                             | Marketing Workplace Experience courses provide students with work experience in fields related to marketing. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and   |

### Finance Systems Career Program (2024-2025)

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|         |           |  | employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.   |
| Group 5 | 12198A003 | Real Estate Workplace Experience         | Real Estate Workplace Experience Courses provide students with work experience in fields related to real estate. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.                 |
| Group 5 | 12148A001 | General Finance Workplace Experience     | Finance Workplace Experience courses provide students with work experience in fields related to finance. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.                         |
| Group 5 | 12148A002 | Accounting Workplace Experience          | Accounting Workplace Experience courses provide students with work experience in fields related to finance. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.                      |
| Group 5 | 12098A001 | Business Management Workplace Experience | Business Management Workplace Experience courses provide students with work experience in fields related to business management. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships. |
| Group 5 | 12998A001 | Entrepreneurial Workplace Experience     | Entrepreneurial Workplace Experience courses provide students with work experience in fields related to entrepreneurship. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving  |

### Finance Systems Career Program (2024-2025)

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|         |           |   | further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include: Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.  |
| Group 5 | 12048A001 | Human Resources Workplace Experience            | Human Resources Workplace Experience courses provide students with work experience in fields related to human resources. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.   |
| Group 5 | 12048A002 | Administrative Assistant Workplace Experience   | Administrative Assistant Workplace Experience courses provide students with work experience in fields related to business administration assisting. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, involving further study of the field, discussion of relevant topics that are responsive to the workplace experience and employability skill development. Workplace Experience courses must be taught by an approved WBL educator-coordinator. These courses should be aligned to a Career Development Experience that could include Student-led Enterprises; School-based Enterprises; Immersion Supervised Agricultural Experiences; Clinical Experiences in Health Science and Technology programs; Internships; and Apprenticeship programs including Youth Apprenticeships, Pre-apprenticeships, and Registered Apprenticeships.  |
| Group 5 | 22151A003 | Secondary Transitional Experience Program (CTE) | This course code should be used for students participating in a STEP program that are also participating in assigned Career and Technical Education (CTE) courses. If the STEP program is not connected to a CTE program, the code 22151A002 should be used instead. STEP is a program approved by ISBE and provided by the DHS Division of Rehabilitation Services (DHS/DRS) that helps schools provide mandated transition services. These courses provide a built-in linkage to DHS/DRS, an agency that can assist students with disabilities with their post-school employment and career development goals. The program provides work experiences that coincide with post-secondary employment goals that could include paid employment or internships. This allows students to gain school credit towards graduation, while gaining hands-on work experience, with as-needed support services. The program also promotes the provision of the following Pre-employment Transition Services (per WIOA - the Workforce Innovation and Improvement Act): a. Job Exploration Counseling, b. Workplace Readiness Training, c. Counseling on Post-Secondary Education, d. Instruction in Self-Advocacy, and e. Work-Based Learning Experiences. Participation in the Secondary Transition Experience Program may include classroom activities as well, involving further study of the Pre-Employment Transition Services topics. Thus, STEP can be offered in combination with miscellaneous vocational courses such as: 22151A000 Career Exploration, and 22152A000 - Employability Skills. |